**Department of Education**

Undergraduate Candidate Handbook



Morton Hall 232-K

Huntsville, AL 35899

Phone: 256-824-6180 Fax: 256-824-6818

*Email:* [*www.uah.edu/departments/education*](http://www.uah.edu/departments/education)

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***Welcome***

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

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

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

*The UAH Department of Education Faculty*

Department of Education Mission

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

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

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

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.

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**Professional Dispositions**

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

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

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **UAH****EDUCATION CANDIDATE COMPETENCIES/OUTCOMES** | **ENGAGED****LEARNERS****(Core Courses)** | **REFLECTIVE****TEACHERS****(Methods Courses)** | **ASPIRING****LEADERS****(Internships)** |
| 1***CONTENT*** | 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 student. | 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***PEDAGOGY:*** ***TEACHING*** | 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***PEDAGOGY: ASSESSMENT*** | The candidate understands the relationships between teaching and assessment and the impact of their teaching on student performance and learning. They engage is 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 learning. | 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 pan both instruction and assessments. |
| 2c***PEDAGOGY: MANAGING THE LEARNING ENVIRONMENT*** | 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. | 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 | 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. |
| 3***CRITICAL THINKING*** | 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. | 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. | 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 |
| 4***DIVERSITY*** | 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. | 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 be 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. | 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 IE”s/504 plans. They value ALL students’ efforts and provide appropriate positive reinforcement and assessment feedback.  |
| 5***Communication*** | Teacher candidates must understand the crucial role communication plays in a successful education cycle. Candidates must demonstrate effective oral, written, andinterpersonal communication in the core and pre-professional courses. | During methods courses, candidates must demonstrate effective verbal, nonverbal, written, and media communicationtechniques 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. | Candidates demonstrate their communication abilities with individual students, students in small groups, in class and other school settings; explainclearly: 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. |
| 6***Professionalism:***-Collaboration and Relationships-Reflection and Professional Development-Professional Dispositions and Conduct | 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.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. | Candidates examine, establish, and reflectively revise research-based belief structures concerning: -subject matter-pedagogy-child welfare-student learning-one’s own educational philosophy, one’s own learning and understanding, and one’s classroom teaching performance. Candidates demonstrate professional attitudes and conduct including;-regular and punctual attendance to all assigned classes-thorough preparation of all assignments-assumption of responsibility and accountability-willingness to collaborate productively with peers-care and concern for others | 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.They demonstrate enthusiasm and respect for lifelong learning.They participate in teacher-in-service workshops, faculty meetings, professional organizations to achieve continued professional growth.They effectively function in real school environments with diverse school populations.They act as an advocate for their students. |

**DEPARTMENT OF EDUCATION**

Alignment of Standards

|  |  |  |  |
| --- | --- | --- | --- |
| UAH Teacher Candidate Competencies | **Alabama Quality Teaching****Standards (AQTS)** | ***EDUCATE* Alabama**  | **INTASC****Principles** |
| **Content**  | **1c. Content Knowledge**1 Academic Disciplines2 Curriculum | #1 – Content Knowledge | #1 – Content Pedagogy |
| **Pedagogy:** **a. Teaching****b. Assessing**  **Student Learning****c. Managing the**  **Learning**  **Environment**  | **2c. Teaching and Learning**2 Organization and Management 3 Learning Environment4 Instructional Strategies5 Assessment**3c. Literacy** 2 Reading 3 Mathematics  4 Technology | #2a – Organization and Management of Learning#2b - Using Instructional Strategies to Engage Learners#2c – Assessment of Learning#3b – Development of Reading Skills & Accessing K-12 Literacy#3d – Utilizes Technology | #5 – Motivation & Management#7 – Planning # 8 - Assessment |
| **Critical Thinking** |  | #3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas | #4 - Multiple Instructional Strategies . |
| **Diversity** | **2c. Teaching and Learning**1 Human Development**4c. Diversity** 1 Cultural, Ethnic, and Social Diversity 2 Language Diversity 3 Special Needs 4 Learning Styles | #4a – Cultural, Ethnic, andSocial Diversity#4b – Language Diversity#4c – Special Needs#4d – Learning Styles | #2 - Student Development#3 - Diverse Learners |
| **Communication** | **3c. Literacy**1 Oral and Written Communication | #3a – Oral and Written Communication | #6 – Communication & Technology |
| **Professionalism** | **5c. Professionalism**1 Collaboration2 Continuous, Lifelong Professional Learning3 Alabama-Specific Improvement Initiatives4 School Improvement5 Ethics6 Local, State, and Federal Laws and Policies | #5 - Professionalism | #9 – Reflective Practice & Professional Development#10 – School & ommunity Involvement |

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:
7. Exclude any student from participation in any program.
8. Deny benefits to any student.
9. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

1. 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:

1. • Encouraging and supporting colleagues in the development and maintenance of high standards.
2. • Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
3. • 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:

1. • Harassment of colleagues.
2. • Misuse or mismanagement of tests or test materials.
3. • Inappropriate language on school grounds.
4. • Physical altercations.
5. • 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:

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

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

1. • Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
2. • Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
3. • Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
4. • Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
5. • 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:

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

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

1. • Committing any act of child abuse, including physical or verbal abuse.
2. • Committing any act of cruelty to children or any act of child endangerment.
3. • Committing or soliciting any unlawful sexual act.
* Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
1. • Soliciting, encouraging, or consummating an inappropriate written, verbal, or

 physical relationship with a student.

1. • 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:

1. • 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:

1. • Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
2. • 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:

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

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

1. • Misusing public or school-related funds.
2. • Failing to account for funds collected from students or parents.
3. • Submitting fraudulent requests for reimbursement of expenses or for pay.
4. • Co-mingling public or school-related funds with personal funds or checking accounts.
5. • 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:

1. • Insuring that institutional privileges are not used for personal gain.
2. • 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:

1. • 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.
2. • Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
3. • 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:

1. • 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.
2. • Maintaining diligently the security of standardized test supplies and resources.

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

1. • 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.
2. • 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.
3. • 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:

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

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UNDERGRADUATE TEACHER EDUCATION PROGRAM

*All teacher education candidates completing the certification programs at The University of Alabama meet the Highly Qualified Teacher requirements established*

*by the Alabama State Department of Education*. Most programs can be completed in four years.

Elementary Education – B.A. K-6 Certification

Elementary education candidates will complete 64 credit hours in their major. As part of

their major candidates have the opportunity to select three (3) diversity electives for a

special focus within their program. Candidates may choose either a *Collaborative*

*Teacher-Special Education* focus or a *Language and Culture* focus.

Elementary Education/Collaborative Teacher - additional certification opportunity

Students who select a Collaborative Teacher-Special Education diversity focus in their major will be eligible for a recommendation for certification/licensure in special education by completing two additional special education courses - only six (6) more credit hours.

Elementary Education/Language and Culture – future teaching opportunity

Students who select the Language and Culture diversity focus in their major will be able to apply for an alternative route to ceritification to teach English Language Learners by completing two additional language and culture courses; the certification option also requires two years of successful teaching. Additional information on this opportunity is available on the department website.

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

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

 English Language Arts Biology

 Foreign Language Chemistry

 History General Science

 Social Studies Mathematics

 Physics

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

Middle School Endorsement

Candidates enrolled in a secondary certification program who also want to be certified to teach in a middle school, must first meet the minimum 32/19 hour requirement for the major for Highly Qualified Teacher with additional coursework in education.This endorsement from the Alabama State Department of Education would enable them to be certified to teach grades 4-8 in addition to the secondary 6-12 certification.

P-12 Programs Music B. A.(Instrumental or Vocal Emphasis) – See catalog or website for information.

Decision Points and Assessments

Initial Certification at Bachelor’s Level

***Pre-Admission Requirements:***

1. Completion of Intent to Apply for Admission to TEP.
2. No more than 2 GER courses remain to be taken.
3. Minimum 2.5 GPA, and grades of C or higher in EH 101 & 102 (or 105), CM 113, MA 230, 231 & PY 201.
4. Elementary Education candidates must earn a 2.5 GPA; grades of C or higher in each of the following areas: English, Mathematics, Science, & Social Sciences.
5. Fingerprint and background check

If requirements are **not** met, students will be advised in writing of available remedial procedures and may not enroll in ED courses until preadmission requirements are met. Once requirements are met, student may proceed.

***Admission Requirements:***

Admission to TEP requires review by faculty committee at completion of Pre-professional Courses Block 1:

1. Minimum 2.75 GPA in ED and 2.5 GPA in teaching field and second area of study courses; no grade lower than C.
2. Satisfactory completion of specified assignments in ED 301, 307, 308 including writing and field assignments.
3. Satisfactory ratings on Admission Interview, Dispositions Ratings (completed by ED faculty members, field experience cooperating teacher), and Application Essay.
4. Satisfactory external faculty recomendation.
5. Program of Study (POS) on file.
6. Passing Scores on ***Alabama Educator Certification Program Basic Skills Test***

(Program must be completed within 4 years of admission to TEP)

Unsatisfactory Review

by Faculty Committee:

The initiation of a personalized *Professional Development Plan (PDP)* which may include but is not limited to:

1. Repeating courses

2. Writing Center assistance

3. Referral to study skills class (ED 115)

 4. If requirements of plan are not met, student will not be admitted to the TEP.

***Continuation Requirements for Blocks 2, 3, and 4:***

1. Minimum 2.75 GPA in ED and 2.5 GPA in teaching field and second area of study courses; no grade lower

 than C.

1. Satisfactory completion of Blocks 2 & 3 Field Experience hours and grade of C or higher on required field experience papers.
2. Satisfactory Dispositions Ratings by Education faculty and field experience cooperating teachers.
3. Registration for ***Praxis II***  in Block 2***.*** Must pass ***Praxis II*** before applying for Internship.

Unsatisfactory Review

by Faculty Committee:

The initiation of a personalized *Professional Development Plan (PDP)* which may include but is not limited to:

1. Repeating courses

2. Writing Center assistance

3. Referral to study skills class (ED 115)

4. Retake APTT, Praxis II

If requirements of plan are not met, candidate will not proceed to Internship and may be dismissed from the TEP.

***Internship Placement Requirements***:

1. Minimum 2.75 GPA in ED courses and 2.5 in teaching field and second area of study courses; no grade lower than C.

2. Completion of 200-210 hours of field experience in diverse settings.

3. Satisfactory dispositions reports and field experience evaluations.

4. Satisfactory external faculty recommendation-*secondary*

 *candidates only.*

5. Applications for internship and graduation on file.

6. Passing Scores on *ALL Praxis II.*

Unsatisfactory Review

by Coop Teachers, and/or university supervisor, and/or exit review committee:

The initiation of a personalized *Professional Development Plan (PDP)* which may include but is not limited to:

1. Improving professional skills

1. Extending the internship

2. Resubmitting the exit portfolio

***Recommendation for teacher certification requirements:***

1. Satisfactory intern evaluations by cooperating teachers, and university supervisor with “2.0” or better.
2. Satisfactory Exit Portfolio Review.
3. Transcript review to verify Highly Qualified Teacher eligibility.
4. Submission of required forms.

**Sequence of Courses for: Elementary Education,**

**Elementary/Collaborative or Elementary/Language and Culture**

**Teacher Candidates**

Candidates should complete **all General Education Requirements** including PY 201 – Life Span Development, and MA 230 and 231 – Math for Teachers I and II. A minimum 65-hour field experience (FE) is required during each block.

**Fall Entrants**

**Block 1 Fall**

ED 301

ED 307

ED 308

EDC 301

EDC 311

FE – 65 hours

**Block 2 Spring**

ED 315

ED 371

ED 375

EDC or EHL-Diversity Elective

EDC or EHL Diveristy Elective

FE – 65 hours

**Block 4 Fall**

ED 372

ED 373

ED 374

ED 405

ED 350 or 309 or

EDC or EHL-Divsrsity Elective

FE – 65 hours

**Block 4 Fall**

ED 493-Internship

|  |
| --- |
| Required for all Elementary Candidates DIVERSITY FOCUS OPTIONS  Required for Collaborative Teacher FocusED 301 – Introduction to Education EDC 302 – Low Incidence Population (Su)ED 307 – MulticulturalFoundations of Education EDC 321 – Collaborative Consultation ED 308 – Education8l Psychology EDC 331 – Critical Issues in Special Education ED 309 – Classroom Management EDC 331 – Critical Issues in Special Education ED 310 – Integrating Creative Arts EDC 341 – Assessment &Transition of K-12 Students  (Su)EDC 301 – Teaching Exceptional Children EDC 351 – Behavior al Analysis and InterventionEDC 311 – Instructional StrategiesED 315 - Educational Evaluation & Measurement Required for Language and Culture Focus ED 350 – Technology in the Classroom EHL 405 - Linguistics IED 371 – Teaching Language Arts EHL 406 - Critical Issues in ESL (Su) ED 372 – Teaching Social Studies EHL 407 - Applied Linguistics II-GrammarED 373 – Teaching Elementary Science EHL 408 - Teaching Methods in ESLED 374 – Teaching Elementary Math ED 413 – Children’s Literature (Su)ED 375 – Teaching Primary Reading ED 405 – Teaching Intermediate ReadingED 493 – Internship |

**Spring Entrants**

**Block 1 Spring**

ED 301

ED 307

ED 308

EDC 301
EDC 311

FE – 65 hours

**Block 2 Fall**

ED 372

ED 373

ED 374

ED 375

ED 350, 309 or

EDC or EHL-Diversity Elective

FE – 65 hours

**Block 4 Spring**

ED 315

ED 371

ED 405

EDC or EHL-Diversity Elective

EDC or EHL–Diversity Elective

FE – 65 hours

**Block 4 Spring**

ED 493-Internship

--------------------------------------

**Summer Offerings**

ED 350

ED 310

EDC 302

EDC 341

EHL 406

ED *413*

**Sequence of Courses for**

**Secondary**

# Teacher Candidates

Candidates should complete all General Education Requirements including PY 201*, Life Span Development,* prior to Block 1. A minimum 50-hour Field Experience (FE) is required in each of block.

Fall Entrants Spring Entrants

Block - Fall Block 1 - Spring

ED 301 ED 301

ED 307 ED 307

ED 308 ED 308

EDC 301 EDC 301

EDC 311 EDC 311

Major Major

FE – 65 hours FE – 65 hours

Block 2 - Spring Block 2 - Fall

ED 410 ED 408

\*ED 42X \*ED 42X

ED 350 or ED 309 ED 350 or ED 309

Major Major

FE – 65 hours FE 65 hours

Block 4 - Fall Block 4 - Fall

ED 408 ED 410

\*ED 42X \*ED 42X

ED 350 or 309 ED 350 or 309

Major Major

FE – 65 hours FE – 65 hours

Block 4 - Spring Block 5 - Spring

ED 497-Internship ED 497-Internship

**Required for all secondary candidates** **Discipline-Specific Methods Course**

ED 301 – Intro to Education \*ED 42X - Take in either Block 2 or 3,

ED 307 – MulticulturalFoundations of Education whenever it is scheduled to be taught.

ED 308 – Educational Psychology

ED 309 – Classroom Management ED 421 – English Methods (Fall)

ED 350 – Technology in the Classroom ED 422 – Math Methods (Fall)

ED 408 – Teaching Content Area Reading ED 423 – Science Methods (Spring)

ED 410 - Foundations of Educational Evaluation ED 424 – Social Studies Methods (Spring)

EDC 301 – Teaching Exceptional children

EDC 311 – Instructional Strategies for

 Inclusive Classrooms

ED 497 - Secondary Internship

22

**Program for Biology Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Biology Major (B.A. or B.S.)** | **Semester Hours** |
| BYS 119: Principles of Biology | 4 (GER) |
| BYS 120: Organismal Biology | 4 (GER) |
| BYS 219: Genetics and Evolution | 4 |
| BYS 300: Cell and Developmental Biology | 4 |
| BYS 312: Principles of Ecology | 4 |
| BYS 321: General Microbiology | 4 |
| BYS 490: Senior Seminar | 2 |
| BYS 300+: Electives | 10 |
| **Total** | 36 |

|  |  |
| --- | --- |
| **Required Supporting Courses** | **Semester Hours** |
| **Chemistry (11-20 hrs.)** |  |
| Option 1:CH 101, 105 (4 hrs.); CH 201 (4 hrs.); CH 301 (3 hrs.) |
| Option 2: CH 121, 125 (4 hrs.); CH 123, 126 (4 hrs.); Ch 223, 224 (4 hrs.); CH 331, 332, 335, 336 (4 hrs.); CH 361, 362 (4 hrs.) |
| \*\*CH 301 if beginning with CH 101, 105; CH 331, 335 & 361, 362 if beginning with CH 121, 125 |
| **Physics (8 hrs.)** |  |
| PH 101, 102: General Physics OR | 8 (GER) |
| PH 111, 114: Physics with Calculus I  |  |
| PH 112, 115: Physics with Calculus II |  |
| **Total** | **19-28** |

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307: MulticulturalFoundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 350 – Technology in the Classroom – Block 2, 3, or Summer | 3 |
| ED 309 – Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 423: Teaching Science in Middle and High School | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of Biology** website: <http://www.uah.edu/biology>

**23**

**Program for Biology-General Science Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Biology Major (B.A. or B.S.)** | **Semester Hours** |
| BYS 119: Principles of Biology | 4 (GER) |
| BYS 120: Organismal Biology | 4 (GER) |
| BYS 219: Genetics and Evolution | 4 |
| BYS 300: Cell and Developmental Biology | 4 |
| BYS 312: Principles of Ecology | 4 |
| BYS 321: General Microbiology | 4 |
| BYS 490: Senior Seminar | 2 |
| BYS 300+: Electives | 10 |
| **Total** | 36 |

|  |  |
| --- | --- |
| **Required Supporting Courses** | **Semester Hours** |
| **Chemistry (11-20 hrs.)** |  |
| Option 1:CH 101, 105 (4 hrs.); CH 201 (4 hrs.); CH 301 (3 hrs.) |
| Option 2: CH 121, 125 (4 hrs.); CH 123, 126 (4 hrs.); Ch 223, 224 (4 hrs.); CH 331, 332, 335, 336 (4 hrs.); CH 361, 362 (4 hrs.) |
| \*\*CH 301 if beginning with CH 101, 105; CH 331, 335 & 361, 362 if beginning with CH 121, 125 |
| **Physics (8 hrs.)** |  |
| PH 101, 102: General Physics OR | 8 (GER) |
| PH 111, 114: Physics with Calculus I  |  |
| PH 112, 115: Physics with Calculus II |  |
| **Astronomy (8 hrs.)** |  |
| AST 106: Exploring the Cosmos I | 4 |
| AST 107: Exploring the Cosmos II | 4 |
| **Environmental Science (8 hrs.)** |  |
| ES 102: Physical Geology | 4 |
| ES 111: Climate and Global Change | 4 |
| **Total** | **35-44** |

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307 : Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| ED 350: Technology in the Classroom | 3 |
| EDC 301:Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| ED 350 – Technology in the Classroom – Block 2, 3, or Summer |  |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 423: Teaching Science in Middle and High School | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of Biology** website: <http://www.uah.edu/biology>

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**Program for Chemistry Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Chemistry Major (B.S.)** | **Semester Hours** |
| CH 121, 125: General Chemistry I and Lab | 4 (GER) |
| CH 123, 125: General Chemistry II and Lab | 4 (GER) |
| CH 223, 224: Quantitative Analysis and Lab | 4  |
| Ch 315: Chemistry Teaching Methods | 3 |
| CH 331, 335: Organic Chemistry I and Lab | 4  |
| CH 332: Organic Chemistry II  | 3 |
| CH 361: General Biochemistry I | 3 |
| CH 341: Physical Chemistry I OR CH 347: Biophysical Chemistry I | 3  |
| CH 401: Inorganic Chemistry | 3 |
| CH 345: Experimental Physical Chemistry ORCH 362: General Biochemistry Lab ORCH 402: Inorganic Chemistry Lab | 1 |
| CH 342: Physical Chemistry II OR CH 348: Biochemistry II ORCH 363: General Biochemistry II OR CH 421: Instrumental Analysis | 3-4 |
| **Choose 3 from the following Labs** | 3 hrs. |
| CH 336: Organic Chemistry Lab II |  |
| CH 345: Experimental Physical Chemistry I |  |
| CH 346: Experimental Physical Chemistry II |  |
| CH 362: General Biochemistry Lab I |  |
| CH 364: General Biochemistry Lab II |  |
| CH 402: Inorganic Chemistry lab  |  |
| CH 421: Lab |  |
| **Total** | **38-39** |

|  |  |
| --- | --- |
| **Ancillary Course** | **Semester Hours** |
| PH 111, 114: Physics with Calculus I | 4 |
| PH 112, 115: Physics with Calculus II | 4 |
| MA 171, 172, 201: Calculus | 12 |
| CS 102 or 103 | 3 |
| EH 301: Technical Writing | 3 |
| BYS 119, 120 in GER | 8 |
| **Total** | **34** |

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307 : Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 2 | 3 |
| ED 350 – Technology in the Classroom – Block 2, 3, or Summer | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 423: Teaching Science in Middle & Secondary Schools | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of Chemistry** website: <http://chemistry.uah.edu> 25

**Program for English Language Arts Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **English Major (B.A.)** | **Semester Hours** |
| Sophomore Survey (as described in GER) | 6 |
| EH 305: Introduction to Major and Minor  | 3 |
| EH 400: Composition Studies for Teachers | 3 |
| EHL 405: Linguistic Structure of Modern English | 3 |
| American Literature – Choose from: EH 330, 331, 332, 333 (if appropriate topic) 420, 430, 431, 433, 435, 438, 439 | 3 |
| English Literature – Choose from: EH 380, 381, 390, 391, 418, 420, 440, (with topic in English literature) 450, 451, 460, 470, 472, 492, 493 | 3 |
| The Novel – Choose from: EH 430, 431, 439 , 492, 493, 435, 440 (with a topic covering the novel) | 3 |
| Literature elective (must be 300 level or above) Any of the America, English, and novel courses listed above may count here instead, plus the following not listed above may count* EH 413 – Children’s Literature
* Creative writing course (EH 410, 411, or 412)
 | 3  |
| **Total** | **30** |

|  |  |
| --- | --- |
| **Supporting Courses in Journalism, Drama, Theatre, and Communications** | **Semester Hours** |
| CM 113 (GER) and 231 | 6 |
| Drama and Theatre (CM 221 and 425) | 6 |
| Media Writing (CM 205) | 3 |
| Mass Media (CM 430) | 3 |
| **Total** | **18** |

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307 : Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| ED 350: Technology in the Classroom – Block 2, 3, or Summer | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 421: Teaching English in Middle & Secondary Schools | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of English** website: <http://www.uah.edu/colleges/liberal/english>

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**Program for Foreign Language Certification (6-12)**

**(French, German, or Spanish)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Foreign Language Major (B.A.)** | **Semester Hours** |
| FL 101: Introductory Foreign Language I | 3 |
| FL 102: Introductory Foreign Language II:  | 3 |
| FL 201: Intermediate Foreign Language I  | 3 |
| FL 202: Intermediate Foreign Language II  | 3 |
| FL 204: International Cinema (taught in English) | 3 |
| FL 301: Conversation | 3 |
| FL 302: Composition | 3 |
| FL 303: Foreign Language for Life and Professions | 3 |
| FL 304: Culture | 3 |
| FL 305: Introduction to Literature | 3 |
| FL 404: Texts and Contexts: Seminar in Literature | 3 |
| FL 410: International Internship | 3 |
| **Total** | **36** |

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307: Multiculturalo Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| ED 350: Technology in the Classroom – Block, 2, 3, or Summer | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| EHL 408: ESL Methods | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of Foreign Language and Literatures** website: <http://www.uah.edu/colleges/liberal/fll>

**27**

**Program for History Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **History Major (B.A.)** | **Semester Hours** |
| HY 101, 102: Western Civilization ORHY 103, 104: World History | 6 (GER) |
| HY 221, 222: American History | 6 |
| HY 290: Historical Methods | 3 |
| HY 325: History of Alabama (counts as American History course) | 3 |
| HY 490: Research Seminar in History | 3 |
| American History - Choose from: 318, 363, 365, 366, 367, 369, 370, 371, 372, 373, 374, 410, 413, 414, 424, 426, 427, 428, 429, 437, 438, 439, 445 | 3 |
| Non-American History – Choose from: 306, 329, 330, 341, 343, 347, 348, 375, 376, 381, 382, 385, 389, 391, 392, 395, 424, 473, 474, 475, 481 | 6 |
| HY Elective ( must be 300 level or above) or Y 310, 311, 312 | 3 |
| HY Elective (required if POS contains 9 hrs. at 200 level) | 3 |
| **Total** | **36\*** |

\*Includes 6 – 12 hrs. in GER

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307 : Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| ED 350: Technology in the Classroom – Block 2, 3, or summer | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 424: Teaching Social Studies in Middle & High School | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of English** website: <http://www.uah.edu/colleges/liberal/history>

**28**

**Program for History/Social Science Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **History Major (B.A.)** | **Semester Hours** |
| HY 101, 102: Western Civilization ORHY 103, 104: World History | 6 (GER) |
| HY 221, 222: American History | 6 |
| HY 290: Historical Methods | 3 |
| HY 325: History of Alabama (counts as American History course) | 3 |
| HY 490: Research Seminar in History | 3 |
| American History - Choose from: 318, 363, 365, 366, 367, 369, 370, 371, 372, 373, 374, 410, 413, 414, 424, 426, 427, 428, 429, 437, 438, 439, 445 | 3 |
| Non-American History – Choose from: 306, 329, 330, 341, 343, 347, 348, 375, 376, 381, 382, 385, 389, 391, 392, 395, 424, 473, 474, 475, 481 | 3 |
| HY Elective ( must be 300 level or above) or HY 310, 311, 312 | 3 |
| HY Elective (required if POS contains 9 hrs. at 200 level) | 3 |
| **Total** | **36\*** |

\*Includes 6 - 12hrs. in GER

|  |  |
| --- | --- |
| **Supporting Courses in Social Studies** | **Semester Hours** |
| GY 105: World Regional Geography  | 3 |
| GY 110: Principles of Human Geography | 3 |
| ECN 142: Macroeconomics | 3 |
| ECN 143: Microeconomics | 3 |
| PSC 101: American Government | 3 |
| PSC 102: Comparative Politics and Foreign Governments | 3 |
| PY 101: General Psychology | 3 |
| PY 201: Life Span Development | 3 |
| SOC 100: Introduction to Sociology | 3 |
| **Total** | **27\*** |

\*Many of the social science courses may be taken in the major

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307: Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom & Behavior Management Block 2 or Block 3 | 3 |
| ED 350: Technology in the Classroom – Block 2, 3, or Summer | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 424: Teaching Social Studies in Middle & High School | 3 |
| ED 497: Internship | 12 hrs. |
| **-** | **40** |

Visit the **Department of History** website: <http://www.uah.edu/colleges/liberal/history>

**29**

**Program for Mathematics Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Mathematics Major (B.A. or B.S.)** | **Semester Hours** |
| MA 171: Calculus A | 4 |
| MA 172: Calculus B | 4 |
| MA 201: Calculus C | 4 |
| MA 244: Linear Algebra | 3 |
| MA 330: Foundations of Mathematics | 3 |
| MA 385: Introduction to Probability | 3 |
| MA 433: Introduction to Geometry | 3 |
| MA 442: Algebraic Structures with Applications | 3 |
| MA 452: Introduction to Real Analysis | 3 |
| MA/ST 487 Introduction to Mathematical Statistics | 3 |
| MA elective (3 hrs. at the 400 level; 6 hrs. total) | 6 |
|  |  |
| **Total** | **39\*** |

\*Some hours may be completed in GER

|  |  |
| --- | --- |
| **Required Supporting Course** | **Semester Hours** |
| PH 111, 114 and 112, 115 | 8 |
| CS 102, 121 | 6 |
| **Total** | **15**  |

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307 : Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom and Behavior Management - Block 2 or Block 2 | 3 |
| ED 350: Technology in the Classroom – Block 2, 3, or Summer | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 422: Teaching Math in Middle & High School | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of Mathematics** website: <http://www.math.uah.edu>

**30**

**Program for Physics Certification (6-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Physics Major (B.S.)** | **Semester Hours** |
| PH 110: Frontiers in Physics | 3 |
| PH 111, 114: General Physics with Calculus I | 4 |
| PH 112, 115: General Physics with Calculus II | 4 |
| PH 113, 116: General Physics with Calculus III | 4 |
| PH 251: Special Relativity | 1 |
| PH 301: Intermediate Mechanics | 3 |
| PH 305: Math Methods in Physics  | 3 |
| PH 351: Introduction to Modern Physics | 3 |
| PH 499: Physics Practicum | 3 |
| Electives (8-9 hrs.): |  |
| PH/OPT/AST 300 or 400 | 2-3 |
| PH/OPT/AST 300 or 400 | 3 |
| PH/OPT/AST 300 or 400 | 3 |
| **Total** | **36-37** |

|  |  |
| --- | --- |
| **Required Supporting Course** | **Semester Hours** |
| MA 172: Calculus B | 4 |
| MA 201: Calculus C | 4 |
| MA 244: Linear Algebra | 3 |
| MA 238: Applied Differential Equations | 3 |
| CH 121, 125 and CH 123, 126 in GER if minor is not chemistry | 8 |
| BYS 119 or 120 in GER – Area V | 4 |
| CS 102, 121, or CPE 112 in GER | 3 |
| EH 301: Technical Writing – Area V | 3 |
| **Total** | **32** |

|  |  |
| --- | --- |
| **Education** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307: Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| EDC 311: Instructional Strategies | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| ED 350: Technology in the Classroom – Block 2, 3, or summer | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation  | 3 |
| ED 423: Teaching Science in Middle & High School | 3 |
| ED 497: Internship | 12 hrs. |
| **Total** | **40** |

Visit the **Department of Physics** website: <http://physics.uah.edu>

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**Sequence of Courses for**

**P – 12 Music Teacher Candidates**

Candidates should complete all General Education Requirements including PY 201*, Life Span Development,* prior to Block 1. Music Candidates may take either ED 315 (Fall) or ED 410 (Spring) to meet the Assessment Course Requirement. A 65-hour Field Experience (FE) is required in each of the 4 blocks.

Fall Entrants Spring Entrants

Block - Fall Block 1 - Spring

ED 301 ED 301

ED 307 ED 307

ED 308 ED 308

EDC 301 EDC 301

Major Major

FE –65 hours FE – 65 hours

Block 2 - Spring Block 2 - Fall

ED 410 or ED 315 ED 408

(ED 315) EDC 311

EDC 311 MUE

MUE Major

Major FE – 50 hours

FE – 65 hours

Block 3 - Fall Block – Spring

ED 408 ED 410 or ED 315

ED 309 ED 309

MUE MUE

Major Major

FE – 65 hours FE – 65 hours

Block 4 - Spring Block 4 - Fall

ED 499-Internship ED 499-Internship

**Required for all music candidates**

ED 301 – Intro to Education ED 307 – Multicultural Foundations of Education

ED 308 – Educational Psychology

ED 309 – Classroom Management

ED 315 OR ED 410 – Educational Assessment

ED 408 – Teaching Content Area Reading

EDC 301 – Teaching Exceptional Children

EDC 311 – Instructional Strategies for

 Inclusive Classrooms

ED 499 - Music Internship

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**Discipline-Specific Methods Course**

MUE 321 – Choir or Band Observation

MUE 328 – Teaching General Music

MUE 428 – Vocal Choral Methods for Secondary Schools

Or

MUE 429 - Organizing and Directing Instrumental Groups in Secondary School

**Program for Instrumental Music Certification (P-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Music Major Core**  | **Semester Hours** |
| MUA 2\_1 Private Lessons | 1.5 |
| MUA 2\_1 Private Lessons | 1.5 |
| MUA 2\_1 Private Lessons | 1.5 |
| MUA 2\_1 Private Lessons (performance jury must recommend promotion to 400 level | 1.5 |
| MUA 4\_1 Private Lessons (performance jury must recommend promotion to recital level | 1.5 |
| MUA 498 Senior Recital | 1.5 |
| MUX 3\_\_ Ensembles (at least half must be conducted ensembles) | 7 |
| MU 100 - Introduction to Music Literature | 3 (GER) |
| MU 106 – Introduction to Music Technology  | 1 |
| MU 201 – Music Theory I | 3 |
| MU 203 – Musicianship Skills I | 1 |
| MU 202 – Music Theory II | 3 |
| MU 204 - Musicianship Skills II | 1 |
| MU 301 – Music Theory III | 3 |
| MU 303 – Musicianship Skills III | 1 |
| MU 311 – Music History I | 3 |
| MU 312 – Music History II | 3 |
| MU 325 – Conducting | 2 |
| MU 199 – Concert Attendance (P/F – Must PASS this course at least 7 times before graduation) | 0 |
| **Total** | **40** |

|  |  |
| --- | --- |
| **Music Education Courses** | **Semester Hours** |
| MUA 1 x 1 - Secondary Instrument - Brass or WW | 1 |
| MUA 1 x 1 - Secondary Instrument – Brass or WW | 1 |
| MUA 1 x 1 - Secondary Instrument – Brass or WW | 1 |
| MUA 1 x 1 - Secondary Instrument – Percussion | 1 |
| MUA 1 x 1 - Secondary Instrument – String  | 1 |
| MUE 321 - Secondary Instrument – Choir Observation | 1 |
| MU 302 – Music Theory IV (Modern Materials) | 3 |
| MU 401 – Form & Analysis  | 2 |
| MU 416 – Orchestration  | 2 |
| MU 425 – Advanced Conducting  | 2 |
| MUE 327 – Teaching General Music  | 3 |
| MUE 429 – Instrumental Methods/Secondary  | 3 |
| Piano Proficiency Exam | 0 |
| **Total** | **21** |

|  |  |
| --- | --- |
| **Education Courses** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307: Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| EDC 311: Instructional Strategies – Block 2 or Block 3 | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation or | 3 |
| ED 315 – Educational Evaluation and Assessment |  |
| ED 499: Internship | 12 hrs. |
| **Total** | **34** |

Visit the **Department of Music** website: <http://www.uah.edu/colleges/liberal/music> 33

**Program for Choral Music Certification (P-12)**

**General Education Courses (GER) 64 hours**

Includes courses in: Humanities, Fine Arts, Science, Mathematics, and Social Sciences

|  |  |
| --- | --- |
| **Music Major Core**  | **Semester Hours** |
| MUA 2\_1 Private Lessons | 1.5 |
| MUA 2\_1 Private Lessons | 1.5 |
| MUA 2\_1 Private Lessons | 1.5 |
| MUA 2\_1 Private Lessons (performance jury must recommend promotion to 400 level | 1.5 |
| MUA 4\_1 Private Lessons (performance jury must recommend promotion to recital level | 1.5 |
| MUA 498 Senior Recital | 1.5 |
| MUX 3\_\_ Ensembles (at least half must be conducted ensembles) | 7 |
| MU 100 - Introduction to Music Literature | 3 (GER) |
| MU 106 – Introduction to Music Technology  | 1 |
| MU 201 – Music Theory I | 3 |
| MU 203 – Musicianship Skills I | 1 |
| MU 202 – Music Theory II | 3 |
| MU 204 - Musicianship Skills II | 1 |
| MU 301 – Music Theory III | 3 |
| MU 303 – Musicianship Skills III | 1 |
| MU 311 – Music History I | 3 |
| MU 312 – Music History II | 3 |
| MU 325 – Conducting | 2 |
| MU 199 – Concert Attendance (P/F – Must PASS this course at least 7 times before graduation) | 0 |
| **Total** | **40** |

|  |  |
| --- | --- |
| **Music Education Courses** | **Semester Hours** |
| MUA 131 - Secondary Instrument – Piano | 1 |
| MUA 131 - Secondary Instrument – Piano | 1 |
| MUA 131 - Secondary Instrument – Piano | 1 |
| MUA 140, 141, or 151 - Secondary Instrument – String | 1 |
| MU 322 – Secondary Instrument – Diction  | 1 |
| MUE 321 - Secondary Instrument – Band Observation | 1 |
| MU 302 – Music Theory IV (Modern Materials) | 3 |
| MU 401 – Form & Analysis  | 2 |
| MU 416 – Orchestration  | 2 |
| MU 425 – Advanced Conducting  | 2 |
| MUE 327 – Teaching General Music  | 3 |
| MUE 428 – Choral Methods/Secondary  | 3 |
| Piano Proficiency Exam | 0 |
| **Total** | **21** |

|  |  |
| --- | --- |
| **Education Courses** | **Semester Hours** |
| Block 1 |  |
| ED 301: Introduction to Education | 1 |
| ED 307: Multicultural Foundations of Education | 3 |
| ED 308: Educational Psychology | 3 |
| EDC 301: Teaching the Exceptional Child | 3 |
| ED 309: Classroom and Behavior Management – Block 2 or Block 3 | 3 |
| EDC 311: Instructional Strategies – Block 2 or Block 3 | 3 |
| Block 2 & 3 |  |
| ED 408: Content Area Reading | 3 |
| ED 410: Foundations of Educational Evaluation or  | 3 |
| ED 315 – Educational Evaluation and Assessment |  |
| ED 499: Internship | 12 hrs. |
| **Total** | **34** |

Visit the **Department of Music** website: <http://www.uah.edu/colleges/liberal/music> 34

**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 200-210 hours of field experiences prior to the internship. Each semester candidates will complete a minimum of 65 hours in a school setting, as they move from simply observing, participating and tutoring students during Block 1 experiences, to teaching small group and whole class lessons during Blocks 2 and 3 experiences and finally assuming full responsibility for the classroom during their student teaching.

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

Candidates enrolled in Blocks 1 field experiences will focus primarily on *Diversity.* Candidates enrolled in Blocks 2 and 3 field experiences will focus on developing as *Content* and *Pedagogy*; they will refine their competencies in the area of *Diversity.* Candidates enrolled in the internship—will demonstrate their abilities in all competencies as a high level. At all levels, candidates will demonstrate increasing competency in the areas of *Communications, Critical Thinking,* and *Professionalism.*

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

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**Competency Focus for Field Experiences**

|  |  |  |
| --- | --- | --- |
| **Level of Field** **Experiences** | **Setting**  | **Grade Level Placements** |
| **Block 1.**ED 301, 305, 307,EDC 301, 311**Competency Focus:*** Diversity
 | Urban Title I SchoolsHuntsville City Schools  | Elementary- grades K-2Secondary - middle schoolsP-12 – K-6 |
| **Fall Methods Block.**Elementary: ED 372, 373, 374, 375, or 405, EDC 321Secondary: ED 408 and Methods Courses ED 421, 422, 423, or 424**Competency Focus:*** Content
* Pedagogy

\*\*Teaching,  \*\*Assessing,  \*\*Managing the  Learning Environment | Rural SchoolsMadison County Schools\*\*ARI & AMSIT SchoolsAll candidates will have one week near the middle of the semester where on-campus classes are cancelled – students are expected to be at their assigned school for 3-5 consecutive days. | Elementary - ED 375 – grades K-2 ED 405 – grades 3-5Secondary – high schoolsP-12 Music - high schoolsElementary education majors should plan to spend the equivalent of one full day in schools each week. |
| **Spring Methods Block.**Elementary: ED 315, 371, 375 or 405, EDC 331, 351Secondary: ED 410 and Methods Courses: ED 421, 422, 423, or 424**Competency Focus:*** Content
* Pedagogy

\*\*Teaching,  \*\*Assessing,  \*\*Managing the  Learning Environment | EED: Suburban Schools (high SES) – Madison City or Huntsville City\*\*SED: Madison City or Huntsville City schools\*\*\*\*ARI & AMSTI SchoolsAll candidates will have one week near the middle of the semester where on-campus classes are cancelled – students are expected to be at their assigned school for 3-5 consecutive days. | Elementary –ED 375 - grades K-2 ED 405 - grades 3-5Secondary – middle schoolsP-12 Music – elementary, middle or high schoolsElementary education majors should plan to spend the equivalent of one full day in schools each week. |
| EED Summer | EDC 302 & 341 –Madison City School Extended Year Program  | OR EHL 406 – Huntsville or Madison City ELL Camps |
| Internship**All Competencies** | Placements Varied | Elementary -- K-3 and 3-5Secondary – Middle and High School Music – K-6 and 6-12 |

 Candidates will develop strengths in three competencies throughout each semester:

 Communications, Critical Thinking, and Professionalism 36

**Field Experience Guidelines for**

**Elementary Education Candidates**

|  |
| --- |
| Block 1: ED 301, ED 307, ED 308, EDC 301, EDC 311Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school, learners, and creating a safe, supportive classroom.Competencies: *Diversity*Grades K-2The candidate will:* Observe and assist a classroom teacher in their teaching field.
* Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 2 hours per week for 10 weeks)
* Document the field experiences in a set of field notes or daily journal

Write reflective entries about each day’s experiences. |
| Fall Methods Block: CONTENT FOCUSED 372, 373, 374, 375 or ED 405, and EDC 321 or EHL 405Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in reading, math, science and social studies.ED 375 – Primary Grades K-2 orED 405 – Intermediate Grades 3-5 Week-long practicum included in FECompetencies: *Content,, Pedagogy, Critical Thinking*The candidate will:* Observe and assist the teacher
* Tutor or assist students in these content areas (individualized or small group instruction)
* Develop and teach lessons in math, science, and reading
* Design assessments, use the data to plan instruction and monitor and measure student learning
* Use available materials and resources, including technology
* Note professional development resources for teaching in these content areas
* Participate in professional development activities
* Engage in self-evaluation and reflection on lessons taught
* Maintain a set of field notes with

 reflective journal entries  | Spring Methods Block: LITERACY FOCUS ED 315, 371, and 375 or 405EDC 331, 351 or EHL 407, 409Focus: Candidates should observe and participate in classrooms in an ARI/AMSTI school setting. They will focus on teaching and assessing learning of students in reading, language arts.ED 375 - Primary Grades K-2 or ED 405 – Intermediate Grades 3-5 Week-long practicum included in FECompetencies: *Content, Pedagogy, Critical Thinking*The candidate will:* Observe and assist the teacher
* Tutor or assist students in these content areas (individualized or small group instruction)
* Develop and teach lessons in language arts and social studies
* Develop and teach lesson(s)/units that integrate across the curriculum
* Design assessments, use data to plan instruction and monitor and measure student learning
* Use available school and community resources, including technology
* Participate in professional development activities
* Engage in self-evaluation and reflection on lessons taught.
* Maintain a set of field notes with reflective journal entries
 |
| Summer: EDC 302 and 341 – Madison City Schools Extended Year Program OR EHL 406 – Madison City or Huntsville Caamp for Second Language Students |
|  ED 493 – InternshipFocus: Candidates should demonstrate knowledge, skills, dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies. |

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**Field Experience Guidelines for**

**Secondary and P-12 Education Candidates**

|  |
| --- |
| Block 1: ED 301, ED 307, ED 308, EDC 301, EDC 311Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school the learners and creating a safe, supportive clssrooom environment.Competencies*:, Diversity*Secondary - Middle SchoolP-12 Music – K-6The candidate will:* Observe and assist a classroom teacher in their teaching field.
* Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 1 hour per week for 10 weeks)
* Document the field experiences in a set of field notes or daily journal
* Write reflective entries about each day’s experiences.
 |
| Fall Methods Block3: ED 408 & Methods CoursesFocus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in their teaching field.Secondary– High SchoolP-12 Music – High SchoolCompetencies*: Content, Pedagogy*The candidate will:* Observe and assist the teacher in their assigned school
* Tutor or assist students in their teaching field (individualized or small group instruction)
* Develop and teach lessons in their teaching field
* Design assessments and use the data to plan instruction and monitor and measure student learning.
* Use available materials and resources, including technology
* Note professional development resources for teaching in these content areas
* Participate in professional development activities
* Engage in self-evaluation and reflection on lessons taught
* Maintain a set of field notes with

 reflective journal entries  | Spring Methods Block : ED 410 & Methods Courses Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in content areas. Secondary – Middle School P-12 – Elementary, Middle or High SchoolCompetencies: *Content, Pedagogy, Critical Thinking*The candidate will:* Observe and assist the teacher in their assigned school
* Develop and teach lessons (units)in their teaching field, integrating content across the curriculum
* Design assessments and use data to plan instruction and monitor and measure student learning
* Tutor or assist students in these content areas (individualized or small group instruction
* Use available school and community resources, including technology
* Participate in professional development activities
* Engage in self-evaluation and reflection on lessons taught.
* Maintain a set of field notes with reflective journal entries
 |
| ED 497 or ED 499 – Internship Focus: Candidates should demonstrate knowledge, skills, and dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies. |

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***APPENDIX***

 **3**

**Undergraduate Candidate Responsibilities**

|  |  |  |
| --- | --- | --- |
| **Decision Point** | **Candidate Responsibilities** | **Date Completed**  |
| **1**Eligibility to enroll in Block 1 Courses | 1. File an ***Intent to Apply to TEP*** as early as possible after admission to  UAH but prior to end of sophomore year.1. 2. File a ***Program of Study (POS)*** with college advisor prior to end of sophomore year (or during ED 301).
2. 3. Complete all (or all but two) courses in GER; 2.5 overall GPA
3. 4. Enroll in Pre-professional Block 1 courses (ED 301, ED 307, ED 308, EDC 301, EDC 311)

5. Submit to fingerprint and background check6. Register for ***Alabama Educator Certificatiion Program’s Basic Skills Assessment*** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **2**Admission to Teacher Education Program | 1. During Block 1 semester:

1.1. 1. File ***Application to Teacher Education Program.***1. Complete field experience hours, ***Dispositions Self-Assessment*** *and* ***Application Essays*** (ED 301)***.***

3. Solicit ***Dispositions Recommendation to Teacher Education***  ***Program***(1 from coop teacher, 1 from major or second area of  study; ED faculty will submit letters for each course in Block 1).4.Take and pass ***Alabama Prospective Teacher Test Basic Skills***  ***Assessment*** 5. Complete Admission Interview with faculty advisor.6. Maintain 2.75 GPA – ED; 2.5 – GPA – Major; 2.5 GPA - Overall   Admission Date: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3**Continuation in the Teacher Education Program |  During Block 2: 1. Maintain minimum GPA and meet field experience requirements 2. Submit ***Application for Internship***   3. Pass ***Praxis II tests – Content Knowledge Test; Principles of***  ***Teaching & LearningK-6 or 7-12.*** 4. Request recommendation from external faculty member in  (Secondary Candidates only) During Block 3: 5. Request ***Dispositions Recommendation***from field experience  cooperating teachers; education faculty will submit ***Dispositions***  ***Recommendation*** for each course 6. Pass remaining ***Praxis II tests*** 7. Complete ***Dispositions Self-Assessment***  8.. Submit ***Application for Graduation*** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4Recommendation for Internship | 1. Candidate has met all the above requirements, including the

 satisfactory completion of minimum moor 200 hours of field experiences in diverse settings. | \_\_\_\_\_\_\_\_ |
| **5**Recommendation for Certification | During Internship:1. Carry out all internship responsibilities according to the Student

 Teaching Handbook. 2. Compile Exit Portfolio.3. Initiate all forms for State Certification*.* 4. Submit ***Application for Graduation*** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**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 Deparment 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 te 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.

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**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**Department of Education**

**Background Check Acknowledgement**

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

UAH requires all teacher candidates to be fingerprinted prior to beginning Block 1 classes. Students must provide the Certificaition 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 clearance letter as it will be required by school systems when applying for teaching positions.**

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| --- |
| **University of Alabama in HuntsvilleDepartment 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 form the University of Alabama in Huntsville. |
|
| **Please inital 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 unble 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 contigent 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: \_\_\_\_\_\_\_ |
|
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|  |  |  |  |  |
| **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.  |
|  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Essential FunctionPhysical** | **Am Able** | **Need Assisstance** |
|  |  |  |
| 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. |  |  |
|  |  |  |
| **\*Collaborative Only** |  |  |
|  |  |  |
| 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. |  |  |
|  |  |  |
| **Essential FunctionsSocio-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. |  |  |

|  |  |
| --- | --- |
| **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 |   |   |  |
|  |  |  |  |  |  |  |  |
| 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:** |   |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |
| **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.** |
| Block 1: ED 301, 305, EDC 301, 311 |   |   |   |   |   |   |   |
| Block 1: ED 308 |   |   |   |   |   |   |   |
| Fall Methods Courses |   |   |   |   |   |   |   |
| Spring Methods Courses |   |   |   |   |   |   |   |
| Early Start |   |   |   |   |   |   |   |
| Extended Year  |   |   |   |   |   |   |   |
| Other |   |   |   |   |   |   |   |
|   |   |   |   |   |   | **0:00:00** | **0:00:00** |
|  |  |  |  |  | **Total Hours** | **0:00:00** |  |

**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 am electronicteaching portfolio. I would like to be able to include these pictures and/or videos of classroom activities in my electronic portfolio. I would appreciate your permission to use items that may have your child in them.

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

Please check the appropriate statement, sign, and return the letter to:

cooperating teacher’s name.

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

\_\_\_\_\_I do not give permission for my child to be photographed for any reason.

\_\_\_\_\_I do not give permission for my child to be videotaped for any reason.

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Sincerely,

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 UAH Student Teacher

DEPARTMENT OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2013

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**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 |

**Check syllabus for due dates.**

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**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: |  |  |

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

Candidate Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Self-Evaluation of Teacher Candidate Dispositions

Teacher Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Last First Middle

**Please rate yourself on each of the 12 dispositions listed.**

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

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

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

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

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

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

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

Signature of Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**DEPARTMENT OF EDUCATION**

**THE UNIVERSITY OF ALABAMA IN HUNSVILLE**

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

**Professional Dispositions Rating**

**1. Intellectual Curiosity - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 1. 4-------3-------2-------1** Asks thoughtful questions about classroom instruction and routines;

seeks to expand content knowledge and encourages students to do the same

**2. Respects all learners - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 2. 4-------3-------2-------1**

Relates well to all students; demonstrates respectfulness

3. **Interactions with Others - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 3. 4-------3-------2-------1**

 Initiates positive interactions with students, faculty, peers, and others

**4. Tact and Judgment - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**  **4.** **4-------3-------2-------1**

Perceives what to do in order to maintain good relations with others

 and acts accordingly

**5. Reliable and Dependable - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**  **5**. **4-------3-------2-------1\**

 Attends to tasks or duties without prompting

6. **Multicultural Sensitivity - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**  **6.** **4-------3-------2-------1**

 Sensitive to cultural, ethnic and economic differences

 and their impact on student learning

**7. Attendance and Punctuality - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**  **7.** **4-------3-------2-------1**

 Follows contract schedule for attendance and is on time

8. **Written Communication - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**   **8.** **4-------3-------2-------1**

 Expresses ideas clearly with no mechanical or grammatical errors

9. **Oral Communication** **- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**  **9.** **4-------3-------2-------1**

Well-spoken; listens well and responds appropriately

**10. Written Communication - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 10.** **4-------3-------2-------1**

 Expresses ideas clearly with no mechanical or grammatical errors

11. **Initiative - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -** **11.** **4-------3-------2-------1**

 Resourceful about identifying and meeting student needs without prompting

12. **Flexible - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -** **12**. **4-------3-------2-------1**

 Appropriately adapts to unexpected occurrences

**13. Professional Appearance - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 13. 4-------3-------2-------1**

Follows appropriate dress code

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. 52

**UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**Department of Education**

Education Faculty Recommendation

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

**Grade in Course:**

Knowledge of Subject (Grade): 4(A) 3(B) 2(B) 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 Teacher Education Program

\_\_\_\_\_ admission to the Internship.

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**Department of Education**

External Faculty Recommendation

**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

**Grade in Course:**

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 54

**University of Alabama in Huntsville**

**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.** |

1. **Candidate will respond orally to the following questions:**
	1. Tell us about the kind of learning community you observed in your field experience. How did the teacher facilitate this community?
	2. 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.

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**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 communicating 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 one-page 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**DEPARTMENT OF EDUCATION**

Dispositions Development Plan

Teacher Candidate’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Evaluated by Faculty: Block I Block II Block III

Evaluated by Coop Teacher: Block 1 Block II Block III

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 Candidates1. 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.

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**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.”)

1. 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.
2. Further, I authorize the Department to edit the above listed document(s) (or my portion of them) as it may deem appropriate if the documents are published as a part of course materials (in whatever form published) or published on any Web site. deleted rest of sentence.
3. 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.
4. 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.

1. Finally, I understand that I will receive no payment of any kind in exchange for the use of my document(s).

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

 (Date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Phone Number)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 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.

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**ALABAMA EDUCATOR CERTIFICATION 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 |
|  |  |  |

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**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/alabamapttp>
* 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**

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**ALABAMA EDUCATOR CERTIFICATION 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 2 of their program.

* Graduate candidates in Alternative Master’s Program may take AECTP – Praxis II Subject Assessments as soon as they have passed the Basic Skills Test and have been formally admitted to the Teacher Education Program.

How do I register for Praxis II?

* For paper version
	+ Online registration: <http://www.ets.org/praxis>
	+ Telephone registration: 1-800-772-9476; 1-866-387-8602 (for Disability Services) or 1-800-771-7714 (for test-takers who are deaf or hard-of-hearing).
* For computer-delivered tests
	+ Online registration: <http://securereg3.prometric.com/professionalhome.aspx>.
	+ Telephone registration: 1-800-853-6773

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

 $115 for Praxis II Subject Area Tests - Multiple Choice

 $130 for Praxis Ii Subject Area Tests - Multiple Choice and Constructed Response

 $150 for Praxis II - World Language Tests

Where do I send my test scores?

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

**REQUIRED PRAXIS II TESTS AND SCORES**

|  |  |  |  |
| --- | --- | --- | --- |
| Test Name | Test CodePaper Version | Test CodeComputer-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 | 155 |
| Special Education: Core Knowledge & Application | 0354 | 5354 | 153 |
| 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 Grades K-6 | 0622 | 5622 | 145 |
| Principles of Teachng and Learnng Grades 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 |

**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, 2014 December 2014 graduation

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**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**Department of Education Advisors**

Dr. Monica Dillihunt Elementary Education 824-2328 dillihm@uah.edu

Collaborative Teacher

Dr. Sandra Enger Secondary Education 824-6671 engers@uah.edu

Math and Science 824-2329

Dr. Philip Kovacs Secondary Education 824-2331 philip.kovacs@uah.edu

 English Language Arts

Dr. Jason O’Brien Secondary Education 824-6181 jason.obrien@uah.edu

 History/Social Studies

Dr. EricSlate Director of Accreditation 824-2330 erica.young@uah.edu

 Mathematics Education

Dr. Derrick Smith Special Education 824-3048 derrick.smith@uah.edu Collaborative Teacher

Dr. Wolfram Verlaan Foreign Language 824-2326 wev0001@uah.edu

 Reading Specialists

Ms. Pam C. Patrick First year teacher liaison 824-2973 pam.patrick@uah.edu

Dr. Whitney Meade Special Educaiton Autism 824-5443 wwm0004@uah.edu

Dr. Beth Quick, Chair Graduate Students 824-2325

 Music

 Director of Field Experiences

Mr. Matt Dean Technology mdean@madison.k12-al.us

Ms. Chantaye Robinson-Jones Certification Officer 824-6220 robinsc1@uah.edu

Kathleen Sobai Staff Assistant 824-6180 kcs0004@uah.edu

Coordinator of Field Experience Placements

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**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**

**Teaching Field Advisors:**

***College of Liberal Arts:***

Art Dr. Lillian Joyce 824-2588 *joycel@uah.edu*

Communications Dr. Clarke Rountree 824-2305 *rountrj@uah.edu*

English/Language Arts Dr. Holly Flint 824-2372 *holly.flint@uah.edu*

Foreign Language

 Spanish Dr. Linda Maier 824-2346 *maierl@.uah.edu*

French Dr. Kwaku Gyaski 824-2345 *gyasik@.uah.edu*

 German Dr. Rolf Goebel 824-2344 *goebelr@.uah.edu*

*History/Social Science Dr. Stephen Waring* 824-2565*warings@uah.edu*

Music Dr. David Ragsdale 824-2382 *david.ragsdale@uah.edu*

Dr. Carolyn Sanders 824-2580 sanders@uah.edu

Philosophy Dr. Andy Cling 824-2334 *clinga@uah.edu*

Political Science Dr. John Pottenger 824-6192 *pottenj@uah.edu*

Psychology Dr.Jeff Neuschatz 824-2321 *neuschaj@ua.edu*

Sociology Dr. Mitch Berbrier 824-2301 *berbrim@uah.edu*

# *College of Science:*

Biology/General ScienceDr. Debra Moriarity 824-6045 *moriard@uah.edu*

Chemistry Dr. William Setzer 824-2416 *wsetzer@matsci.uah.edu*

Mathematics Ms. Elizabeth Bowman 824-2230 *bowman@math.uah.edu*

Physics Dr. Gary Zank 961-7401/2833 *GaryP.Zank@gmail.uah.edu*

**Liberal Arts Advisement College of Science Advisement**

Frank Bell 824-2867 Morgan Lewis 824-6290

*bellf@.uah.edu**lewism@uah.edu*

Jennifer Bradley 824-6290

*jennifer.bradley@uah.edu*

**Student Affairs Office Student Health Center**

Dr. Regina Hyatt 824-6700 824-6775

Regina.Hyatt@uah.edu

**Student Success Center** **Math Tutoring**

Diana Bell 824-3142 Ms. Tami Lang 824-6400

*belldc@uah.edu**lang@math.uah.edu*

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# THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

# Chairs of Teaching Fields Departments

**College of Liberal Arts**

**Professor Glenn Dasher**

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

 Dr. Carolyn Sanders

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

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**WEB RESOURCES**

**UAH Resources**

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

Writing Center [www.uah.edu/writing](http://www.uah.edu/writing)

Undergraduate Student Handbook [www.uah.edu/student\_life/handbook](http://www.uah.edu/student_life/handbook)

**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 [www.ccsso.org/intasc.html](http://www.ccsso.org/intasc.html)

Support Consortium (INTASC)

National Board for Professional Teaching [www.nbpts.org](http://www.nbpts.org)

Standards (NBPTS)

International Reading Association [www.reading.org](http://www.reading.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)

National Association for Education [www.naed.org](http://www.nayed.org)

of Young Children 66

**STUDENT ORGANIZATIONS**

SAEA

**Student Alabama Education Association**

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

is an education major.

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

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

**SCEC**

# Student Council for Exceptional Children

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

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

# KDPi

# Kappa Delta Pi

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

Qualified students are invited to join the UAH chapter of Kappa Delta Pi in the spring of each year. Members in Kappa Delta Pi participated in professional development activities, honored graduating student teachers, and participated in several fund raising activities. 67