Educator Preparation Program

Alternative-A Candidate Handbook
Master of Arts in Teaching (M.A.T.)
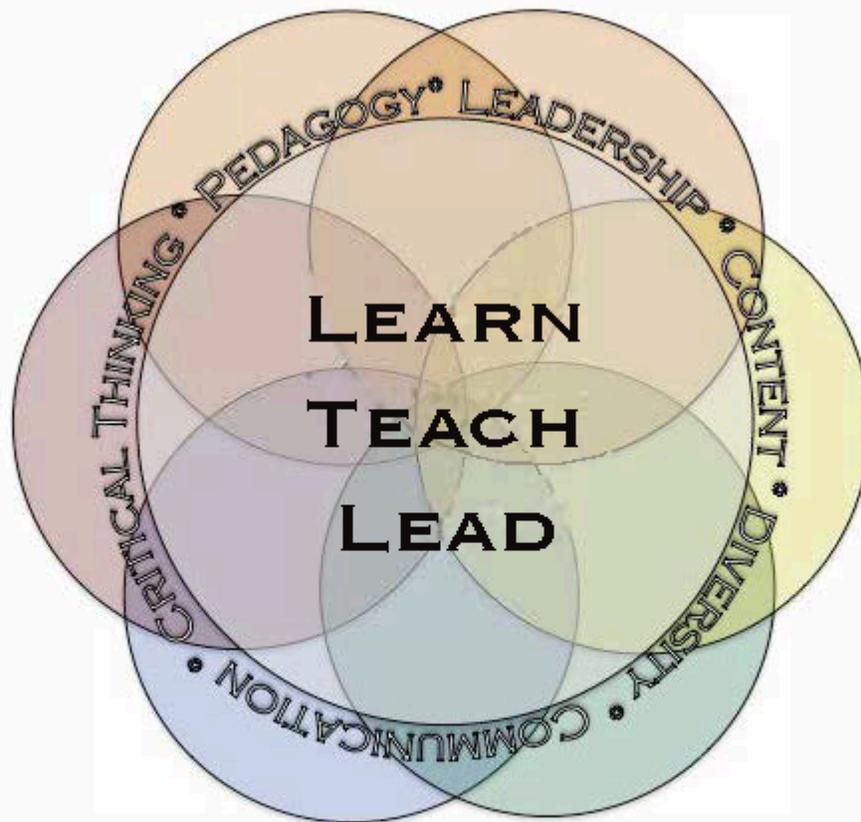
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THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

COLLEGE OF EDUCATION, SPORT, & HUMAN SCIENCES

Welcome

Welcome to the College of Education, Sport, and Human Sciences' Educator Preparation 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 Educator Preparation Program (EPP). 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 advisor, faculty advisor, other faculty, and the College's 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, Sport, and Human Sciences (CESHS). We look forward to working with you as you begin the first phase in your educator preparation program.

The UAH College of Education, Sport, and Human Sciences Faculty

Educator Preparation Program
Mission

The Educator Preparation Program 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 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 Educator Preparation Program 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.

1. **PEDAGOGY.**

    a. **Teaching.** The 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.** The candidate develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and document the impact of instruction on student learning.

    c. **Managing the Learning Environment.** The 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.

2. **CRITICAL THINKING.** The 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.

3. **DIVERSITY.** The candidate understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. The 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.

4. **COMMUNICATION.** The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.

5. **PROFESSIONALISM.** The candidate evidences leadership capacity and a solid commitment to the teaching profession.

    a. **Collaboration and Relationships**. The 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.** The 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). The candidate actively seeks out opportunities to grow professionally.

    c. **Professional Dispositions**. The 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 301: Introduction to Education*. Dispositions continue to be woven into the framework of each course in the UAH Educator Preparation Programs. 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. **Demonstrates Values of Teaching**
   Indicators are:
   - Actively reflects on the teaching process to support continuous improvement
   - Advocates for learner social and emotional needs in the classroom environment and in practice
   - Demonstrates skills in collaborative interaction across a variety of contexts
   - Takes initiative to identify and participate in opportunities to enhance practice and support student learning
   - Works with other school professionals to plan and jointly facilitate learning

2. **Behaves in a Professional Manner**
   Indicators are:
   - Consistently models professional and ethical behaviors in all settings
   - Maintains confidentiality and does not engage in gossip with regard to sharing or seeking information of a personal/intimate nature
   - Demonstrates respect for professional practice
   - Arrives promptly for appointments (classes, meetings, practices, etc.)
   - Meets all deadlines and obligations
   - Dresses appropriately for field and clinical experiences.

3. **Maintains High Level of Competence and Integrity in One's Practice**
   Indicators are:
   - Engages in ongoing self-reflection and critiquing performance
   - Identifies strengths and needs and works to update skills/knowledge accordingly
   - Exhibits personal and professional integrity
   - Actively seeks resources beyond what instructors and supervisors provide to meet students' needs
   - Uses feedback received from others to improve performance
   - Demonstrates intellectual curiosity and seeks to expand content knowledge

4. **Willing to Take Risks; Be Flexible; Show Comfort with Uncertainty**
   Indicators are:
   - Actively seeks and makes use of knowledge of other disciplines
   - Adapts to change in the school setting (i.e. schedules, snow days, etc.)
   - Takes advantage of unplanned learning opportunities
   - Tries nontraditional/innovative techniques
   - Attends school-based meetings to further professional development
   - Appropriately adapts to unexpected occurrences

5. **Works Well with Others**

   Indicators are:
   - Engages in group/team collaboration/discussions
   - Considers others' perspectives and opinions
   - Provides assistance where possible
   - Makes resources available to others to aid instruction
   - Initiates positive interactions with students, faculty, peers, and others

6. **Takes Responsibility for One's Own Actions**

   Indicators are:
   - Follows through on responsibilities and tasks in a timely manner
   - Responds to feedback without becoming defensive
   - Identifies strengths and areas for professional growth
   - Follows directions
   - Does not blame others

7. **Fosters Positive Relationships**

   Indicators are:
   - Models effective interpersonal behaviors to foster positive interactions with others
   - Voluntarily participates in school-based and/or community-based activities
   - Uses one's own initiative to problem solve and address professional concerns
   - Effectively works with peers, families, and students from diverse cultural and social backgrounds
   - Avoids pushing personal viewpoints onto others by respecting personal boundaries

8. **Recognizes and Respects One's Own Diversity and That of Others**

   Indicators are:
   - Uses instructional practices that respectfully reflect the diversity of both the learners and community
   - Responds respectively to diverse opinions and lifestyles
   - Provides participants opportunities to share cultures and varied life experiences
   - Creates a climate of inclusivity in the classroom by including appropriate multicultural content in classroom activities
   - Presents accurate information about diverse cultures correcting student misconceptions and avoiding stereotypes

9. **Demonstrates Ongoing Growth and Proficiency in the Use of Technology/Digital Tools**

   Indicators are:
   - Shows growing confidence in using technology
   - Explores new and emerging technologies
   - Takes initiative to explore technology utilized in the classroom
   - Exhibits willingness to use supplementary resources and technologies
   - Demonstrates curiosity about technology and its benefits to support learning

10. **Demonstrates Competency in Written, Oral, and Nonverbal Communication Skills**

    Indicators are:
    - Uses appropriate professional language in all communications
    - Well-spoken; listens well and responds appropriately
    - Clearly express themselves when writing with no mechanical or grammatical errors
    - Appropriate tone; avoids use of sarcasm
    - Maintains appropriate eye contact, facial expressions, etc.
    - Displays positive body interaction that shows attentiveness

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 <u>all</u> 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 the 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 students.	Teacher candidates plan, implement, reflect on, and revise content specific lessons during the internship period. The lessons demonstrate their understanding of the content area.
2a 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.
2c PEDAGOGY: MANAGING THE LEARNING ENVIRONMENT	Teacher candidates develop a thorough understanding of the impact of the classroom environment on teaching and learning. They use models of classroom management as the	Teacher candidates' experience first had the need to create a positive learning environment for their initial teaching experiences. They implement positive	Teacher candidates develop and use instructional procedures and routines to enhance a positive and effective learning environment. They organize

	basis for designing management systems for their future classrooms.	behavior/support strategies as needed in supporting the learning of students	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 create 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 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.	During the internship, candidates demonstrate awareness of individual students' developmental status by modifying lessons to address these levels. Candidates differentiate instruction to accommodate the needs of exceptional children, ESL students and students exhibiting different learning styles; this may include making appropriate accommodations for students with IEP/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, and interpersonal communication in the core and pre professional courses.	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.	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.
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, and 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.

UAH CESHS
Educator Preparation Program
Alignment of Standards

UAH Teacher Candidate Competencies	Alabama Core Teaching Standards (ACTS)	Alabama Teacher Growth Program / Teacher Observation Tool (ATOT)	INTASC Principles
Content	4. Content Knowledge	3. Essentials	4: Content Knowledge
Pedagogy: • **Teaching** • **Assessing Student Learning** • **Managing the Learning Environment**	1. Learning Environments 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	1. Culture & Climate 2. Learning 3. Essentials 4. Agency	1: Learner Development 3: Learning Environments 6: Assessment 7: Planning for Instruction
Critical Thinking	5. Application of Content	2. Learning 4. Agency	5: Application of Content 8: Instructional Strategies
Diversity	1. Learner Development 2. Learner Differences	1. Culture & Climate	2: Learning Differences
Communication	10. Leadership and Collaboration	4. Agency 5. Relationships	10: Leadership and Collaboration
Professionalism	9. Professional Learning and Ethical Practice	5. Relationships	9: Professional Learning and Ethical Practice

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Code of Ethics of the Education Profession

Adopted at the NEA Representative Assembly. July 1975

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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

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.

MAT 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. 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 degree (MAT) and their initial teaching certification. At this time, UAH has three MAT programs. All MAT programs require 210 field experience hours, 6 professional development activities, and a full semester internship.

Elementary Education: M.A.T. (K-6 Certification)
Elementary education candidates will complete 46 credit hours for their degree. 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. However, candidates may also pass the Praxis II Multiple Subjects exam in lieu of meeting the course requirements. Candidates will complete the 46-hour program as well as the 210 required field experience hours.

Secondary Education – M.A.T. OR MS/MA (6-12 Certification)
Secondary candidates receive their degree (major) either in Secondary Education from the College of Education (M.A.T.) and/or in their content teaching field from the content department (MS/MA). Students are required to take the Praxis II Content exam for admission to the program. Certification is available in the following areas. See the department website for specific course requirements.

English Language Arts	Biology
World Languages	Chemistry
● German	General Science
● Spanish	Mathematics
History	Physics
Social Studies	

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. See the department website for specific course requirements. Students are required to take the Praxis II Content exam for admission to the program.

Physical Education: M.A.T. (P-12 Certification)
Individuals may also earn an M.A.T. degree in Physical Education (P.E.) with P-12 certification. The requirements are similar to other programs and include the field experiences and internship. See the department website for specific course requirements. Students are required to take the Praxis II Content exam for admission to the program.

Music Education: M.A.T. (Instrumental or Choral) (P-12 Certification)
Individuals may also earn an M.A.T. degree in Music Education with P-12 certification. Students will select either Choral or Instrumental. The requirements are similar to other programs and include the field experiences and internship. See the department website for specific course requirements. Students are required to take the Praxis II Content exam for admission to the program.

Decision Points and Assessments
Initial Certification

Pre-Admission1
- Meet with College of Education, Sport, and Human Sciences Advisor to conduct eligibility review for pre-admission education courses.
- Fewer than 10 GER credit hours remain (greater than 10 hours requires departmental approval).
- Minimum 2.5 GPA and grades of C or higher in CM 113, PY 101, and PY 201.
- Elementary Education: 2.75 GPA (grades of C or higher) in English, Math, Science, and Social Sciences (12 hours each)
- Fingerprinting and Background Check (before entering field experiences)

Admission to the EPP2
- Completion of all Block 1 courses (ED 301, ED 307, ED 308, EDC 301, EDC 311).
- Minimum 2.5 GPA in ED courses and 2.75 in teaching field; no grade lower than C.
- Satisfactory completion of field placement hours and assignments.
- Satisfactory ratings on the Admission Interview, Dispositions Rating (completed by all ED faculty and field experience cooperating teacher).
- Completed Application including Application Essay.
- Long-range plan (program of study) on file.
- Passing scores on the Praxis Core Academics Skills for Educators tests (or applicable standardized exam as per Department policy).

Continuation Requirements3
- Minimum 2.5 GPA in ED and 2.5 GPA in teaching field; no grade lower than a C.
- Satisfactory completion of Blocks 2 and 3 Field Experience Hours and grade of C or higher on required field experience assignments.
- Satisfactory dispositions ratings by ED Faculty and field experience cooperating teachers
- Completion of all Praxis II exams before applying for internship. (Students should take exams during Blocks 2 or 3).

Internship Placement Requirements4
- Minimum 2.5 GPA in ED courses and 2.5 in teaching field; no grades lower than C.
- Completion of 210 hours of field experiences in diverse settings; uploaded into TK20.
- Satisfactory disposition ratings from ED faculty and cooperating teachers.
- Application for internship and graduation on file.
- Completion of 6 Professional Development Activities (uploaded in TK20).
- Passing Scores on ALL required Praxis II exams and other testing requirements for individual programs (e.g. Oral Proficiency Interview (OPI) for World Langugage Programs).

Recommendation for Teacher Certification5
- Satisfactory internship evaluation by cooperating teachers and university supervivisors with "2.0" or better.
- Satisfactory Impact on Student Learning Assignment Score.
- Transcript review to verify Highly Qualified Teacher eligibility.
- Submission of required ALSDE forms.

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 the plan are not met, students will not be admitted to the EPP.
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, candidates will not proceed to Internship and may be dismissed from the EPP.
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. Praxis II
   e. If requirements of plan are not met, candidates will not proceed to Internship and may be dismissed from the EPP.
5. **Unsatisfactory Review** by Cooperating 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.

Fall Entrants	Spring Entrants	Summer Offerings:
Block 1 (Fall 1) ED 501, ED 520, ED 607, FE – 70 hours	**Block 1 (Spring 1)** ED 501, ED 520, ED 604, ED 593, FE – 70 hours	ED 609, ED 520, ED 530, ED 5XX (Creative Arts) (only in summer)
Block 2 (Spring 1) EDC 511, ED 575, ED 604, ED 593, FE – 70 hours	**Block 2 (Fall 1)** EDC 511, ED 575, ED 607, FE – 70 hours	
Summer Block 1 ED 609, ED 5XX (Creative Arts)	**Summer Block 1** ED 609, ED 5XX (Creative Arts)	
Block 3 (Fall 2) ED 672, ED 673, ED 674, ED 615, FE – 70 hours	**Block 3 (Spring 2)** ED 671, KIN 564, ED 530, ED 615, FE – 70 hours	
Block 4 (Spring 2) KIN 564, ED 671, ED 530, FE – 70 hours	**Block 4 (Fall 2)** ED 672, ED 673, ED 674, FE – 70 hours	
Block 5 (Fall 3) ED 693-Internship	**Block 5 (Spring 3)** ED 693-Internship	

Required for all Elementary Candidates 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	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

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.

Fall Entrants	Spring Entrants	Summer Offerings:
Block 1 (Fall 1) ED 501 ED 520* ED 607 FE – 70 hours	**Block 1 (Spring 1)** ED 501 ED 520* ED 604 ED 593 FE – 70 hours FE – 70 hours	ED 609 ED 520 ED 530
Block 2 (Spring 1) ED 604 ED 593 ED 530* Methods 52X FE – 70 hours	**Block 2 (Fall 1)** ED 608 ED 609* ED 520* ED 530* Methods 53X FE – 70 hours	
Summer Block 1 ED 609* ED 520*	**Summer Block 1** ED 609* ED 520*	
Block 3 (Fall 2) ED 608 ED 609* ED 520* ED 530* Methods 53X	**Block 3 (Spring 2)** ED 604 ED 593 ED 530* Methods 52X	
Block 4 (Spring 2) (IF NEEDED) ED 609* ED 530	**Block 4 (Fall 2) (IF NEEDED)** ED 609* ED 530	
Block 5 (Fall 3) ED 698-Internship	**Block 5 (Spring 3)** ED 698-Internship	

Required for all Secondary Education Candidates
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

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.

Fall Entrants	Spring Entrants	Summer Offerings:
Block 1 (Fall 1) ED 501 EHL 505 ED 607 ED 520* EDC 511 FE – 70 hours	**Block 1 (Spring 1)** ED 501 ED 520* ED 604 ED 593 EDC 511 FE – 70 hours	ED 609 ED 520 ED 530 ED 640 EHL 506
Block 2 (Spring 1) EHL 507 ED 575 ED 604 ED 593 ED 520* FE – 70 hours	**Block 2 (Fall 1)** EHL 505 ED 575 ED 607 ED 520* FE – 70 hours	
Summer Block 1 ED 640 ED 609 EHL 506 ED 520* ED 530*	**Summer Block 1 or 2** ED 609 ED 640 EHL 506	
Block 3 (Fall 2) ED 672 ED 673 ED 530* FE – 70 hours	**Block 3 (Spring 2)** EHL 507 ED 530 ED 615 ED 520* ED 530* FE – 70 hours	
Block 5 (Spring 2) ED 696-Internship	**Block 4 (Fall 2)** ED 672 ED 673 FE – 70 hours	
	Block 5 (Spring 3) ED 693-Internship	

Required for all Elementary Candidates	ESOL Content Courses:
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	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

Introduction to the Field Experience Program

The Field Experience Program (FEP) is an integral part of the Educator Preparation 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 Educator Preparation 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 EC/ECSE: Grades K-2
Block 2 **Competency Focus:** • Content • Pedagogy **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 375: grades K-2 ED 405: grades 3-5 Secondary: High or Middle schools P-12 Music: high schools EC/ECSE: Early Intervention (child care center or homes) Elementary education majors should plan to spend the equivalent of one full day in schools each week.
Block 3 **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 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 375 - grades K-2 ED 405 - grades 3-5 Secondary – High or Middle schools P-12 Music – Elementary, Middle or High schools EC/ECSE: RISE School (Head Start) Elementary education majors should plan to spend the equivalent of one full day in schools each week.
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 3-5 Secondary & Middle and High School Music/Art/PE: 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
CESHS Educator Preparation Program

Statement of Understanding

I,_____, indicate by my signature below that I have read
and *(please print name)*
understand the CESHS Educator Preparation Program admission, internship, and program completion
standards outlined 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 CESHS Educator Preparation Program 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 Praxis Core or relevant ACT/SAT exams – 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 an educator preparation 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 CESHS Educator Preparation Program does not certify teachers. The sole authority to certify teachers rests with the appropriate state agency. The CESHS Educator Preparation Program 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 CESHS Educator Preparation Program requirements to graduate and be recommended for a teaching certificate.

- I also understand that Educator Preparation 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 Educator Preparation Program (EPP) 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 EPP 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 CESHS Educator Preparation Program office.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
CESHS Educator Preparation Program

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 Educator Preparation Program.**

The Alabama State Department of Education has contracted to provide fingerprinting services for all teacher education candidates. Candidates should consult the Fieldprint Fingerprint Registration Instructions* for information about registration and scheduling their fingerprinting at a site near their residence.

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 fingerprinting through this process will be accepted. No other agency, state or licensing body background check will be accepted. This must be completed PRIOR to beginning any Field Experience work.

University of Alabama in Huntsville

CESHS Educator Preparation Program

<u>Academic Honor Statement</u>

SUBMITTED IN TK20 During Block 1 (ED 301/501)

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**

<u>Candidate Competencies, Professional Dispositions and Essential Functions</u>

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 Educator Preparation Program 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 Educator Preparation Program handbooks. In addition to these documents, I have reviewed the physical and socio-emotional functions. To the best of my knowledge, I am 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 educator preparation program is contingent on meeting the competencies, dispositions, and essential functions of the program.

Please initial one: _____Option #1   _____Option #2

<u>Verification of Knowledge of UAH Educator Preparation Program handbook</u>

I hereby acknowledge that I am familiar with the CESHS Educator Preparation Program handbooks that are available online. These resources contain 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:_____

The University of Alabama in Huntsville CESHS Educator Preparation Program
Physical and Socio-Emotional Essential Functions Checklist

Students enrolled in the CESHS Educator Preparation Program 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 Educator Preparation Program, but to build awareness and provide the necessary support system for students to successfully meet program objectives and requirements for classroom teaching. The CESHS Educator Preparation Program reserves the right to amend these essential functions based on the identification of additional skills.

Essential Function Physical	Am Able	Need Assistance
Demonstrates necessary endurance to access the 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 Instruction, **S**mall **G**roup Instruction, **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:** [   ]

SAMPLE PERMISSION LETTER FOR PHOTOGRAPHS AND VIDEOTAPES

Available in Tk20 Document Room

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 educator preparation 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, Sport, and Human Sciences' 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

CESHS Educator Preparation Program

****You will log this information in Tk20****
Keep a hard copy for your records
Professional Development Activities

In each block, teacher candidates will participate in a **minimum of two** professional development activities from **two** different categories.

PD Categories	Examples
School-related meetings	Faculty meetings IEP meetings Parent/teacher conferences Open house PTO/PTA meetings School board meetings
Organizational workshops	District- or school-sponsored workshops UAH campus-wide or content-area specific sponsored workshops Webinars sponsored by professional organizations, e.g., National Council of Teachers of Mathematics or International Literacy Association
Conferences	Local, state, regional, or national content area conferences
Organizational meetings	Campus educational club organizations, e.g., INCLUDE club, SCEC, SAEA, Content area clubs, e.g., math club
Special events	Special Olympics ACE events Distinguished Speaker Series Subject-area department events School or district events Faculty-led events approved by department chair

Submit evidence of each PD event to TK20. Keep a hard copy for your records.

UAH Competencies: 2. Pedagogical Expert, 3. Reflective Practitioner, 4. Developmental Professional, 5. Critical Thinker, 6. Effective Communicator, 7. Student Enabler, 8. Leader and Professional

The University of Alabama in Huntsville

CESHS Educator Preparation Program

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:		

**Completion of Professional Development Activities is required for continuation in the EPP.

Candidate Signature _____

Professor Signature _____

Self-Evaluation of Teacher Candidate Dispositions
Complete in Tk20

Professional Dispositions Evaluation (Initial)				

Demonstrates Value of Teaching: inTASC Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t)

Danielson Domain 4: Professional Responsibilities (4a)

Indicators
- Actively reflects on teaching process to support continuous improvement
- Advocates for learner social and emotional needs in classroom environment and in practice
- Demonstrates skills in collaborative interaction across a variety of contexts
- Takes initiative to identify and participate in opportunities to enhance practice and support student learning
- Works with other school professionals to plan and jointly facilitate learning

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all indicators**	Candidate demonstrates 4 **indicators**	Candidate demonstrates 2 or 3 **indicators**	Candidate demonstrates **less than 2 indicators**

Behaves in a Professional Manner inTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4a, 4f)

Indicators
- Consistently models professional and ethical behavior in all settings
- Maintains confidentiality and does not engage in gossip with regard to sharing or seeking information of a personal/intimate nature
- Demonstrates respect for professional practice
- Arrives promptly for appointments (classes, meetings, practices, etc)
- Meets all deadlines and obligations
- Dresses appropriately for field and clinical experiences

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all indicators**	Candidate demonstrates 5 **indicators**	Candidate demonstrates 3 or 4 **indicators**	Candidate demonstrates **less than 3 indicators**

Maintains High Level of Competence and Integrity in One's Practice: inTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4a, 4f)

Indicators
- Engages in ongoing self-reflection and critiquing performance
- Identifies strengths and needs and working to update skills/knowledge accordingly
- Exhibits personal and professional integrity
- Actively seeks resources beyond what instructors and supervisors provide to meet student's needs
- Uses feedback received from others to improve performance
- Demonstrates intellectual curiosity and seeks to expand content knowledge

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all indicators**	Candidate demonstrates 5 **indicators**	Candidate demonstrates 3 or 4 **indicators**	Candidate demonstrates **less than 3 indicators**

Willing to Take Risks; Be Flexible; Show Comfort with Uncertainty inTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4e)

Indicators
- Actively seeks and makes use of knowledge of other disciplines
- Adapts to change in the school setting (i.e. schedules, snow days, etc.)
- Takes advantage of unplanned learning opportunities
- Tries nontraditional/innovative techniques
- Attends school-based meetings to further professional development
- Appropriately adapts to unexpected occurrences

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all indicators**	Candidate demonstrates 5 **indicators**	Candidate demonstrates 3 or 4 **indicators**	Candidate demonstrates **less than 3 indicators**

Works Well with Others inTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4d, 4e)

Indicators
- Engages in group/team collaboration/discussions
- Considers others' perspectives and opinions
- Provides assistance where possible
- Makes resources available to others to aid instruction
- Initiates positive interactions with students, faculty, peers, and others

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all indicators**	Candidate demonstrates 4 **indicators**	Candidate demonstrates 3 **indicators**	Candidate demonstrates **less than 3 indicators**

Takes Responsibility for One's Own Actions inTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4e, 4f)

Indicators
- Follows through on responsibilities and tasks in a timely manner
- Responds to feedback without becoming defensive
- Identifies strengths and areas for professional growth
- Follows directions
- Does not blame others

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all indicators**	Candidate demonstrates 4 **indicators**	Candidate demonstrates 3 **indicators**	Candidate demonstrates **less than 3 indicators**

Professional Dispositions Evaluation (Initial)

Fosters Positive Relationships:
inTASC Standard #10:
Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t)

Danielson Domain 4:
Professional Responsibilities (4d)

Indicators
- Models effective interpersonal behaviors to foster positive interactions with others
- Voluntarily participates in school-based and/or community-based activities
- Uses one's own initiative to problem solve and address professional concerns
- Effectively works with peers, families, and students from diverse cultural and social backgrounds
- Avoids pushing personal viewpoints onto others by respecting personal boundaries

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates **all indicators**	Candidate demonstrates **4 indicators**	Candidate demonstrates **3 indicators**	Candidate demonstrates **less than 3 indicators**	

Recognizes and Respects One's Own Diversity and That of Others:
inTASC Standard #9:
Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4:
Professional Responsibilities (4d, 4e)

Indicators
- Uses instructional practices that respectfully reflect the diversity of both the learners and the community
- Responds respectively to diverse opinions and lifestyles
- Provides participants opportunities to share cultures and varied life experiences
- Creates a climate of inclusivity in the classroom by including appropriate multicultural content in classroom activities
- Presents accurate information about diverse cultures, correcting student misconceptions and avoiding stereotypes

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates **all indicators**	Candidate demonstrates **4 indicators**	Candidate demonstrates **3 indicators**	Candidate demonstrates **less than 3 indicators**	

Demonstrates Ongoing Growth and Proficiency in the Use of Technology/Digital Tools:
inTASC Standard #9:
Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4:
Professional Responsibilities (4e)

Indicators
- Shows growing confidence in using technology
- Explores new and emerging technologies
- Takes initiative to explore technology utilized in the classroom
- Exhibits willingness to use supplementary resources and technologies
- Demonstrates curiosity about technology and its benefits to support learning

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates **all indicators**	Candidate demonstrates **4 indicators**	Candidate demonstrates **3 indicators**	Candidate demonstrates **less than 3 indicators**	

Demonstrates Competency in Written, Oral, and Nonverbal Communication Skills:
inTASC Standard #9:
Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 3 and 4:
Professional Responsibilities (3a, 3b, 4b, 4c)

Indicators
- Uses appropriate professional language in all communications
- Well-spoken; listens well and responds appropriately
- Clearly express themselves when writing with no mechanical or grammatical errors
- Appropriate tone; avoids use of sarcasm
- Maintains appropriate eye contact, facial expressions, etc.
- Displays positive body interaction that shows attentiveness

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates **all indicators**	Candidate demonstrates **5 indicators**	Candidate demonstrates **4 indicators**	Candidate demonstrates **less than 4 indicators**	

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
CESHS Educator Preparation Program (Complete in Tk20)

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.

Professional Dispositions Evaluation (Initial)

Demonstrates Value of Teaching: inTASC Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t)

Danielson Domain 4: Professional Responsibilities (4a)

Indicators
- Actively reflects on teaching process to support continuous improvement
- Advocates for learner social and emotional needs in classroom environment and in practice
- Demonstrates skills in collaborative interaction across a variety of contexts
- Takes initiative to identify and participate in opportunities to enhance practice and support student learning
- Works with other school professionals to plan and jointly facilitate learning

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates all indicators	Candidate demonstrates 4 indicators	Candidate demonstrates 2 or 3 indicators	Candidate demonstrates less than 2 indicators	

Behaves in a Professional Manner
inTASC Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4a, 4f)

Indicators
- Consistently models professional and ethical behavior in all settings
- Maintains confidentiality and does not engage in gossip with regard to sharing or seeking information of a personal/intimate nature
- Demonstrates respect for professional practice
- Arrives promptly for appointments (classes, meetings, practices, etc)
- Meets all deadlines and obligations
- Dresses appropriately for field and clinical experiences

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates all indicators	Candidate demonstrates 5 indicators	Candidate demonstrates 3 or 4 indicators	Candidate demonstrates less than 3 indicators	

Maintains High Level of Competence and Integrity in One's Practice:
inTASC Standard #9:
Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4a, 4f)

Indicators
- Engages in ongoing self-reflection and critiquing performance
- Identifies strengths and needs and working to update skills/knowledge accordingly
- Exhibits personal and professional integrity
- Actively seeks resources beyond what instructors and supervisors provide to meet student's needs
- Uses feedback received from others to improve performance
- Demonstrates intellectual curiosity and seeks to expand content knowledge

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates all indicators	Candidate demonstrates 5 indicators	Candidate demonstrates 3 or 4 indicators	Candidate demonstrates less than 3 indicators	

Willing to Take Risks; Be Flexible; Show Comfort with Uncertainty
inTASC Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4e)

Indicators
- Actively seeks and makes use of knowledge of other disciplines
- Adapts to change in the school setting (i.e. schedules, snow days, etc.)
- Takes advantage of unplanned learning opportunities
- Tries nontraditional/innovative techniques
- Attends school-based meetings to further professional development
- Appropriately adapts to unexpected occurrences

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates all indicators	Candidate demonstrates 5 indicators	Candidate demonstrates 3 or 4 indicators	Candidate demonstrates less than 3 indicators	

Works Well with Others
inTASC Standard #9:
Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4d, 4e)

Indicators
- Engages in group/team collaboration/discussions
- Considers others' perspectives and opinions
- Provides assistance where possible
- Makes resources available to others to aid instruction
- Initiates positive interactions with students, faculty, peers, and others

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
Candidate demonstrates all indicators	Candidate demonstrates 4 indicators	Candidate demonstrates 3 indicators	Candidate demonstrates less than 3 indicators	

Takes Responsibility for One's Own Actions
inTASC Standard #9:
Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4: Professional Responsibilities (4e, 4f)

Indicators
- Follows through on responsibilities and tasks in a timely manner
- Responds to feedback without becoming defensive
- Identifies strengths and areas for professional growth
- Follows directions
- Does not blame others

Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
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Professional Dispositions Evaluation (Initial)

Fosters Positive Relationships:
inTASC Standard #10:
Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t)

Danielson Domain 4:
Professional Responsibilities (4d)

Indicators
- Models effective interpersonal behaviors to foster positive interactions with others
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Candidate demonstrates **all** indicators	Candidate demonstrates **4** indicators	Candidate demonstrates **3** indicators	Candidate demonstrates **less than 3 indicators**

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Danielson Domain 4:
Professional Responsibilities (4d, 4e)

Indicators
- Uses instructional practices that respectfully reflect the diversity of both the learners and the community
- Responds respectively to diverse opinions and lifestyles
- Provides participants opportunities to share cultures and varied life experiences
- Creates a climate of inclusivity in the classroom by including appropriate multicultural content in classroom activities
- Presents accurate information about diverse cultures, correcting student misconceptions and avoiding stereotypes

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates all indicators	Candidate demonstrates **4** indicators	Candidate demonstrates **3** indicators	Candidate demonstrates **less than 3 indicators**

Demonstrates Ongoing Growth and Proficiency in the Use of Technology/Digital Tools:
inTASC Standard #9:
Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 4:
Professional Responsibilities (4e)

Indicators
- Shows growing confidence in using technology
- Explores new and emerging technologies
- Takes initiative to explore technology utilized in the classroom
- Exhibits willingness to use supplementary resources and technologies
- Demonstrates curiosity about technology and its benefits to support learning

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all** indicators	Candidate demonstrates **4** indicators	Candidate demonstrates **3** indicators	Candidate demonstrates **less than 3 indicators**

Demonstrates Competency in Written, Oral, and Nonverbal Communication Skills:
inTASC Standard #9:
Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)

Danielson Domain 3 and 4:
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- Appropriate tone; avoids use of sarcasm
- Maintains appropriate eye contact, facial expressions, etc.
- Displays positive body interaction that shows attentiveness

Score

Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Candidate demonstrates **all** indicators	Candidate demonstrates **5** indicators	Candidate demonstrates **4** indicators	Candidate demonstrates **less than 4 indicators**

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
CESHS Educator Preparation Program
To be completed in Tk20
Faculty Recommendation for EPP Admission

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 Educator Preparation Program.

Rating Scale: 3 - Highly Effective   2 - Effective   1 - Developing   0 - Ineffective

Grade in Course:

	4(A)	3(B)	2(C)	1(D)
Knowledge of Subject (Grade): Comments:	4(A)	3(B)	2(C)	1(D)

Demonstrates Value of Teaching	3	2	1	0
Behaves in a Professional Manner	3	2	1	0
Maintains High Level of Competence and Integrity in One's Practice	3	2	1	0
Willing to Take Risks; Be Flexible; Show Comfort with Uncertainty	3	2	1	0
Works Well with Others	3	2	1	0
Takes Responsibility for One's Own Actions	3	2	1	0
Fosters Positive Relationships	3	2	1	0
Recognizes and Respects One's Own Diversity and That of Others	3	2	1	0
Demonstrates Ongoing Growth and Proficiency in the Use of Technology/Digital Tools	3	2	1	0
Demonstrates Competency in Written, Oral, and Nonverbal Communication Skills	3	2	1	0

Comments:===

I,_____,   _____strongly recommend

_____recommend

_____recommend with reservations

_____do not recommend

this candidate for: _____admission to the Educator Preparation Program.
_____continuation in the Educator Preparation Program
_____admission to the Internship.

Faculty Signature:_____Date: _____

The University of Alabama in Huntsville
Interview for Admission to the Educator Preparation 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.

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.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE CESHS
Educator Preparation Program
Professional Development Plan

Teacher Candidate's Name _____

Advisor:_____Date: _____

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

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

Semester during which plan was developed: _____

Semester for re-evaluation of Dispositions: _____

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

Dispositions Expected of UAH Teacher Candidates

1. Demonstrates Values of Teaching (inTASC #10)

2. Behaves in a Professional Manner (inTASC #9)

3. Maintains High Level of Competence and Integrity in One's Practice (inTASC #9)

4. Willing to Take Risks; Be Flexible; Show Comfort with Uncertainty (inTASC #9)

5. Works Well with Others (inTASC #9)

6. Takes Responsibility for One's Own Actions (inTASC #9)

7. Fosters Positive Relationships (inTASC #10)

8. Recognizes and Respects One's Own Diversity and That of Others (inTASC #9)

9. Demonstrates Ongoing Growth and Proficiency in the Use of Technology/Digital Tools (inTASC #9)

10. Demonstrates Competency in Written, Oral, and Nonverbal Communication Skills (inTASC #9)

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.

_____   _____
Teacher Candidate Signature   Date

_____   _____
Advisor/Interviewer Signature   Date

Advisor/Interviewer: Print two copies of completed form; sign; give one copy to candidate and the other to Staff Assistant to be filed in candidate's folder. Email an copy to Chair with cc: to CFCE.

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 CESHS Educator Preparation Program 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 CESHS Educator Preparation Program 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 websites for any classes the College currently is offering or will offer in the future. I understand that such websites may be freely accessible by anyone with Internet access.

3.   Further, I authorize the CESHS Educator Preparation Program 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 website.

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 System 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).

Print Name:_____Date:_____

Phone Number:_____

Address:_____

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 be used.

ALABAMA EDUCATOR CERTIFICATION ASSESSMENT 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 (Qualifying Score of 150), Reading (Qualifying Score of 156), and Writing (Qualifying Score of 162) assessments; students must take all 3 of these subtests UNLESS they hold an overall qualifying score on the ACT (21) or qualifying subscore in any of the Math, Reading, or English ACT Subtests (21)
- 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 (if they DO NOT hold a qualifying ACT Overall [21] or Subscore in Math, Reading, or English [21 in each) 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 Educator Preparation 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/.

<u>Which test should I take?</u>
- 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.

<u>When do I take the Praxis II Test?</u>
- 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 a 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 Educator Preparation Program.

<u>How do I register for Praxis II?</u>
- 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

<u>How much will it cost to take the test(s)?</u>
Current Test fees can be found at https://www.ets.org/praxis/about/fees

<u>Where do I send my test scores?</u>
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:
Early Childhood Education (P-3)	Teaching Reading **and** Early Childhood Education
Elementary Education (K-6)	Teaching Reading
	and
	Elementary Education: Multiple Subjects
	* Mathematics Subtest
	*Reading Language Arts Subtest
	*Science Subtest
	*Social Studies Subtest
Collaborative (K-6)	Special Education: Core Content Knowledge & Applications
Biology (6-12)	Biology: Content Knowledge
Chemistry (6-12)	Chemistry: Content Knowledge
English Language Arts (6-12)	English Language Arts: Content Knowledge
General Science (6-12)	General Science: Content Knowledge
Geography (6-12)	Geography
German (6-12)	German: World Language
Health Education (6-12)	Health Education
History (6-12)	World and U.S. History: Content Knowledge
Mathematics (6-12)	Mathematics: Content Knowledge
Physics (6-12)	Physics: Content Knowledge
Social Studies (6-12)	Social Studies: Content Knowledge
Spanish (6-12)	Spanish: World Language
English as a Second Language (P-12)	English to Speakers of Other Languages
Music, Choral (P-12)	Music: Content Knowledge
Music, Instrumental (P-12)	Music: Content Knowledge
Physical Education (P-12)	Physical Education: Content Knowledge
Theatre (P-12)	Theatre
Visual Arts (P-12)	Art: Content Knowledge

For up to date information on Test Codes and Qualifying Scores for Alabama, please visit: https://praxis.ets.org/scores?sid=AL

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
CESHS Educator Preparation Program
Faculty Advisors

Name	Title		UAH Phone	Office
Quick, Beth	Dean & Professor		2325	WIL 145
Elliott, Jeremy	Associate Dean & Associate Professor	Physical Education	2185	WIL 148
Housholder, Ally	Academic Advisor	Undergraduate Education Advisor	5389	WIL 136
Raby, Summer	Coordinator of Field & Clinical Experiences		2811	WIL 141
Robinson-Jones, Chantaye	Certification Officer & Advisor	Graduate Advisor	6220	WIL 140
Dillihunt, Monica	Chair & Associate Professor	Elementary, Collaborative	2328	ROB 313
Dyess, Sarah	Associate Professor	Math	5386	ROB 311
Hamilton, Fran	Associate Professor	Elementary	2973	ROB 301
Hile, Kimberly	Associate Professor	ECE/ECSE	6925	ROB 321
Lampley, Sandra	Associate Professor	Science	4516	ROB 312
Lastinger, Anastasia	Clinical Assistant Professor	Elementary	4102	ROB 322
Mahafza, Hamsa	Clinical Assistant Professor	World Languages	2330	ROB 313A
Skelley, Dana	Associate Professor	History, English	6227	ROB 302
Walsh, Dan	Clinical Assistant Professor	Instructional Leadership	6181	ROB 315
Word-Allbritton, Andrea	Clinical Assistant Professor	ESOL	2329	ROB 409

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Teaching Field Partners and Helpful Student Links

College of Arts, Humanities and Social Sciences (CAHSS)

College of Science

Student Affairs Office

Student Health Center

Student Success Center

Tutoring Programs

WEB RESOURCES

<u>UAH Resources</u>
Salmon Library   www.uah.edu/library

Writing Center   www.uah.edu/writing

Undergraduate Student Handbook   www.uah.edu/student_life/handbook

<u>Public School Websites:</u>
Huntsville City School System   www.hsv-k12.org

Madison City School System   www.madisoncity.k12.al.us.

Madison County School System   https://www.mcssk12.org/

<u>Alabama State Department of Education</u>   www.alsde.edu

<u>Additional Resources</u>
Alabama Virtual Library   www.avl.lib.al.us

Marco Polo   www.marcopolo-education.org

Alabama Learning Exchange (ALEX)   http://alex.state.al.us

<u>Professional Organizations</u>
Interstate New Teacher Assessment and   www.ccsso.org/intasc.html
Support Consortium (INTASC)

National Board for Professional Teaching   www.nbpts.org
Standards (NBPTS)

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   www.naed.org
of Young Children

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 interested 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 interested 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 an 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 belief that quality education is a collaborative effort and therefore open to all education students who advocate equitable access to and meaningful participation in quality educational opportunities for all students.

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

KDPi
Kappa Delta Pi

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

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