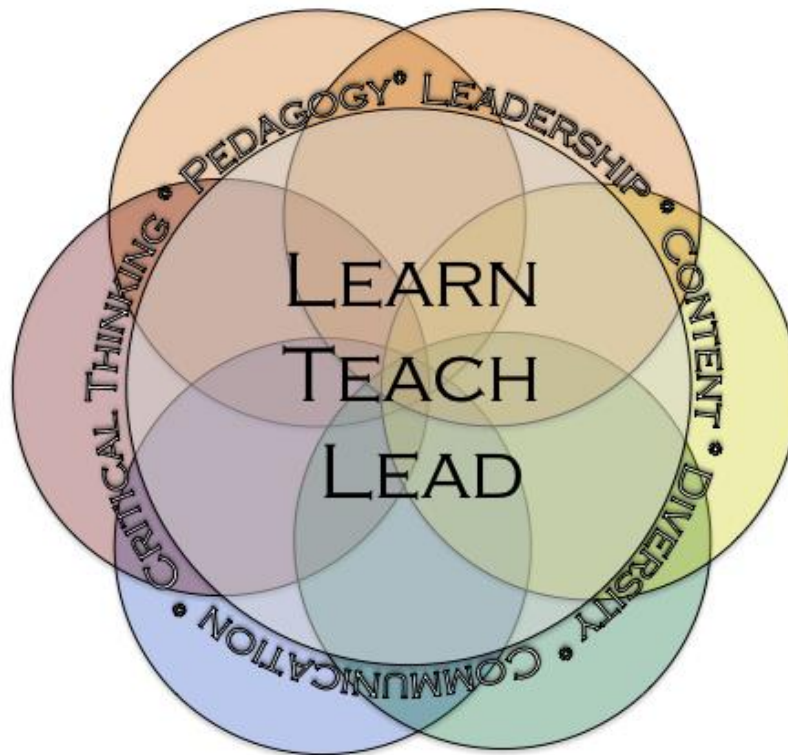


# Department of Education

## Alternative A - Master's Candidate Handbook



### THE TEACHER EDUCATION PROGRAM AT UAH

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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 to begin your 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 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 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.

## **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.

## 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 often the most critical factor 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 are woven into the framework of all 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. Assessments of dispositions

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.
12. **Professional Appearance.** The teacher candidate follows the appropriate dress code for the situation.

## Essential Functions

In addition to the candidate competencies and dispositions discussed above, teacher candidates must be able to carry out what K-12 schools often define as the essential functions or responsibilities of the job. Our goal in developing the list is to build awareness and provide the necessary support system for all candidates to successfully meet program and state/national goals for highly qualified educators. Candidates are introduced to these essential functions during Block 1 and are asked to evaluate their ability to carry out these essential physical and socio-emotional functions required of classroom teachers.

### **Physical:**

- Demonstrates necessary endurance to access school environment.
- Is able to sit a minimum of ten minutes, stand for one hour and walk for a minimum of five continuous minutes.
- Is able to physically access various environments across the school facility including classrooms, cafeteria, library, stairs, and elevators.
- Is able to physically access and utilize chalkboards, posters, bulletin boards, overhead projectors and other technology related equipment.
- Is able to physically manipulate the environment in order to retrieve, use and/or store
- teaching materials including books and equipment.
- Possesses visual, auditory and/or sensory functions sufficient to navigate school related
- environments in order to ensure safety.
- Demonstrates fluid communication skills which can be understood by individuals who
- are unfamiliar with the individual's speech patterns.
- **\*Collaborative Candidates Only:**
- Can physically push or pull wheelchairs, standers or other equipment related to student mobility.
- Can perform single or two-person lifts or assist students with physical transfers.
- Is physically able to assist or direct physical restraint as dictated by a Behavior
- Intervention Plan.

### **Socio-Emotional**

- Maintains high emotional energy and displays enthusiasm for content, students and colleagues.

- Uses people first, non-discriminatory language.
- Utilizes eye contact and body language appropriate to the educational setting.
- Exercises emotional maturity by avoiding curt, rude, defensive or inflammatory behaviors when communicating with administrators, colleagues or parents.
- Seeks assistance from administrators, colleagues or outside professional resources in order to resolve deficits or increase knowledge regarding instructional strategies, classroom management, or interpersonal relationships.
- Creates meaningful opportunities to motivate and include community stakeholders (parents, businesses, community helpers) to maximize student learning.
- Adheres to school or system dress policies including piercings, tattoos, personal hygiene(hair and nails) and type of clothing to be worn.



## CONTINUUM FOR CANDIDATE DEVELOPMENT

<b>UAH EDUCATION CANDIDATE COMPETENCIES/OUTCOMES</b>	<b>ENGAGED LEARNERS (Core Courses)</b>	<b>REFLECTIVE TEACHERS (Methods Courses)</b>	<b>ASPIRING LEADERS (Internships)</b>
1  <b><i>CONTENT</i></b>	Teacher candidates engage in a solid liberal arts general education and are grounded in a strong knowledge base within their discipline. Teacher candidates must understand the multidisciplinary connections between subjects and be able to share this understanding with their students.	Teacher candidates develop and write lesson plans that demonstrate knowledge of discipline topics, use multiple representations to represent critical concepts, illustrate multiple viewpoints and theories, and methods of inquiry specific to the discipline. Teacher candidates present lessons to peers in methods classes and small groups of K-12 students.	Teacher candidates plan, implement, reflect on, and revise content-specific lessons during the internship period. The lessons demonstrate their understanding of the content area.
2a  <b><i>PEDAGOGY: TEACHING</i></b>	Teacher candidates engage in a core curriculum including the pre-professional skills courses and the professional skills courses that prepare them with a solid grounding in teaching and learning theories and methods. A core component of pedagogy involves developing a thorough understanding of the effective uses of technology in the teaching and learning process and the abilities to implement technology in appropriate ways.	During methods classes, teacher candidates develop instructional plans that are aligned with the Alabama Course of Study and reflect the standards and recommendations from professional discipline organizations such as NCTM, IRA, and NCSS. They can select from a variety of instructional strategies that demonstrate their knowledge of how, when and why to implement a specific strategy in order to promote critical thinking. Candidates design and teach small group or whole class lessons that incorporate a variety of instructional strategies.	Teacher candidates implement a variety of instructional strategies during the internship that demonstrate their understanding of sound pedagogy. They integrate a wide variety of instructional technology tools and demonstrate the ability to apply them effectively.
2b  <b><i>PEDAGOGY: ASSESSMENT</i></b>	The candidate understands the relationships between teaching and assessment and the impact of their teaching on student performance and learning. They engage in research and discussions about a wide variety of assessment tools and how to use them.	Teacher candidates learn how to design assessments that accurately measure student learning. They create assessments to accompany lesson plans designed in methods courses. They begin to track the impact of their teaching on student	Teacher candidates design and use a variety of formal and informal assessments. They use assessment data to inform their teaching, to monitor and to assess and document student learning. They use results of learning styles inventories to plan both

		learning.	instruction and assessments.
<p>2c</p> <p><b><i>PEDAGOGY: MANAGING THE LEARNING ENVIRONMENT</i></b></p>	<p>Teacher candidates develop and thorough understanding of the impact of the classroom environment on teaching and learning. They use models of classroom management as the basis for designing management systems for their future classrooms.</p>	<p>Teacher candidates experience first had the need to create a positive learning environment for their initial teaching experiences. They implement positive behavior support strategies as needed in supporting the learning of students</p>	<p>Teacher candidates develop and use instructional procedures and routines to enhance a positive and effective learning environment. They organize space, time, and activities to maximize teaching and learning. They demonstrate fairness, supportiveness and consistency for ALL students.</p>
<p>3</p> <p><b><i>CRITICAL THINKING</i></b></p>	<p>Teacher candidates must become knowledgeable of the literature available concerning critical thinking, problem solving, and development of abstract knowledge structures. Candidates learn how to develop metacognitive abilities in students.</p>	<p>Candidates must be able to apply this knowledge by modeling problem solving heuristics, by modeling effective questioning patterns, and by using teaching strategies that encourage collaboration among students.</p>	<p>Candidates create and implement instructional units that: include recognized methods for developing problem solving skills in many disciplines; creating interesting problem situations to engage students; integrate real world problems into the curriculum to increase student motivation; utilize various teaching strategies that encourage critical thinking, problem solving, and collaboration among students; utilize teaching and questioning methods to encourage higher order thinking</p>
<p>4</p> <p><b><i>DIVERSITY</i></b></p>	<p>Teacher candidates learn to appreciate the benefits of a diverse population to society and must be willing to serve a diverse student body, their families, and the community. They are able to articulate the variables that define diversity and creating a caring learning community that is responsive to the diverse needs of learners. Candidates develop a solid understanding of the developmental differences among students and the importance of differentiating instruction to meet the needs of all learners. They also learn to understand and leverage sources of student motivation.</p>	<p>Candidates learn about the characteristics of effective teachers and begin to demonstrate the teaching attitudes and skills that will enable them to teach ALL students. They demonstrate the belief that ALL students can learn by planning lessons that differentiate instruction that meet the needs of ALL students. They demonstrate their understanding of how to choose developmentally appropriate curricular materials for their students.</p>	<p>During the internship, candidates demonstrate awareness of individual students' developmental status by modifying lessons to address these levels. Candidates differentiate instruction to accommodate the needs of exceptional children, ESL students and students exhibiting different learning styles; this may include making appropriate accommodations for students with IEP's/504 plans. They value ALL students' efforts and provide appropriate positive reinforcement and assessment feedback.</p>

<p style="text-align: center;">5</p> <p style="text-align: center;"><b>Communication</b></p>	<p>Teacher candidates must understand the crucial role communication plays in a successful education cycle. Candidates must demonstrate effective oral, written, and interpersonal communication in the core and pre-professional courses.</p>	<p>During methods courses, candidates must demonstrate effective verbal, nonverbal, written, and media communication techniques that foster inquiry, collaboration, and supportive interaction in the classroom. They must display writing samples that are grammatically correct, convey information effectively, and are appropriately constructed for various purposes.</p>	<p>Candidates demonstrate their communication abilities with individual students, students in small groups, in class and other school settings; explain clearly: step-by-step, logical understandable, using visual and verbal cues; communicate effectively in person, via phone, via email, and in writing to parents of students; communicate effectively with other teachers, administrators and school personnel in multiple ways.</p>
<p style="text-align: center;">6</p> <p style="text-align: center;"><b>Professionalism:</b></p> <p style="text-align: center;">-Collaboration and Relationships</p> <p style="text-align: center;">-Reflection and Professional Development</p> <p style="text-align: center;">-Professional Dispositions and Conduct</p>	<p>Teacher candidates are initiated into a culture in which reflective practice is implemented and expected. They encounter this culture in each of their education courses through the required assignment components,. They repeatedly encounter the notion that reflective practice and the development of leadership are inextricably united.</p> <p>Candidates begin to develop a strong commitment to professional ethics, lifelong learning, professional development, and a commitment to exercise leadership and collaboration in their classroom, school, and community.</p>	<p>Candidates examine, establish, and reflectively revise research-based belief structures concerning:</p> <ul style="list-style-type: none"> <li>-subject matter</li> <li>-pedagogy</li> <li>-child welfare</li> <li>-student learning</li> </ul> <p>-one's own educational philosophy, one's own learning and understanding, and one's classroom teaching performance. Candidates demonstrate professional attitudes and conduct including;</p> <ul style="list-style-type: none"> <li>-regular and punctual attendance to all assigned classes</li> <li>-thorough preparation of all assignments</li> <li>-assumption of responsibility and accountability</li> <li>-willingness to collaborate productively with peers</li> <li>-care and concern for others</li> </ul>	<p>Candidates demonstrate reflective practice during the internship experience, analyzing their own practices and inviting and utilizing feedback from supervisors and peers. They collaborate with other school colleagues, parents, and organizations in the larger community to support and enhance student learning and well-being.</p> <p>They demonstrate enthusiasm and respect for lifelong learning. They participate in teacher-in-service workshops, faculty meetings, professional organizations to achieve continued professional growth.</p> <p>They effectively function in real school environments with diverse school populations. They act as an advocate for their students.</p>

**DEPARTMENT OF EDUCATION**

Alignment of Standards

<b>UAH Teacher Candidate Competencies</b>	<b>Alabama Quality Teaching Standards (AQTs)</b>	<b>EDUCATE Alabama</b>	<b>INTASC Principles</b>	<b>National Board for Professional Teaching Standards (NBPTS)</b>
<b>Content</b>	<b>1c. Content Knowledge</b> 1 Academic Disciplines 2 Curriculum	#1 – Content Knowledge	#1 – Content Pedagogy	#2 Teachers know the subjects they teach and how to teach those subjects to their students.
<b>Pedagogy:</b> <b>a. Teaching</b> <b>b. Assessing</b> <b>c. Student Learning</b> <b>d. Managing the Learning Environment</b>	<b>2c. Teaching and Learning</b> 2 Organization and Management 3 Learning Environment 4 Instructional Strategies 5 Assessment <b>3c. Literacy</b> 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	#5 – Motivation & Management #7 – Planning #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.
<b>Critical Thinking</b>		#3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas	#4 - Instructional Strategies	#2 Teachers know the subjects they teach and how to teach those subjects to their students.
<b>Diversity</b>	<b>2c. Teaching and Learning</b> 1 Human Development <b>4c. Diversity</b> 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	#2 – Student Development #3 - Diverse Learners	#1 Teachers are committed to students and their learning. #5 Teachers are members of learning communities.
<b>Communication</b>	<b>3c. Literacy</b> 1 Oral and Written Communication	#3a – Oral and Written Communication	#6 - Communication	#5 Teachers are members of learning communities.
<b>Professionalism</b>	<b>5c. Professionalism</b> 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 – Reflective Practice & Professional Development #10 – School & Community Involvement	#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.

## Sequence of Courses for Nontraditional Master's Degree Teacher Candidates

Upon completion of undergraduate 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.

### Nontraditional Fifth Year Programs for 6-12 Secondary Certification

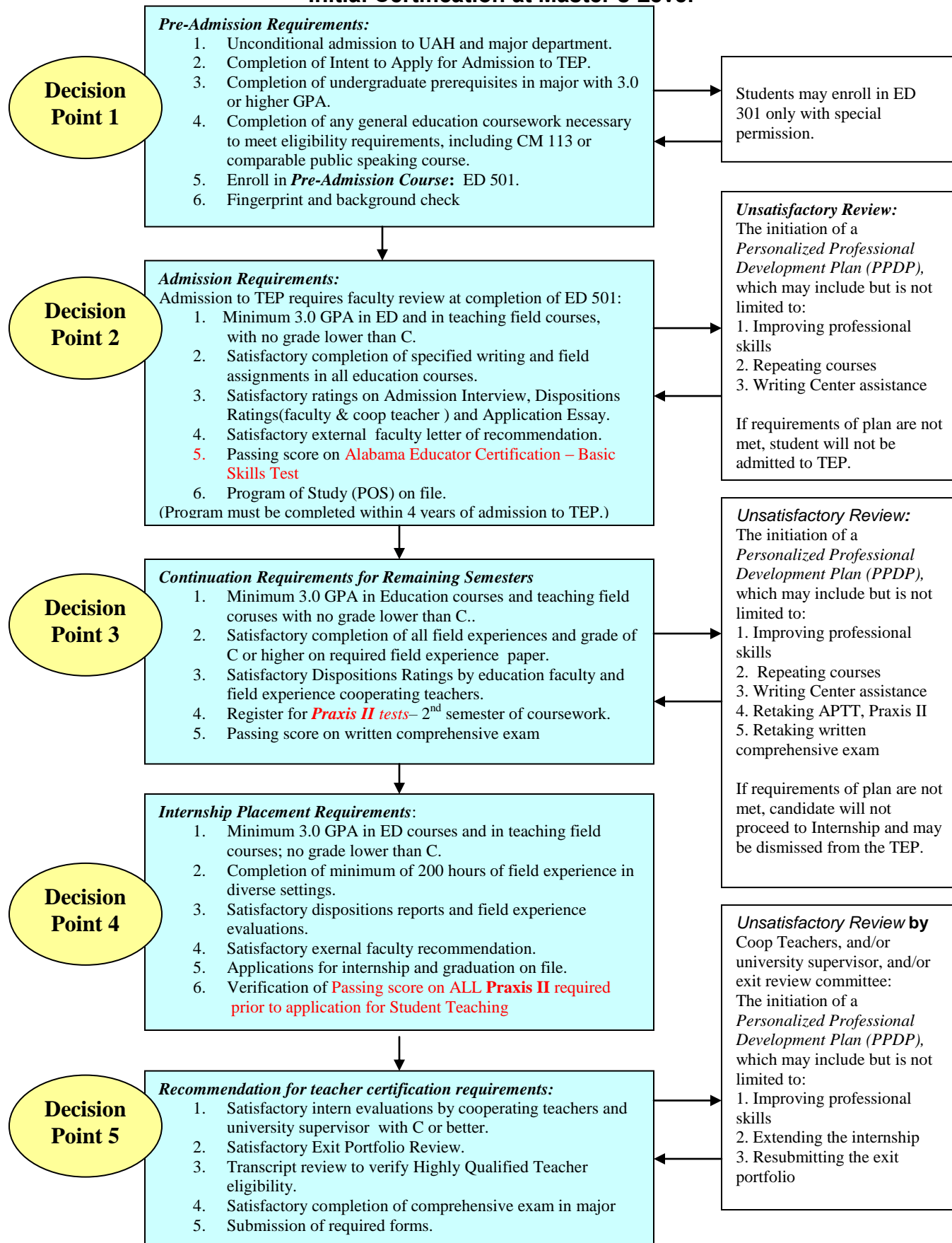
Biology, Chemistry, English Language Arts, History, Mathematics, and Physics

<b>Education Courses (25 hrs.)</b>	<b>Semester Offered</b>
ED 501 – Introduction to Education	Fall and Spring
ED 520 – Computer-Based Instructional Technologies	Summer
ED 530 – Applied Multiculturalism	Alternating Summers
ED 593 – Teaching Exceptional Children	Spring
ED 604 – Contributions of Psychology to Education	Spring
ED 607 – Educator as Evaluator	Fall
ED 608 – Content Area Reading	Fall
ED 609 – Classroom & Behavior Management	Alternating Summers
ED 521 – Teaching English in Middle & Secondary Schools OR	TBA*
ED 522 – Teaching Math in Middle & Secondary Schools OR	TBA*
ED 523 – Teaching Science in Middle & Secondary Schools OR	TBA*
ED 524 – Teaching Social Studies in Middle & Secondary Schools	TBA*
<b>Teaching Field Courses (24 hrs.)</b>	
24 hours of coursework in Biology, Chemistry, English, History, Math, or Physics	Fall, Spring, and Summer
<b>Capstone Courses (6 hrs.):</b>	
ED 698 – High School Internship	Fall or Spring

\*Students should take their specific methods course whenever it is offered as scheduling will depend on graduate enrollment.

**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.

## Decision Points and Assessments: Alternative Master's Degree Program Initial Certification at Master's Level



## 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. The number of field experience hours expected each semester will depend upon the number of courses candidates are enrolled in; however, candidates should expect a minimum of 65-70 hours per semester. As candidates move from simply observing, participating and tutoring students during Semester 1 experiences to teaching small group and whole class lessons during the following semesters, 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.

To facilitate the progress of full time and part time graduate candidates, the competencies have been aligned with specific courses; courses have not been organized according to a block schedule as is the case for the undergraduate program. The following table represents the competency focus of each course.

Courses	Competency Emphasis
ED 501 – Introduction to Education	Diversity
ED 593 – Introduction to Exceptional Children	Diversity
ED 604 – Contributions of Psychology to Education	Diversity
ED 530 – Applied Multiculturalism	Diversity, Content, Pedagogy, Critical Thinking
ED 607 – Educator as Evaluator	Content, Pedagogy, Critical Thinking
ED 608– Content Areas Reading	Content, Pedagogy, Critical Thinking,
ED 521 – Teaching English in Middle & High Schools	Content, Pedagogy, Critical Thinking
ED 522 – Teaching Math in Middle & High Schools	Content, Pedagogy, Critical Thinking
ED 523 – Teaching Science in Middle & High Schools	Content, Pedagogy, Critical Thinking
ED 524 – Teaching Science in Middle & High Schools	Content, Pedagogy, Critical Thinking

At all levels, candidates will be expected to demonstrate increasing competency as *Communication*, *Critical Thinking*, and *Professionalism*. Candidates enrolled in the internship and seminar—will be expected to demonstrate their abilities in all competencies as a high level.

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.

**\*\*\*Candidates must keep a copy of the electronic field experience log. A copy of all verified field experiences is required at the time of application for student teaching.**

## 5<sup>th</sup> Year Graduate Field Experience Placements & Assignments

Level of Field Experiences	Placements	Assignments
ED 501 Fall or spring semester  <b>Competency Focus:</b> Diversity	Huntsville City Schools (urban Title I placements) Middle Schools	Observe & assist teacher
<b>Fall Courses:</b> ED 607, 608 ED 521, 522, 523, or 524  <b>Competency Focus:</b> Pedagogy <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Assessing</li> <li>• Managing the Learning Environment</li> </ul>	Madison County Schools (rural placements) High Schools	Observe & assist teacher Develop and teach lessons Design assessments to measure & monitor student learning
<b>Spring Courses:</b> ED 593, 604 ED 521, 522, 523, or 524  <b>Competency Focus:</b> Diversity Pedagogy	Madison City Schools (suburban placements) High Schools or Middle Schools	Observe & assist teacher Tutor or assist students in small groups or individual settings Develop a case study based on observations and work with child Develop and teach lessons
<b>Additional Semester            (if needed)</b>	Middle or High Schools (if needed)	Observe & assist teacher Develop and teach lessons
<b>Internship</b>  <b>Competency Focus:</b> All Competencies	Placements varied	Observe, participate and teach Must complete 20 days of full time teaching

Candidates will develop strengths in three competency areas during each semester of coursework: Communications, Critical Thinking, and Professionalism.

## Field Experience Guidelines for Graduate Education Candidates

<p>Semester 1: ED 501 (fall and spring semesters)</p> <p>Focus: Candidates will observe and assist a teacher in a diverse school setting. They should focus on the school and the community it serves. Middle School Competencies: <i>Diversity</i></p> <p>The candidate will:</p> <ul style="list-style-type: none"> <li>• Observe and assist a classroom teacher in their teaching field.</li> <li>• Document the field experiences in a set of field notes and daily journal</li> <li>• Write reflective entries about each day's experiences.</li> <li>• Begin electronic teaching portfolio</li> </ul> <p>*An additional 30-40 hours of field experience for each additional course.</p>	<p>Spring Semesters: ED 593, 604 ED 521, 522, 523, or 524</p> <p>Focus: Candidates will observe and assist a teacher in a rural high school setting. They should focus on the learners and creating/managing a safe, supportive classroom environment. High School Competencies: <i>Diversity &amp; Pedagogy</i></p> <p>The candidate will:</p> <ul style="list-style-type: none"> <li>• Observe and assist a classroom teacher in their teaching field</li> <li>• Develop and teach lessons in their teaching field</li> <li>• Tutor or assist at risk learners (a minimum of 10-15 hours)</li> <li>• Document the field experiences in daily journal</li> <li>• Write reflective entries about the experiences</li> </ul> <p>*A minimum of 50 hours of field experience for each course.</p>
<p>Summer: ED 520, ED 530 or ED 609</p>	
<p>Fall Semesters 3/4: ED 607, 608 ED 521, 522, 523, or 524</p> <p>Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They should focus on supporting, teaching, and assessing students student learning. High School Competencies: <i>Content, Pedagogy, and Critical Thinking</i></p> <p>The candidate will:</p> <ul style="list-style-type: none"> <li>• Observe and assist the teacher in their assigned school</li> <li>• Tutor or assist students in their teaching field (individualized or small group instruction)</li> <li>• Develop and teach lessons in their teaching field</li> <li>• Design assessments and use the data to plan instruction and monitor and measure student learning.</li> <li>• Review available materials and resources, including technology</li> <li>• Note professional development resources for teaching in these content areas</li> <li>• Participate in professional development activities</li> <li>• Engage in self-evaluation and reflection on lessons taught</li> <li>• Maintain a set of field notes with reflective journal entries</li> </ul> <p>*A minimum of 50 hours of field experience for each course.</p>	
<p>ED 698 – Internship</p> <p>Focus: Candidates should demonstrate knowledge, skills, and dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

# **APPENDIX**



## Fifth Year Candidate Responsibilities

Decision Point	Candidate Responsibilities	Date Completed
<b>1</b> Eligibility to enroll in Block I Courses	1. File an <i>Intent to Apply to TEP</i> as early as possible after admission to UAH and the major department. 2. Complete undergraduate GER coursework. 3. Complete undergraduate prerequisites in major department. 4. File a <i>Program of Study (POS)</i> with college advisor and submit a copy to the Certification Officer. 5. Enroll in Pre-professional Course: ED 501. 6. Submit to fingerprint and background check	_____ _____ _____ _____ _____
<b>2</b> Admission to Teacher Education Program	<u>During Semester 1:</u> 1. File <i>Application to Teacher Education Program</i> . 2. Complete <i>Dispositions Self-Assessment and Application Essay</i> (ED 301). 3. Solicit <i>Dispositions Recommendation to Teacher Education Program</i> (1 from coop teacher 1 from major area of study; ED faculty will submit letters for each course in Block 1). 4. Complete Admission Interview with faculty advisor 5. Take <i>Alabama Educator Certification Program – Basic Skills Test</i> 6. Enroll in Semester 2 courses. <div style="text-align: right;">Date of Admission</div>	_____ _____ _____ _____ _____ _____
<b>3</b> Continuation in Teacher Education Program	<u>During Semester 2:</u> 1. Take coursework in major department and in teacher education. 2. Pass <i>Praxis II Subject Area Exam</i> and <i>Principles of Teaching and Learning Exam</i> 4. Maintain minimum GPA and meet field experience requirements  <u>During Semesters 3:</u> 1. Submit <i>Application for Internship</i> . 2. Submit <i>Application for Graduation</i> . 3. Schedule and pass master’s comps in major field of study. 4. Pass written comprehensive exam in education. 5. Request <i>Dispositions Recommendation</i> from coop teachers each semester and major department faculty recommendation during final semester of coursework. 6. Complete <i>Dispositions Self-Assessment</i> .	_____ _____ _____ _____ _____ _____ _____
<b>4</b> Recommendation for Internship	1. Candidate must meet all the above requirements, including the satisfactory completion of 210 hours of field experiences in diverse settings and verify passing scores on comprehensive written exams covering content of curriculum.	_____
<b>5</b> Recommendation for Certification	<u>During Internship:</u> 1. Carry out all internship responsibilities according to the Student Teaching Handbook. 2. Compile Exit Portfolio. 3. Initiate all forms for State Certification.	_____ _____ _____

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

**Statement of Understanding**

I, \_\_\_\_\_, indicate by my signature below that I have read and  
(please print name)

understand the Department of Education admission, internship, and program completion standards outline in the current undergraduate and graduate handbooks and catalogs.

- I also understand that all students must meet with their assigned academic advisors every semester to ensure proper course sequencing and program completion.
- I also understand that all correspondence from the Department of Education will go to the address listed on the UAH website or my UAH email address. It is my responsibility to check these two sources periodically.
- I understand that all students must complete a total of 210 hours of field experiences in diverse schools prior to the internship.
- I also understand that I must take and pass all Alabama Prospective Teacher Tests at designated points in the program: the Basic Skills Test – during Blocks 1,2; Praxis II during Block 3. A passing score on both tests is required to continue in the program and apply for the internship.
- I also understand that the completion of a teacher education program requires a full semester internship. This internship is completed in an assigned K-12 school under the full-time supervision of an appropriately certified cooperating teacher and university faculty. The internship also includes mandatory attendance of all on-campus seminars throughout the semester.
- I understand that UAHuntsville supervises student teacher internships in select Alabama Schools.
- I also understand that the Department of Education does not certify teachers. The sole authority to certify teachers rests with the appropriate state agency. The Department of Education will recommend a student that has successfully completed an approved program within four years of admission. Recommendations after four years will require completion of the current program in place at the time of the request.
- I understand that I must meet all UAHuntsville and Department of Education requirements to graduate and be recommended for a teaching certificate.
- I also understand that Teacher Education Programs may be altered to meet changes in Institutional, federal and Alabama State Department of Education regulations.

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.

Candidate Signature: \_\_\_\_\_ A# \_\_\_\_\_

One copy of this document is to be kept by the candidate 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 Educaion**

**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](http://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: \_\_\_\_\_

**NOTE: Candidates must keep the original fingerprint clearance letter as it will be need when applying for teaching positions.**

**University of Alabama in Huntsville**  
**Department of Education**  
**Academic Honor Statement**

I promise or affirm that I will not at any time be involved in cheating, plagiarism, fabrication, misrepresentation, or any other form of academic misconduct as outlined in the UAH Student Handbook (online) while I am enrolled as a student at UAH. I understand that violating this promise will result in penalties as severe as indefinite suspension from the University of Alabama in Huntsville.

**Please initial one:**      \_\_\_\_\_ **Yes/ Promise & Affirm**      \_\_\_\_\_ **Do Not Promise or Affirm**

**Candidate Competencies, Professional Dispositions and Essential Functions**

**Directions:** Read the declaration below and sign only one option. If you are unable to fully meet any criterion, you will need to make an appointment with the Chair of the Department.

**Option #1**

I have read the candidate competencies and professional dispositions located in the UAH Teacher Candidate Handbooks. In addition to these documents, I have reviewed the physical and socio-emotional functions. To the best of my knowledge I currently have the ability to engage in these activities.

**Option #2**

I have read the candidate competencies and professional dispositions located in the UAH Teacher Candidate Handbooks. In addition to these documents I have reviewed the physical and socio-emotional functions. To the best of my knowledge I currently unable to fully engage in these activities without accomodations. I will follow through with the UAH Disability Support Services located in Madison Hall Room, 136 to arrange for an appointment and discussion of my disability. I am aware that progression in the teacher education program is contingent on meeting the competencies, dispositions, and essential functions of the program.

**Please initial one:**      \_\_\_\_\_ **Option #1**      \_\_\_\_\_ **Option #2**

**Verification of Knowledge of UAH Teacher Candidate Handbook**

I hereby acknowledge that I am familiar with the Department of Education Teacher Candidate Handbooks that are available online. These resources contains information on the mission, philosphy, program objectives, candiate competencies, professional dispositions, motor and socio-emotional essential functions associated with the education program.

**Please initial one:**      \_\_\_\_\_ **Acknowledge**      \_\_\_\_\_ **Do Not Acknowledge**

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**University of Alabama in Huntsville  
Department of Education**

**Physical and Socio-Emotional Essential Functions Checklist**

Students enrolled in the Department of Education should be able to perform each of the activities listed in the Physical and Socio-Emotional checklist with or without reasonable accommodations. These essential functions are not intended to be a complete listing of skills but are a sampling of the types of abilities required of classroom teachers. The purpose of the checklist is not to prevent students from enrolling in the Teacher Education Program, but to build an awareness and provide the necessary support system for students to successfully meet program objectives and requirements for classroom teaching. The Department of Education reserves the right to amend these essential functions based on the identification of additional skills.

<b>Essential Function</b>	<b>Am Able</b>	<b>Need Assistance</b>
<b>Physical</b>		
Demonstrates necessary endurance to access school environment.		
Is able to sit a minimum of 10 minutes, stand for 1 hour and walk for a minimum of 5 continuous minutes.		
Is able to physically access various environments across the school facility including classrooms, cafeteria, library, stairs, and elevators.		
Is able to physically access and utilize chalkboards, posters, bulletin boards, overhead projectors and other technology related equipment.		
Can physically manipulate the environment in order to retrieve, use and/or store teaching materials including books and equipment.		
Exhibits visual, auditory and/or sensory functions sufficient to navigate school related environments in order to ensure safety.		
Demonstrates fluid communication skills which can be understood by individuals who are unfamiliar with the individual's speech patterns.		
<b>*Collaborative Only</b>		
Can physically push or pull wheelchairs, standers or other equipment related to student mobility.		
Can perform single or two man lifts or assist students with physical transfers.		
Is physically able to assist or direct physical restraint as dictated by a Behavior Intervention Plan.		
<b>Essential Functions Socio-Emotional</b>		
Maintains high emotional energy and displays enthusiasm for content, students and colleagues.		
Uses people first, non-discriminatory language.		
Utilizes eye contact and body language appropriate to the educational setting.		
Exercises emotional maturity by avoiding curt, rude, defensive or inflammatory behaviors when communicating with administrators, colleagues or parents.		
Seeks assistance from administrators, colleagues or outside professional resources in order to resolve deficits or increase knowledge regarding instructional strategies, classroom management, or interpersonal relationships.		
Creates meaningful opportunities to motivate and include community stakeholders (parents, businesses, community helpers) to maximize student learning.		
Adheres to school or system dress policies including piercings, tattoos, personal hygiene (hair and nails) and type of clothing to be worn.		

## Field Experience Time Log – Electronic Version Available

**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		
			Total Time	0:00		

Submit Electronic Version

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:

*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.*

### FIELD EXPERIENCE SUMMARY SHEET

(enter information in shaded boxes)

Name:

ID: A#

**Classification:**

Undergraduate  Graduate 5th Yr

**Certification Area:**

Elementary  Collaborative  Language & Culture

Secondary  Teaching Field

P - 12  Teaching Field

Hours completed  
(ex. 63:20, 54:15)

Block & Courses	Semester	School	School System	Cooperating Teacher	Grade/Subject	Regular ED	At Risk or Special Ed.
Semester 1: ED 501							
Fall Semester Courses							
Spring Semester Courses							
Additional Semester							
Early Start							
Other							
						0:00:00	0:00:00
					<b>Total Hours</b>	0:00:00	

Submit Electronic Version

## 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 teaching portfolio and 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 will be posted on the candidate’s webpage located on 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 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: \_\_\_\_\_  
Last
First
Middle

Semester: \_\_\_\_\_

**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
<b>1. Intellectual Curiosity</b>	___ 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.
<b>2. Respect for all learners</b>	___ 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.
<b>3. Multicultural Sensitivity</b>	___ 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.
<b>4. Self-initiative/ Independence</b>	___ 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.
<b>5. Flexibility</b>	___ 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.

<b>Disposition</b>	<b>Target Behavior</b>	<b>Acceptable Behavior</b>	<b>Improvement Needed</b>	<b>Unsatisfactory</b>
<b>6. Interaction with Others</b>	___ 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.
<b>7. Tact and Judgment</b>	___ 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.
<b>8. Reliability/ Dependability</b>	___ 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.
<b>9. Oral Communication Skills</b>	___ 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.
<b>10. Written Expression</b>	___ 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.
<b>11. Attendance/Punctuality</b>	___ 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.
<b>12. Professional Appearance</b>	___ 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 \_\_\_\_\_

**DEPARTMENT OF EDUCATION**  
**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
Mentor Teacher's Evaluation of Candidate's Professional Dispositions

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

Mentor Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

School: \_\_\_\_\_

UAHuntsville teacher education faculty routinely monitor the professional dispositions of our pre-service teachers so that we may provide appropriate feedback and support as the candidates work to enhance their professional dispositions. Please be candid in your assessment as you complete and return this brief evaluation of the UAHuntsville teacher candidate's professionalism. Thank you.

**Rating Scale**

Exceptional--Satisfactory--Needs Improvement--Unsatisfactory  
4-----3-----2-----1

<b>Professional Dispositions</b>	<b>Rating</b>
<b>1. Intellectual Curiosity</b> ----- Asks thoughtful questions about classroom instruction and routines; seeks to expand content knowledge and encourages students to do the same	<b>1.</b> 4-----3-----2-----1
<b>2. Respects all learners</b> ----- relates well to all students; demonstrates respectfulness	<b>2.</b> 4-----3-----2-----1
<b>3. Multicultural Sensitivity</b> ----- sensitive to cultural, ethnic and economic differences and their impact on student learning	<b>3.</b> 4-----3-----2-----1
<b>4. Initiative</b> ----- resourceful about identifying and meeting student needs without prompting	<b>4.</b> 4-----3-----2-----1
<b>5. Flexible</b> ----- appropriately adapts to unexpected occurrences	<b>5.</b> 4-----3-----2-----1
<b>6. Interactions with Others</b> ----- initiates positive interactions with students, faculty, peers, and others	<b>6.</b> 4-----3-----2-----1
<b>7. Tact and Judgment</b> ----- perceives what to do in order to maintain good relations with others and acts accordingly	<b>7.</b> 4-----3-----2-----1
<b>8. Reliable and Dependable</b> ----- tends to tasks or duties without prompting	<b>8.</b> 4-----3-----2-----1
<b>9. Oral Communication</b> ----- well-spoken; listens well and responds appropriately	<b>9.</b> 4-----3-----2-----1
<b>10. Written Communication</b> ----- expresses ideas clearly with no mechanical or grammatical errors	<b>10.</b> 4-----3-----2-----1
<b>11. Attendance and Punctuality</b> ----- follows contract schedule for attendance and is on time	<b>11.</b> 4-----3-----2-----1
<b>12. Professional Appearance</b> ----- follows appropriate dress code	<b>12.</b> 4-----3-----2-----1

Based on your interactions with this candidate, what is your recommendation regarding this person's admission to the teacher education program?

- \_\_\_\_\_ fully support
- \_\_\_\_\_ support with reservations
- \_\_\_\_\_ do not support

**Mentor Teacher Signature:** \_\_\_\_\_

Comments may be added on the back. Please return this form to Dr. Mary Piersma via the teacher candidate or by mail: Dr. Mary Piersma, UAHuntsville, 243 Morton Hall, Huntsville, AL, 35899.

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

Candidate: \_\_\_\_\_

Block: \_\_\_\_\_

**Faculty:** Based upon your grade assessment of subject matter knowledge, observations of, and interactions with the above named candidate, complete the following evaluation and recommendation for Admission to the Teacher Education Program.

Rating Scale: 4 – Exceptional    3 – Proficient    2 – Basic    1 – Unacceptable    NO – Not Observed

**Scholarship:**

Knowledge of Subject (Grade):	4 (A)	3 (B)	2 (C)	1 (D)	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
Multicultural Sensitivity	4	3	2	1	NO
Attendance/Punctuality:	4	3	2	1	NO

Comments:

=====

I, \_\_\_\_\_, \_\_\_\_\_ strongly recommend  
 \_\_\_\_\_ recommend  
 \_\_\_\_\_ recommend with reservations  
 \_\_\_\_\_ do not recommend

this candidate for: \_\_\_\_\_ admission to the Teacher Education Program.  
 \_\_\_\_\_ continuation in the program.  
 \_\_\_\_\_ admission to the Internship.

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Department of Education, The University of Alabama in Huntsville, 2009

**UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**Department of Education**  
**External 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 (Grade):    4 (A)                      3 (B)                      2 (C)                      1 (D)                      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  
 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. What did you learn about yourself during the field experience?

C. What did you learn about individual students with whom you worked?

**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.



**II. Communication Skills**

**A. Oral Communication.**

4 -----3-----2-----1

The teacher candidate clearly and effectively communicates his/her ideas and successfully engages in reciprocal dialogue.

The teacher candidate has difficulty communicates his/her ideas and engaging in reciprocal dialogue.

4 -----3-----2-----1

The teacher candidate uses grammar and syntax appropriate to the profession.

The teacher candidate exhibits multiple errors in grammar and syntax.

**B. Written Communication. Evaluate the candidate's written communication skills evidenced in the attached essay.**

	Demonstrates Excellence	Area of Strength	Needs Improvement	Unsatisfactory
Spells words correctly.				
Uses correct grammar and mechanics.				
Uses vocabulary and style appropriate to level of audience.				
Organizes written information.				

**III. Dispositions Ratings:** \_\_\_\_\_ Satisfactory  
  \_\_\_\_\_ Unsatisfactory; Dispositions Development Plan Attached

**IV. Recommendation made to candidate at the completion of the interview (if any):**

**V. \*Recommendation for Admission to Program**

**Interviewer:** Based on what you have learned about this candidate during the interview, from the written essay, and from the dispositions ratings, check one of the following recommendations:

\_\_\_\_\_ Strongly recommend      \_\_\_\_\_ Recommend      \_\_\_\_\_ Conditionally Recommend  
4    3    2 (see above recommendations to candidate)

Interviewer's signature: \_\_\_\_\_ Candidate's Signature: \_\_\_\_\_

**\*Above recommendation does not guarantee admission.**

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

Teacher Candidate's Name \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluated by Faculty: Semester I Semester II Semester III Additional Semester

Evaluated by Coop Teacher: Semester 1 Semester II Semester III Additional Semester

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: Make a copy of the completed form and give original to teacher candidate. Turn copy of this form into the Department Chair. Copy will be placed in the candidate's file.

**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)

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.

### 2013-2014 Basic Skills Test Dates

#### In-State Test Dates

REGISTRATION DEADLINE	TEST DATE (SATURDAY)	SCORE REPORT RECEIPT DATE
August 31, 2012	September 29, 2012	October, 27, 2012
November 2, 2012	December 1, 2012	December 29, 2012
January 18, 2013	February 16, 2013	March 20, 2013
March 29, 2013	April 27, 2013	May 29, 2013
June 14, 2013	July 13, 2013	August 10, 2013
August 16, 2013	September 14, 2013	October 16, 2013
October 25, 2013	November 23, 2013	December 25, 2013

#### Out-of-State Test Dates

REGISTRATION DEADLINE	TEST DATE (Friday)	SCORE REPORT RECEIPT DATE
August 31, 2012	September 28, 2012	October, 27, 2012
November 2, 2012	November 30, 2012	December 29, 2012
January 18, 2013	February 15, 2013	March 20, 2013
March 29, 2013	April 26, 2013	May 29, 2013
June 14, 2013	July 12, 2013	August 10, 2013
August 16, 2013	September 13, 2013	October 16, 2013
October 25, 2013	November 22, 2013	December 25, 2013

## Basic Skills Test

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?

Combination of Tests	Test Fee
Reading for Information, Applied Mathematics, and Writing (in combination)	\$98.00
Reading for Information	\$48.00
Applied Mathematics	\$48.00
Writing	\$58.00
Reading for Information and Applied Mathematics	\$58.00
Reading for Information and Writing	\$74.00
Applied Mathematics and Writing	\$74.00

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
  - **It is my responsibility to list UAHuntsville as a recipient of my test scores.**
- **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 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://secureereg3.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
Principles of Teaching and Learning 7-12	0624	5624	153
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

\*\*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, 2013      Spring 2014 graduation

Feb. 1, 2013      December 2013 graduation

February 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

### **2013-2014 Deadlines:**

Fall 2013

Thesis Option – M.A. Thesis Defense      October 15

Non-Thesis Option – M.A. Oral Exam      November 15

Spring 2014

Thesis Option - M.A. Thesis Defense      March 15

Non-Thesis Option – M.A. Oral Exam      April 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

### **Professional 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.



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

Dr. Monica Dillihunt	Elementary Education Elementary Education	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. Erica Slate	Director of Accreditation Mathematics Education	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. Wolfram Verlaan	English Language Arts Reading Specialist	824-2326	<a href="mailto:wev0001@uah.edu">wev0001@uah.edu</a>
Dr. Whitney Meade	Special Education-Ausism	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>
Dr. Beth Quick	Department Chair Music Graduate Students	824-2325	<hr/>
Mr. Matt Dean	Technology		<a href="mailto:mdean@madison.k12-al.us">mdean@madison.k12-al.us</a>
Ms. Chantaye Robinson-Jones	Certification Officer	824-6220	<a href="mailto:robinsc1@uah.edu">robinsc1@uah.edu</a>
Ms. Kathleen Sobai	Staff Assistant Coordinator of Field Experience Placements	824-6180	<a href="mailto:kcs0004@uah.edu">kcs0004@uah.edu</a>

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**Teaching Field Advisors**

***College of Liberal Arts:***

Art	Dr. Lilliam Joyce	824-2588	<a href="mailto:joycel@uah.edu">joycel@uah.edu</a>
Communications	Dr. Clarke Rountree	824-2305	<a href="mailto:rountrj@uah.edu">rountrj@uah.edu</a>
English/Language Arts	Dr. Laurel Bollinger	824-2380	<a href="mailto:laurel.bollinger@uah.edu">laurel.bollinger@uah.edu</a>
Foreign Language			
Spanish	Dr. Linda Maier	824-2346	<a href="mailto:maierl@uah.edu">maierl@uah.edu</a>
French	Dr. Kwaku Gyaski	824-2345	<a href="mailto:gyasik@uah.edu">gyasik@uah.edu</a>
German	Dr. 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:berbrim@uah.edu">berbrim@uah.edu</a>

***College of Science:***

Biology	Dr. Debra Moriarity	824-6045	<a href="mailto:morarid@uah.edu">morarid@uah.edu</a>
Chemistry	Dr. William Setzer	824-2416	<a href="mailto:w.setzer@matsci.edu">w.setzer@matsci.edu</a>
Mathematics	Dr. Jia Li	824-6470	<a href="mailto:li@math.uah.edu">li@math.uah.edu</a>
Physics	Dr. Gary Zank	961-7401/2833	<a href="mailto:GaryP.Zank@gmail.com">GaryP.Zank@gmail.com</a>

**Student Affairs Office**

Dr. Regina Hyatt 824-6700  
[Regina.Hyatt@uah.edu](mailto:Regina.Hyatt@uah.edu)

**Student Health Center**

824-6775

**Wellness Center**

824-6775

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**Chairs of Teaching Fields Departments**

**College of Liberal Arts**  
**Professor Glenn Dasher, Dean**

Art	Dr. Lillian Joyce
Communication Arts	Dr. Clarke Rountree
English	Dr. Daniel Schenker
Foreign Language	Dr. Rolf Goebel
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**

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

## 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**

### ***Student Alabama Education Association (SAEA)***

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 several times in the past five years.

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### ***Student Council for Exceptional Children (SCEC)***

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.