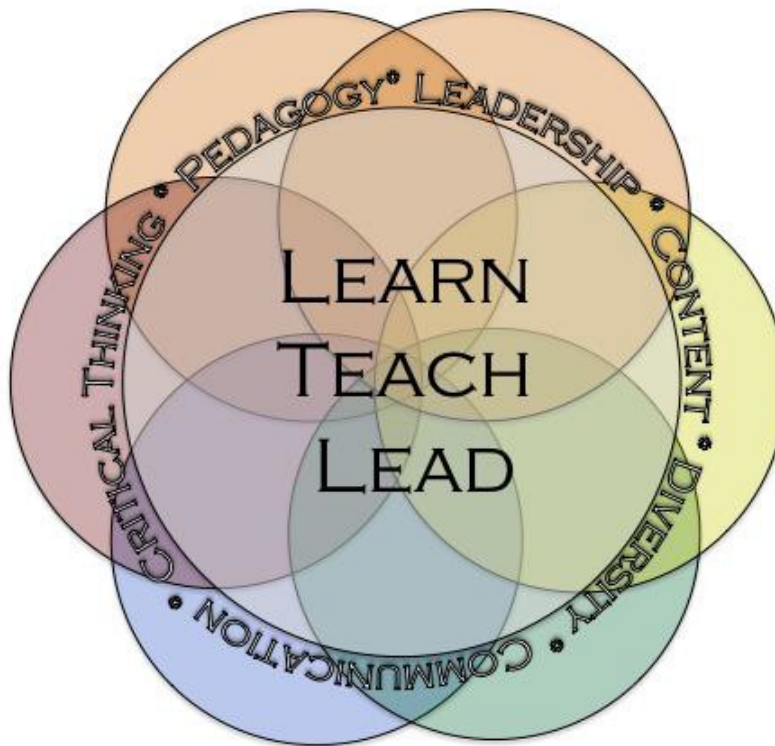


College of Education

Alternative-A Candidate Handbook

Master of Arts in Teaching (M.A.T.)



THE TEACHER EDUCATION PROGRAM AT UAH

Robert's Hall, Room 323

Huntsville, AL 35899

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2018-2019



Welcome

Welcome to the College of Education Teacher Education Programs. 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 College of Education. We look forward to working with you as you begin the first phase in your teacher education program.

The UAH College of Education Faculty

College of Education Mission

The College of Education at The University of Alabama in Huntsville prepares prospective elementary and high school educators 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 College are realized through the goals and outcomes for the program. These goals represent each departments’ expectations for all teacher education candidates.

Mission Statement

The mission of the College 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.

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 *ED 30: Introduction to Education*. Dispositions continue to be woven into the framework of each course in the UAH Teacher Education Program. Candidates are provided with opportunities to engage in a self- evaluation of these dispositions and to demonstrate these attributes as they progress throughout the program.

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

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)
<p>1</p> <p><i>CONTENT</i></p>	<p>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.</p>	<p>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.</p>	<p>Teacher candidates plan, implement, reflect on, and revise content-specific lessons during the internship period. The lessons demonstrate their understanding of the content area.</p>
<p>2a</p> <p><i>PEDAGOGY: TEACHING</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p style="text-align: center;">2c</p> <p style="text-align: center;"><i>PEDAGOGY: MANAGING THE LEARNING ENVIRONMENT</i></p>	<p>Teacher candidates develop and thorough understanding of the impact of the classroom environment on teaching and learning. They use models of classroom management as the basis for designing management systems for their future classrooms.</p>	<p>Teacher candidates experience first hand the need to create a positive learning environment for their initial teaching experiences. They implement positive behavior support strategies as needed in supporting the learning of students</p>	<p>Teacher candidates develop and use instructional procedures and routines to enhance a positive and effective learning environment. They organize space, time, and activities to maximize teaching and learning. They demonstrate fairness, supportiveness and consistency for ALL students.</p>
<p style="text-align: center;">3</p> <p style="text-align: center;"><i>CRITICAL THINKING</i></p>	<p>Teacher candidates must become knowledgeable of the literature available concerning critical thinking, problem solving, and development of abstract knowledge structures. Candidates learn how to develop metacognitive abilities in students.</p>	<p>Candidates must be able to apply this knowledge by modeling problem solving heuristics, by modeling effective questioning patterns, and by using teaching strategies that encourage collaboration among students.</p>	<p>Candidates create and implement instructional units that: include recognized methods for developing problem solving skills in many disciplines; creating interesting problem situations to engage students; integrate real world problems into the curriculum to increase student motivation; utilize various teaching strategies that encourage critical thinking, problem solving, and collaboration among students; utilize teaching and questioning methods to encourage higher order thinking.</p>

<p style="text-align: center;">4</p> <p style="text-align: center;"><i>DIVERSITY</i></p>	<p>Teacher candidates learn to appreciate the benefits of a diverse population to society and must be willing to serve a diverse student body, their families, and the community. They are able to articulate the variables that define diversity and creating a caring learning community that is responsive to the diverse needs of learners. Candidates develop a solid understanding of the developmental differences among students and the importance of differentiating instruction to meet the needs of all learners. They also learn to understand and leverage sources of student motivation.</p>	<p>Candidates learn about the characteristics of effective teachers and begin to demonstrate the teaching attitudes and skills that will enable them to teach ALL students. They demonstrate the belief that ALL students can learn by planning lessons that differentiate instruction that meet the needs of ALL students. They demonstrate their understanding of how to choose developmentally appropriate curricular materials for their students.</p>	<p>During the internship, candidates demonstrate awareness of individual students' developmental status by modifying lessons to address these levels. Candidates differentiate instruction to accommodate the needs of exceptional children, ESL students and students exhibiting different learning styles; this may include making appropriate accommodations for students with IEPs/504 plans. They value ALL students' efforts and provide appropriate positive reinforcement and assessment feedback.</p>
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<p style="text-align: center;">5</p> <p style="text-align: center;"><i>Communication</i></p>	<p>Teacher candidates must understand the crucial role communication plays in a successful education cycle.</p> <p>Candidates must demonstrate effective oral, written, and interpersonal communication in the core and pre-professional courses.</p>	<p>During methods courses, candidates must demonstrate effective verbal, nonverbal, written, and media communication techniques that foster inquiry, collaboration, and supportive interaction in the classroom. They must display writing samples that are grammatically correct, convey information effectively, and are appropriately constructed for various purposes.</p>	<p>Candidates demonstrate their communication abilities with individual students, students in small groups, in class and other school settings; explain clearly: step-by-step, logical understandable, using visual and verbal cues; communicate effectively in person, via phone, via email, and in writing to parents of students; communicate effectively with other teachers, administrators and school personnel in multiple ways.</p>
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<p style="text-align: center;">6</p> <p style="text-align: center;">Professionalism:</p> <p style="text-align: center;">-Collaboration and Relationships</p> <p style="text-align: center;">-Reflection and Professional Development</p> <p style="text-align: center;">-Professional Dispositions and Conduct</p>	<p>Teacher candidates are initiated into a culture in which reflective practice is implemented and expected. They encounter this culture in each of their education courses through the required assignment components. They repeatedly encounter the notion that reflective practice and the development of leadership are inextricably united.</p> <p>Candidates begin to develop a strong commitment to professional ethics, lifelong learning, professional development, and a commitment to exercise leadership and collaboration in their classroom, school, and community.</p>	<p>Candidates examine, establish, and reflectively revise research-based belief structures concerning:</p> <ul style="list-style-type: none"> -subject matter -pedagogy -child welfare -student learning -one's own educational philosophy, one's own learning and understanding, and one's classroom teaching performance. <p>Candidates demonstrate professional attitudes and conduct including;</p> <ul style="list-style-type: none"> -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 	<p>Candidates demonstrate reflective practice during the internship experience, analyzing their own practices and inviting and utilizing feedback from supervisors and peers. They collaborate with other school colleagues, parents, and organizations in the larger community to support and enhance student learning and well-being.</p> <p>They demonstrate enthusiasm and respect for lifelong learning. They participate in teacher-in-service workshops, faculty meetings, professional organizations to achieve continued professional growth.</p> <p>They effectively function in real school environments with diverse school populations. They act as an advocate for their students.</p>
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COLLEGE OF EDUCATION
Alignment of Standards

UAH Teacher Candidate Competencies	Alabama Core Teaching Standards (ACTS)	<i>EDUCATE</i> Alabama	INTASC Principles
Content	4. Content Knowledge	#1 – Content Knowledge	#4: Content Knowledge
Pedagogy: • Teaching • Assessing Student Learning • Managing the Learning Environment	1. Learning Environments 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	#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	#1: Learner Development #3: Learning Environments #6: Assessment #7: Planning for Instruction
Critical Thinking	5. Application of Content	#3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas	#5: Application of Content #8: Instructional Strategies
Diversity	1. Learner Development 2. Learner Differences	#4a – Cultural, Ethnic, and Social Diversity #4b – Language Diversity #4c – Special Needs #4d – Learning Styles	#2: Learning Differences
Communication	10. Leadership and Collaboration	#3a – Oral and Written Communication	#10: Leadership and Collaboration
Professionalism	9. Professional Learning and Ethical Practice	#5 - Professionalism	#9: Professional Learning and Ethical Practice

Code of Ethics of the Education Profession

Adopted at the NEA Representative Assembly. July 1975

Preamble

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

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

Principle I: Commitment to the Student

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

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

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

Principle II - Commitment to the Profession

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

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

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

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

Alabama Educator Code of Ethics

Introduction

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

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

Code of Ethics Standards

Standard 1: Professional Conduct

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

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

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

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

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

Standard 2: Trustworthiness

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

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

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

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

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.

- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

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

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

Standard 4: Teacher/Student Relationship

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

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

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

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

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

Standard 5: Alcohol, Drug and Tobacco Use or Possession

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

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

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

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

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

Standard 6: Public Funds and Property

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

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

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

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

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

Standard 7: Remunerative Conduct

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

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

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

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

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

Standard 8: Maintenance of Confidentiality

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

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

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

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

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

Standard 9: Abandonment of Contract

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

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

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

Mnts established

A by the Alabama State Department of Education. Most programs can be completed in four
T years. Individuals in the Master of Arts in Teaching (MAT) program already have an
undergraduate degree and are completing this graduate program to earn both a graduate
T degree (MAT) and their initial teaching certification. At this time, UAH has three MAT
E programs. All MAT programs require 210 field experience hours, 6 professional
A development activities, and a full semester internship.

C

H Elementary Education: M.A.T. K-6 Certification

E Elementary education candidates will complete 46 credit hours for their degree.

R Candidates will be required to either have 12 hours in the areas of English, Social
Sciences, Mathematics, and Science with a 2.75 GPA in each area and overall.

E However, candidates may also pass the Praxis II Multiple Subjects exam in lieu of
D meeting the course requirements. Candidates will complete the 46 hour program as well
U as the 210 required field experience hours.

C

A Secondary Education – M.A.T. OR MS/MA – 6-12 Certification

T Secondary candidates receive their degree (major) either in Secondary Education from
I the College of Education (MAT) and/or in their content teaching field from the content
O department (MS/MA). Certification is available in the following areas. See department
N website for specific course requirements.

- | | | |
|----------|-----------------------|-----------------|
| P | English Language Arts | Biology |
| R | Foreign Language | Chemistry |
| O | History | General Science |
| G | Social Studies | Mathematics |
| R | | Physics |

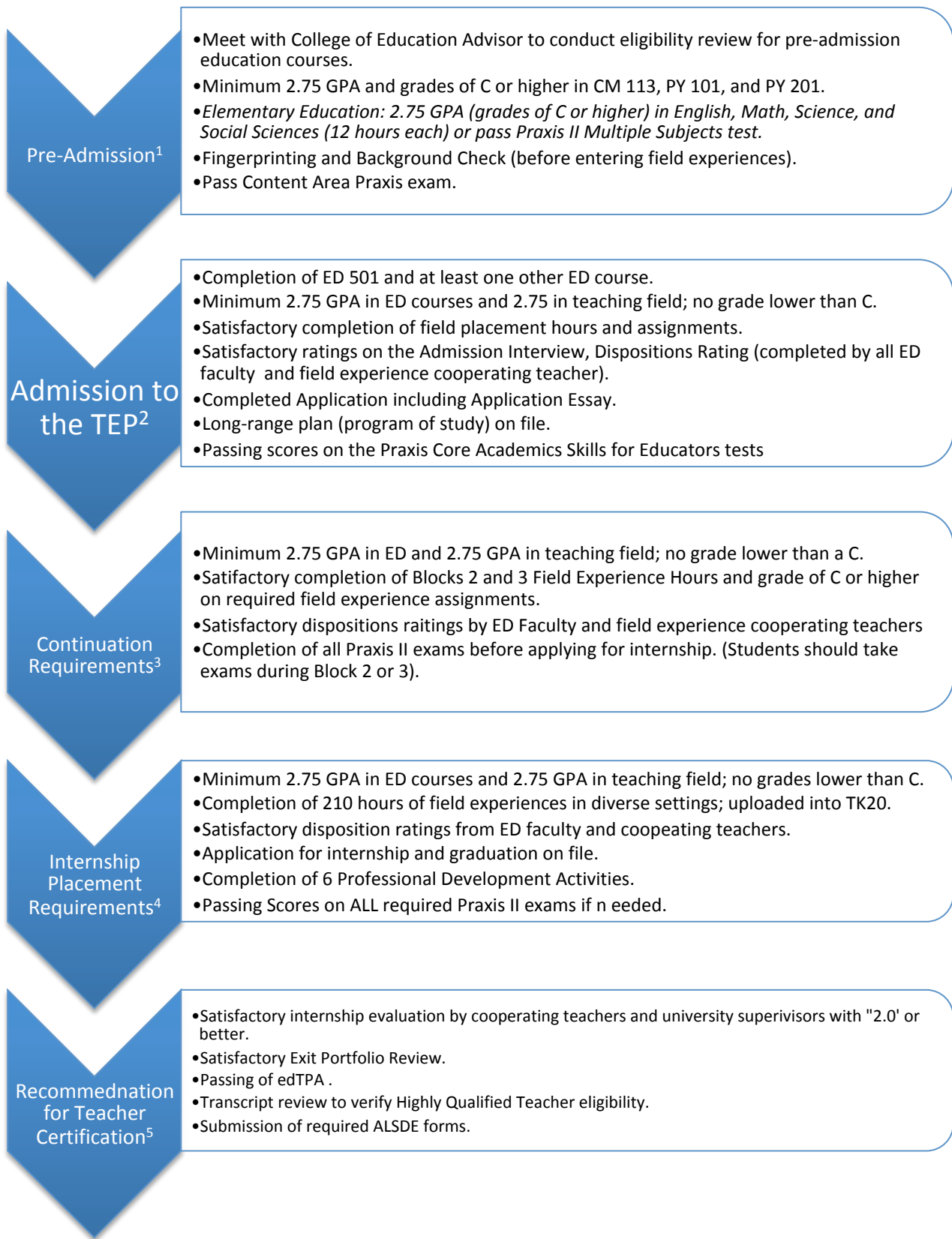
A

M English as a Second Language (ESOL) – M.A.T. P-12 Certification

Individuals may also earn an M.A.T. degree in English as a Second Language with P-12
certification. The requirements are similar to other programs and include the field
experiences and internship.

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

Decision Points and Assessments
Initial Certification



NOTES:

1. 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 without approval from the Dean.
2. **Unsatisfactory Review** by Faculty Committee: The initiation of a personalized *Professional Development Plan (PDP)* which may include but is not limited to:
 - a. Repeating courses
 - b. Writing Center assistance
 - c. Referral to Student Success Center
 - d. If requirements of plan are not met, student will not be admitted to the TEP.
3. **Unsatisfactory Review** by Faculty Committee: The initiation of a personalized *Professional Development Plan (PDP)* which may include but is not limited to:
 - a. Repeating courses
 - b. Writing Center assistance
 - c. Referral to Student Success Center
 - d. Retake APTT, Praxis II
 - e. If requirements of plan are not met, candidate will not proceed to Internship and may be dismissed from the TEP.
4. **Unsatisfactory Review** by Faculty Committee: The initiation of a personalized *Professional Development Plan (PDP)* which may include but is not limited to:
 - a. Repeating courses
 - b. Writing Center assistance
 - c. Referral to Student Success Center
 - d. Retake APTT, Praxis II
 - e. If requirements of plan are not met, candidate will not proceed to Internship and may be dismissed from the TEP.
5. **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:
 - a. Improving professional skills
 - b. Extending the internship
 - c. Resubmitting the exit portfolio

**Sequence of Courses for: Elementary Education, Elementary/*Collaborative* or
MAT Teacher Candidates Course Offerings (ELEMENTARY)**

Candidates should complete **all General Education Requirements**. A minimum 70 hour field experience (FE) is required during each block. **The ALSDE approved checklist can be found on the Department of Curriculum and Instruction website.**

<p><u>Fall Entrants</u></p> <p><u>Block 1 (Fall 1)</u> ED 501 ED 520 ED 607 FE – 70 hours</p> <p><u>Block 2 (Spring 1)</u> EDC 511 ED 575 ED 604 ED 593 FE – 70 hours</p> <p><u>Summer Block 1</u> ED 609 ED 5XX (Creative Arts)</p> <p><u>Block 3 (Fall 2)</u> ED 672 ED 673 ED 674 ED 615 FE – 70 hours</p> <p><u>Block 4 (Spring 2)</u> KIN 564 ED 671 ED 530 FE – 70 hours</p> <p><u>Block 5 (Fall 3)</u> ED 693-Internship</p>	<p><u>Spring Entrants</u></p> <p><u>Block 1 (Spring 1)</u> ED 501 ED 520 ED 604 ED 593 FE – 70 hours</p> <p><u>Block 2 (Fall 1)</u> EDC 511 ED 575 ED 607 FE – 70 hours</p> <p><u>Summer Block 1</u> ED 609 ED 5XX (Creative Arts)</p> <p><u>Block 3 (Spring 2)</u> ED 671 KIN 564 ED 530 ED 615 FE – 70 hours</p> <p><u>Block 4 (Fall 2)</u> ED 672 ED 673 ED 674 FE – 70 hours</p> <p><u>Block 5 (Spring 3)</u> ED 693-Internship</p>	<p><u>Summer Offerings:</u></p> <p>ED 609 ED 520 ED 530 ED 5XX (Creative Arts) (only in summer)</p>
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<p><u>Required for all Elementary Candidates</u> ED 501: Introduction to Education ED 530: Applied Multiculturalism ED 604: Educational Psychology ED 609: Classroom Management ED 5XX: Integrating Creative Arts EDC 593: Teaching Exceptional Children EDC 511: Instructional Strategies ED 607: Educator as Evaluator</p>	<p>ED 520: Technology in the Classroom ED 671: Teaching Language Arts ED 672: Teaching Social Studies ED 673: Teaching Elementary Science ED 674: Teaching Elementary Math ED 575: Teaching Primary Reading ED 615: Teaching Intermediate Reading ED 693: Internship</p>
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MAT Teacher Candidates Course Offerings: SECONDARY

Candidates should complete **all General Education Requirements**. A minimum 70 hour field experience (FE) is required during each block. **The ALSDE approved checklist can be found on the Department of Curriculum and Instruction website.**

All Secondary MAT programs require 15 hours within the content field. All secondary students will need to work with the appropriate Department to determine which courses to take. Below is the sequence of EDUCATION courses only. Courses with an asterisk (*) are offered multiple times.

<u>Fall Entrants</u>	<u>Spring Entrants</u>	<u>Summer Offerings:</u>
<p><u>Block 1 (Fall 1)</u> ED 501 ED 520* ED 607 FE – 70 hours</p> <p><u>Block 2 (Spring 1)</u> ED 604 ED 593 ED 530* FE – 70 hours</p> <p><u>Summer Block 1</u> ED 609* ED 520*</p> <p><u>Block 3 (Fall 2)</u> ED 608 ED 609* ED 520* ED 530*</p> <p><u>Block 4 (Spring 2) (IF NEEDED)</u> ED 609* ED 530</p> <p><u>Block 5 (Fall 3)</u> ED 698-Internship</p>	<p><u>Block 1 (Spring 1)</u> ED 501 ED 520* ED 604 ED 593 FE – 70 hours FE – 70 hours</p> <p><u>Block 2 (Fall 1)</u> ED 608 ED 609* ED 520* ED 530* FE – 70 hours</p> <p><u>Summer Block 1</u> ED 609* ED 520*</p> <p><u>Block 3 (Spring 2)</u> ED 604 ED 593 ED 530*</p> <p><u>Block 4 (Fall 2) (IF NEEDED)</u> ED 609* ED 530</p> <p><u>Block 5 (Spring 3)</u> ED 698-Internship</p>	<p>ED 609 ED 520 ED 530</p>

<p><u>Required for all Secondary Education Candidates</u> ED 501: Introduction to Education ED 530: Applied Multiculturalism ED 604: Educational Psychology ED 607: Educator as Evaluator ED 609: Classroom Management ED 593: Teaching the Exceptional Child ED 520: Technology in the Classroom ED 608: Reading in the Content Area ED 698: Internship</p>

MAT Teacher Candidates Course Offerings: ESOL

Candidates should complete **all General Education Requirements**. A minimum 70 hour field experience (FE) is required during each block. **The ALSDE approved checklist can be found on the Department of Curriculum and Instruction website.**

<p><u>Fall Entrants</u> <u>Block 1 (Fall 1)</u> ED 501 EHL 505 ED 607 ED 520* EDC 511 FE – 70 hours</p> <p><u>Block 2 (Spring 1)</u> EHL 507 ED 575 ED 604 ED 593 ED 520* FE – 70 hours</p> <p><u>Summer Block 1</u> ED 640 ED 609 EHL 506 ED 520* ED 530*</p> <p><u>Block 3 (Fall 2)</u> ED 672 ED 673 ED 530* FE – 70 hours</p> <p><u>Block 5 (Spring 2)</u> ED 696-Internship</p>	<p><u>Spring Entrants</u> <u>Block 1 (Spring 1)</u> ED 501 ED 520* ED 604 ED 593 EDC 511 FE – 70 hours</p> <p><u>Block 2 (Fall 1)</u> EHL 505 ED 575 ED 607 ED 520* FE – 70 hours</p> <p><u>Summer Block 1 or 2</u> ED 609 ED 640 EHL 506</p> <p><u>Block 3 (Spring 2)</u> EHL 507 ED 530 ED 615 ED 520* ED 530* FE – 70 hours</p> <p><u>Block 4 (Fall 2)</u> ED 672 ED 673 FE – 70 hours</p> <p><u>Block 5 (Spring 3)</u> ED 693-Internshp</p>	<p><u>Summer Offerings:</u> ED 609 ED 520 ED 530 ED 640 EHL 506</p>
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<p><u>Required for all Elementary Candidates</u> ED 501: Introduction to Education ED 604: Educational Psychology ED 609: Classroom Management EDC 593: Teaching Exceptional Children EDC 511: Instructional Strategies ED 607: Educator as Evaluator ED 520: Technology in the Classroom ED 672: Teaching Social Studies ED 673: Teaching Elementary Science ED 575: Teaching Primary Reading ED 693: Internship</p>	<p><u>ESOL Content Courses:</u> EHL 505: Linguistics I EHL 507: Advanced Applications of Linguistics EHL 506: Critical Issues ED 640: Differentiated Strategies Research & Teaching of ELL's ED 530: Applied Multiculturalism</p>
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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 210 hours of field experiences prior to the internship. Each semester candidates will complete a minimum of 70 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. *However, if an MAT student will be in the program more than 3 semesters, they may spread out their field experiences and lower the number of hours needed.*

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.

As per ALSDE Regulations, if an Alt-A student is employed as a teacher within an accredited school, UAH will work with their employer to meet their field experience needs through their job.

Competency Focus for Field Experiences

Level of Field Experiences	Setting	Grade Level Placements
Block 1. Competency Focus: Diversity	Urban Title I Schools Huntsville City Schools All 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: Grades K-2 Secondary: Middle or High schools P-12: K-6
Block 2 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **Teaching, **Assessing, **Managing the Learning Environment 	Rural Schools Madison County Schools **ARI & AMSIT Schools All 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 575: grades K-2 ED 615: grades 3-5 Secondary: High or Middle schools P-12: Secondary Elementary education majors should plan to spend the equivalent of one full day in schools each week.
Block 3 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **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 Schools All 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 575 - grades K-2 ED 615 - grades 3-5 Secondary – High or Middle schools P-12: Secondary Elementary education majors should plan to spend the equivalent of one full day in schools each week.
Summer		OR EHL 506 – Huntsville or Madison City ELL Camps
Internship All Competencies	Placements Varied	Elementary: K-3 and 3-5 Secondary & Middle and High School P-12: K-6 and 6-12

Candidates will develop strengths in three competencies throughout each semester:
 Communications, Critical Thinking, and Professionalism

APPENDIX

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
College of Education

Statement of Understanding

I, _____, indicate by my signature below that I have read and
(please print name)
understand the College 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 College 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 Educator Certification Testing Program 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 UAH supervises student teacher internships in select Alabama Schools.
- I also understand that the College of Education does not certify teachers. The sole authority to certify teachers rests with the appropriate state agency. The College 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 UAH and the College of Education requirements to graduate and be recommended for a teaching certificate.
- I also understand that Teacher Education Programs may be altered to meet changes in Institutional, federal and Alabama State Department of Education regulations.

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

Candidate Signature: _____ A# _____

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

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
College of Education

Background Check Acknowledgement

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

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

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

Date of Fingerprinting: _____

Date of Clearance Letter: _____

Date Letter submitted to Certification Officer: _____

Note: Candidates must keep the original clearance letter as it will be required by school systems when applying for teaching positions.

****** Please note that ONLY the background check with finger-printing conducted by Cogent will be accepted. No other agency, state or licensing body background check will be accept. This must be completed PRIOR to beginning any Field Experience work.**

University of Alabama in Huntsville College of Education

Academic Honor Statement

SUBMITTED IN TK20 During Block 1 (ED 301)

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

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

Candidate Competencies, Professional Dispositions and Essential Functions

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

Option #1

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

Option #2

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

I am aware that progression in the teacher education program is contingent on meeting the competencies, dispositions, and essential functions of the program.

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

Verification of Knowledge of UAH Teacher Candidate Handbook

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

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

Print Name: _____ Signature: _____ Date: _____

University of Alabama in Huntsville College of Education Physical and Socio-Emotional Essential Functions Checklist

Students enrolled in the College 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 awareness and provide the necessary support system for students to successfully meet program objectives and requirements for classroom teaching. The College of Education reserves the right to amend these essential functions based on the identification of additional skills.

Essential Function	Am Able	Need Assistance
Physical		
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 Functions 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.		

Field Experience Time Log – ** All FE Time will be logged in TK20**
Keep a hard-copy of your time log as well

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		
			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:

SAMPLE PERMISSION LETTER FOR PHOTOGRAPHS AND VIDEOTAPES – Can be found in TK20 as well.

Date _____

Dear Parent/Guardian

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

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

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

_____ I grant permission for my child to be photographed and/or videotaped for educational purposes and for the photographs to be included in the candidate’s electronic portfolio. I understand that the photos may be posted on the UAH College 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 Intern

The University of Alabama in Huntsville
College of Education

****You will log this information in Tk20****
Keep a hard-copy for your records

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.

The University of Alabama in Huntsville
College of Education
Completed in TK20

PROFESSIONAL DEVELOPMENT ACTIVITY LOG SHEET

Student's Name: _____ Date Due _____

Block # _____ Semester _____ Year _____

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

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

Candidate Signature _____

Professor Signature _____

Self-Evaluation of Teacher Candidate Dispositions ****Complete in Tk20****

Teacher Candidate's Name: _____
Last
First
Middle

Semester: _____

Please rate yourself on each of the 12 dispositions listed.

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

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

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

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

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

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

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

Signature of Teacher Candidate _____

Date _____

COLLEGE OF EDUCATION (Complete in Tk20)
THE UNIVERSITY OF ALABAMA IN HUNSVILLE
 Cooperating Teacher's Evaluation of Candidate's Professional Dispositions

Teacher Candidate: _____ Date: _____

Cooperating Teacher: _____ Grade/Subject: _____

School: _____

UAH 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 UAH teacher candidate's professionalism. Thank you.

Rating Scale

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

Professional Dispositions	Rating
1. Intellectual Curiosity ----- Asks thoughtful questions about classroom instruction and routines; seeks to expand content knowledge and encourages students to do the same	1. 4-----3-----2-----1
2. Respects all learners ----- Relates well to all students; demonstrates respectfulness	2. 4-----3-----2-----1
3. Interactions with Others ----- Initiates positive interactions with students, faculty, peers, and others	3. 4-----3-----2-----1
4. Tact and Judgment ----- Perceives what to do in order to maintain good relations with others and acts accordingly	4. 4-----3-----2-----1
5. Reliable and Dependable ----- Attends to tasks or duties without prompting	5. 4-----3-----2-----1
6. Multicultural Sensitivity ----- Sensitive to cultural, ethnic and economic differences and their impact on student learning	6. 4-----3-----2-----1
7. Attendance and Punctuality ----- Follows contract schedule for attendance and is on time	7. 4-----3-----2-----1
8. Written Communication ----- Expresses ideas clearly with no mechanical or grammatical errors	8. 4-----3-----2-----1
9. Oral Communication ----- Well-spoken; listens well and responds appropriately	9. 4-----3-----2-----1
10. Written Communication ----- Expresses ideas clearly with no mechanical or grammatical errors	10. 4-----3-----2-----1
11. Initiative ----- Resourceful about identifying and meeting student needs without prompting	11. 4-----3-----2-----1
12. Flexible ----- Appropriately adapts to unexpected occurrences	12. 4-----3-----2-----1
13. Professional Appearance ----- Follows appropriate dress code	13. 4-----3-----2-----1

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

_____ fully support _____ support with reservations _____ do not support

Cooperating Teacher Signature: _____ Comments may be added on the back.

University of Alabama in Huntsville
Interview for Admission to the Teacher Education Program
**** To be completed in Tk20 during interview by faculty**

Name: _____ ID: _____

Address: _____

E-Mail: _____ Phone: _____

Major: _____

Interviewed by: _____ Date: _____

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

I. Candidate will respond orally to the following questions:

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

B. What did you learn about yourself during the field experience?

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

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

_____ The responses consistently indicate thoughtful reflection regarding the learning community and the Study/Buddy experience.

_____ Some of the responses indicate thoughtful reflection regarding the learning community and the Study/Buddy experience.

_____ The responses consistently indicate little or no reflection regarding the learning community and the Study/Buddy experience.

_____ The responses indicate an insensitivity toward the learning community and the Study/Buddy experience.

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 College of Education of the University of Alabama in Huntsville (UAH), I created the course document(s) listed in paragraph 2, below, in front of which I have placed my initials, as well as any additional documents listed.

_____ Candidate Portfolios

_____ Student Work Samples

Additional

Document(s) _____

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

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

(Date)

Print Name _____

Address _____

(Phone Number)

Signature: _____

Initial one of the following:

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

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

ALABAMA EDUCATOR CERTIFICATION ASSESSEMNT PROGRAM (AECAP)

PART 1- Praxis Core Academic Skills for Educators

All students who apply to the Alabama State Department of Education, Office of Teaching and Leading for Alabama Professional Educator certificates, or Alternative and Preliminary certificates for a Professional Educator Certificate in a teaching field or those who are applying for an Alternative Baccalaureate-Level Certificate, a Special Alternative Certificate, or a Preliminary Certificate must meet the passing requirements for the Basic Skills Assessment of the Alabama Educator Certification Assessment Program (AECAP).

Praxis Core Academic Skills for Educators

Which tests do I take?

- The Praxis Core consists of the Mathematics, Reading, and Writing assessments; students must take all 3 of these subtests.
- The Praxis Core Study Guide is available online https://www.ets.org/praxis/al/al_teacher_ed/

When do I take the Praxis Core?

- UAH Candidates undergraduate and alternative A candidates must take the AECAP – Praxis Core before or during Block 1 of their program. A student's passing score report must be turned in as part of the Admission Application for the Teacher Education Program.

How do I register?

- Online registration: https://www.ets.org/praxis/al/al_teacher_ed/
- Telephone registration: 1-800-294-2105 or 1-319-341-2500

How much will it cost?

- Can be found at the ETS website at <https://www.ets.org/praxis/about/fee>

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 the responsibility of the student to list **The University of Alabama in Huntsville (UAH) as a recipient of the Basic Skills Assessment and Praxis test scores.**
- **PHOTO COPIES OF SCORE REPORTS WILL NOT BE ACCEPTED**

ALABAMA EDUCATOR CERTIFICATION ASSESSMENT 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 Educator Certification Program (AECTP) as a precondition for certification.

The Praxis II exam is required for all teacher education candidates. This state-mandated requirement applies to all initial certifications including class B certification, Alternative 5th Year Masters, Add-on certification, any graduate degree program that is deemed initial certification, or an initial certification for Collaborative Education at any level. Teacher education candidates must list ALSDE and UAH as a recipient of the test score at the time of registration. Failure to do so may delay certification by the Alabama State Department of Education.

The Praxis test series are delivered via a computer-based format. To find test by content area, testing centers and dates for testing, go to the ETS website at https://www.ets.org/praxis/al/al_teacher_ed/.

Which test should I take?

- Students should register for the test for their teaching field (Elementary Education; English Language Arts, Mathematics, etc.)
 - Keep in mind there *may* be more than one test required for your area of certification.
- 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 AECAP – Praxis II. Be sure to select the appropriate certification area (Early Childhood, Grades K-6, Grades 5-9, or Grades 7-12).
 - A passing score is required to be admitted into student internship.
- Graduate candidates in Alternative Master's Program must take AECAP – Praxis II for ADMISSION. They must ALSO pass the Praxis Core. Test and have been formally admitted to the Teacher Education Program.

How do I register for Praxis II?

- All Praxis tests are taken via computer-based delivery format.
- Visit: <http://www.ets.org/praxis/al> , to review Alabama Testing Requirements as well as Register for your specific test(s).
- Review the Praxis Series Information Bulletin here for all pertinent test prep and test date information: http://www.ets.org/s/praxis/pdf/praxis_information_bulletin.pdf

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

Current Test fees can be found at <https://www.ets.org/praxis/about/fees>

Where do I send my test scores?

List of Recipient Codes can be found at: http://www.ets.org/s/praxis/pdf/attending_inst_recipient_codes.pdf

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

Subject Certification Area Praxis Tests: Applies to Traditional Class B or Alternative Class A State-Approved Program Completers.

To Be Certified in:	You Need to Take This:	Test Code	Qualifying Score
Early Childhood Education (P-3)	Teaching Reading	5204	155
	and Early Childhood Education	5025	150
Elementary Education (K-6)	Teaching Reading	5204	155
	and Elementary Education: Multiple Subjects	5001	*
	* Mathematics Subtest	5003	143
	*Reading Language Arts Subtest	5002	154
	*Science Subtest	5005	144
	*Social Studies Subtest	5004	142
Collaborative (K-6)	Special Education: Core Content Knowledge & Applications	5354	153
Biology (6-12)	Biology: Content Knowledge	5235	143
Chemistry (6-12)	Chemistry: Content Knowledge	5245	150
English Language Arts (6-12)	English Language Arts: Content Knowledge	5038	147
French (6-12)	French: World Language	5174	162
General Science (6-12)	General Science: Content Knowledge	5435	147
Geography (6-12)	Geography	5921	145
German (6-12)	German: World Language	5183	161
Health Education (6-12)	Health Education	5551	145
History (6-12)	World and U.S. History: Content Knowledge	5941	143
Latin (6-12)	Latin	5601	149
Mathematics (6-12)	Mathematics: Content Knowledge	5161	145
Physics (6-12)	Physics: Content Knowledge	5265	138
Social Studies (6-12)	Social Studies: Content Knowledge	5081	153
Spanish (6-12)	Spanish: World Language	5195	158
English as a Second Language (P-12)	English to Speakers of Other Languages	5361	144
Music, Choral (P-12)	Music: Content Knowledge	5113	150
Music, Instrumental (P-12)	Music: Content Knowledge	5113	150
Physical Education (P-12)	Physical Education: Content Knowledge	5091	141
Reading Specialist (P-12)	Reading Specialist	5301	157
Theatre (P-12)	Theatre	5641	143
Visual Arts (P-12)	Art: Content Knowledge	5134	154

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
College of Education Advisors

Faculty/Staff	Area of Expertise	Phone	Email
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Student Health Center

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THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Chairs of Teaching Fields Departments

College of Arts, Humanities, and Social Sciences

Dr. Andy Kling, Interim Dean

Dr. Clarke Rountree, Associate Dean

Art	Dr. Lillian Joyce
Communication Arts	Dr. Pavica Sheldon
English	Dr. Alanna Frost
World Languages & Cultures	Dr. Rolf Goebel
History	Dr. Stephen Waring
Music	Dr. David Ragsdale
	Dr. Carolyn Sanders
Philosophy	Dr. Nick Jones
Political Science	Dr. John Pottenger
Psychology	Dr. Jodi Price
Sociology	Dr. Bhavani Sitaraman

College of Science

Dr. Sundar Christopher, Dean

Dr. Emanuel Waddell, Associate Dean

Biology	Dr. Debra Moriarity
Chemistry	Dr. John Foster
Mathematics	Dr. Boris Kunin
Physics	Dr. Jim Miller

WEB RESOURCES

UAH Resources

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

Public School Websites:

Huntsville City School System	www.hsv-k12.org
Madison City School System	www.madisoncity.k12.al.us
Madison County School System	https://www.mcstk12.org/

Alabama State Department of Education

www.alsde.edu

Additional Resources

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

Professional Organizations

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

STUDENT ORGANIZATIONS

SAEA

Student Alabama Education Association

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

The organization's purpose is to make pre-service 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.