Teacher Education Program Handbook
for Students and Advisors

Office of Teacher Education Services
College of Education
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NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS AND EMPLOYEES

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College of Education Mission, Theme, and Conceptual Framework

**MISSION:**
The mission of the College of Education is to prepare highly skilled, knowledgeable, and continually developing undergraduate and graduate candidates capable of sound, informed decision making during their careers in the fields of P-12 education, leadership, and counseling.

**THEME:**
The central theme of the Teacher Education Program at the University of Montevallo is *Educator as Developing Professional*. The idea is that we are never finished products. As professionals, we are continually growing along a continuum from novice to expert. Through our degree programs we gain knowledge, skills, and dispositions that lead to greater expertise. Again, we are never finished products. The true professional will always seek opportunities for growth.

**BASIC TENETS of our CONCEPTUAL FRAMEWORK:**

1. **Educators are professionals.** The preparation of professionals requires candidates not only to master available knowledge, but to also act decisively on that knowledge. Informed decision making, then, is the essence of professionalism. Educators are required to make decisions daily, and there is a strong relationship between the quality of their decision making and their professional effectiveness.

2. **The essence of professionalism is decision making.** Research stresses the importance of decision making skills needed by today's teachers. Today's education professionals should analyze personal, student and curricular contexts in their schools, determine the best method(s) of instruction, lead or guide in a manner that is appropriate to the context of their schools, and justify the method based on informed decision making.

3. **Educators gradually develop in their ability to use knowledge, skills and dispositions in the world of practice.** The program must enhance candidates' abilities to use knowledge, skills and dispositions in particular contexts, and to make increasingly informed decisions about putting theory into practice. Consequently, education programs are sequenced to provide clinical experiences that evolve from basic to complex.

4. **The direction of professional development can be described with the use of the novice-expert model.** Candidates are expected to progress gradually toward more mature judgments by the completion of their education programs. However, the College recognizes that this growth toward more informed decision making occurs in stages and will continue after the completion of their teacher education program.

5. **Professional decision making, and therefore professional growth, occurs in the context of four major areas.** Teachers combine: 1) knowledge of self and what it means to be a professional; 2) knowledge of diverse populations and communities; 3) knowledge of curriculum and subject matter, or specialty area, and 4) knowledge of best practices, innovative pedagogy, and technology as they develop from a novice to an expert educator. Each of these areas of growth is developed and enhanced through programs that are aligned with professional, state and institutional standards.
General Academic Policies

Certification Officer

Prior to certification, UM’s Certification Officer checks and monitors coursework and/or course credit(s) used to meet approved program requirements in professional studies, instructional support, or other approved program requirements. Students should check with the Certification Officer before completing coursework at another institution or before transferring coursework to UM and/or substituting coursework. Coursework (other than general studies and Arts and Sciences type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification as UM. General education coursework questions should be directed to the Registrar’s Office where transfer credit is reviewed to determine if it meets UM equivalency requirements.

Change of Major

Students wishing to change majors must follow these procedures:
1. Obtain a Change of Major Form from the Records Office and complete Part 1.
2. Take the form to the new department for completion of Part 2, approval of admission to that major, and for assignment of an advisor.
3. Take or send the form to the Records Office where Part 3 is completed and the change is recorded.

Since students can register only in the department which offers their major, it is important that changes be made prior to advised and pre-registration each semester. Students may change advisors within a department and should meet with the department chair or program area director to discuss the change.

A cautionary note is in order for Alternative Master’s candidates who wish to change their major from one teaching field to another (e.g., History to Social Science): a change of major will not be granted unless the candidate meets “highly qualified” standards for the teaching field at the time of the requested major change. Please consult the Office of Teacher Education Services before making a decision to change your major.

Note: The University’s Undergraduate Bulletin and Graduate Bulletin comprehensively explains Academic Programs and Policies, and should be consulted for more information.

Checksheets

University of Montevallo checksheets include all courses necessary to earn a 120-hour undergraduate degree. Checksheets are provided for freshmen and transfer students as a way to track progress toward degree completion. Students should refer to the checksheet of the academic year they start their collegiate study, regardless of the date of TEP admission. University policy states that anyone who has been out of college for five years will re-enter on the current year checksheet. Students have the option of moving up a checksheet, (i.e., 2014-2015 to 2016-2017). Once they have moved, they are not permitted to move back and must meet all requirements of the checksheet they have changed to. Students should consult with their advisor before electing to move up a checksheet to determine changes in academic requirements.

Candidates seeking teacher certification in the state of Alabama are responsible for the successful completion of the courses listed on the state-approved checklist for their program. Students and their faculty advisors should be familiar with both the university’s checksheet, as well as the state-approved checklist for certification. Questions concerning course requirements for teacher certification should be addressed to the Office of Teacher Education Services, Wills 207.

Candidates will not be recommended for certification based on completion of a program for which ALSDE approval expired more than seven years prior to the date of program completion.

Course Credit

If a course was taken at the undergraduate level, the same course at the graduate level may not be taken or counted for course credit. Likewise, if a course was taken for credit in a Class B program, the same course may not be taken for credit in a Class A program. Graduate credit used towards program completion may not have been previously used for prior level certification in any teaching field or area of instructional support.
Coursework verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions. Remedial coursework may not be used to meet approved program requirements.

Coursework taken as part of the degree used to meet the admission requirement (a bachelor’s degree with a minimum overall grade point average of 2.75 or a master’s degree with a minimum overall grade point average of 3.00) cannot be used again to meet Alternative Class A program requirements.

**Early Enrollment Option**

Candidates who have been admitted to the Alternative A master’s program may take up to six credit hours towards the program in the last semester of his/her senior year as long as the graduate hours are not used to meet requirements for the bachelor’s degree.

**Foreign Credentials**

Courses, credits, and/or degrees accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Teacher Education and Certification Office. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to a regionally accredited institution in the United States.

**Repeated Courses**

Any course previously taken at Montevallo must be repeated at Montevallo. If a course is taken and not passed at UM, or if a student wants to attempt the course again for a higher grade, then the course must be re-taken at the university.

Professional studies or teaching field courses may be repeated no more than once to improve the grade earned. After admission to TEP, a TEP-restricted course may not be repeated if the grade causes the professional studies GPA to drop below 2.75.

**State-Approved Teacher Certification Programs at UM**

The University of Montevallo offers teacher education programs leading to the State of Alabama initial certification at the Class B (undergraduate) and Class A (master’s) levels. Class A, advanced certification at the master’s level, and Class AA, advanced certification at the educational specialist level, is also available in the indicated fields:

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<th>Class A-advanced cert</th>
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<td>English/Language Arts</td>
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<td>Family &amp; Consumer Sciences</td>
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<td>Programs</td>
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<td>Alt Master’s- initial</td>
<td>Class A- advanced cert</td>
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*Physical Education program is inactive*

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**Student Responsibilities**

Students are responsible for being familiar with the requirements of the University as outlined in the Bulletin and on the University's website and should maintain copies of their personal degree plan and transfer evaluation so information regarding progress toward a degree is readily available. The University reserves the right to modify degree requirements, programs of study, and curricula as it deems necessary or appropriate.

The academic advising process is crucial to the success of a student's University career. In planning a program of study, students should coordinate their personal goals with their academic and professional goals and should discuss long-range goals and career opportunities available in a particular major with their advisers. Students must obtain approval from their adviser in order to register or preregister for courses. A student should meet with the adviser during the preregistration advising period and should consult the adviser prior to any change in classes, prior to a change in major or minor, immediately following any report of unsatisfactory progress, and when considering withdrawal from Montevallo.

While the University provides an academic adviser to assist students with meeting academic requirements and planning their curriculum and courses, it is ultimately the students' primary responsibility to know the requirements for their degree, acquire current information about their academic status, and choose their curriculum and individual courses accordingly. By registering for classes, students certify that they have independently determined that the courses chosen are appropriate to meet their academic goals.

Students may also wish to complete the requirements for licenses, certifications, or similar credentials (e.g. teaching certificates, etc.) issued by the government or other organizations and agencies (“credentials”) through coursework completed at the University. The requirements for these types of credentials change frequently, and students are responsible for monitoring those requirements for any changes, planning their course work accordingly, and making proper application for the credential. While the University endeavors to provide courses that qualify students to receive credentials and to keep students informed of any changes in requirements for credentials, it is ultimately the student’s responsibility to monitor the requirements to ensure that their academic program meets the applicable criteria. The University has no control over the criteria for credentials issued by outside organizations and cannot guarantee that a student will receive a credential based upon coursework completed at the University.

**Teacher Education Program Governance**

The Teacher Education Program at the University of Montevallo is governed by the Teacher Education Committee (TEC) - an autonomous body comprised of faculty from Teacher Education, Arts & Sciences, and Fine Arts, as well as public school personnel and student representatives. The Teacher Education Committee meets four times each year to make decisions regarding curriculum, policies, and procedures that affect all teacher education programs. A current membership list may be found on the Teacher Education Services website, [www.legacy.montevallo.edu/tes](http://www.legacy.montevallo.edu/tes).

**Transfer Work**

University of Montevallo students must secure a Letter of Good Standing from their academic advisor in order to take coursework at another institution. Students must also earn a passing score in each course in order to transfer the credit to the University of Montevallo. In the College of Education, transfer course credit accepted for undergraduate students must be a “C” or better and
transferred course credit accepted for graduate students must be a “B” or better. Students should note that professional studies courses may not be taken at two-year institutions. Furthermore, students are not allowed to take teaching methods courses at other institutions.

Upon completion of all transfer work, one official transcript should be sent to the University of Montevallo.

Withdrawal Procedures

A student who withdraws from the University of Montevallo during any semester or summer term must follow these procedures:

- Undergraduate and graduate students who wish to withdraw during a term should go to the Records Office to complete a withdrawal form.
- Students receiving financial aid should consult the Office of Student Financial Services to determine the effect the withdrawal may have on their aid.
- Resident students should notify the Office of Housing and Residence Life of their intent to withdraw.

Completing these procedures will result in official withdrawal from the university, and a grade of “W” will be recorded for each course. Students may not withdraw from the university after the last day of regular classes. A withdrawal occurring after midterm will count as a first attempt for courses enrolled in the semester of withdrawal. A student may elect not to take final examinations; however, a student who does so will receive no credit for the examination, which could result in failure. Those who do not adhere to the withdrawal procedure will receive those grades as posted to the academic record at the conclusion of the semester or summer term. A student on probation or suspension who has withdrawn on more than one occasion from the university is not eligible for subsequent withdrawal without special permission from the Dean of the college and the concurrence of the VPAA.
Introduction
The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

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

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.

**Reporting**

Educators are required to report a breach of one or more of the Standards in the *Alabama Educator Code of Ethics* as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

**Alabama Quality Teaching Standards**

Candidates are held responsible for attaining the knowledge and abilities that contained in the Alabama Quality Teaching Standards (AQTS). Novice teachers should graduate with a beginning level or emerging understanding of, and facility with, the standards. See the Teacher Education Services website- [http://www.legacy.montevallo.edu/tes/](http://www.legacy.montevallo.edu/tes/) for the College of Education’s Performance Evaluation Instrument.

1. **Content Knowledge**
   a. Academic Discipline
   b. Curriculum

2. **Teaching & Learning**
   a. Human Development
   b. Organization & Management
   c. Learning Environment
   d. Instructional Strategies
   e. Assessment

3. **Literacy**
   a. Oral & Written Communication
   b. Reading
   c. Mathematics
   d. Technology

4. **Diversity**
   a. Cultural, Ethnic & Social Diversity
   b. Language Diversity
   c. Special Needs
   d. Learning Styles
   e. General

5. **Professionalism**
   a. Collaboration
   b. Continuous, Lifelong Professional Learning
   c. Alabama-Specific Improvement Initiatives
   d. School Improvement
   e. Ethics
   f. Local, State, and Federal Laws & Policies
**Professional Dispositions**

All candidates for initial certification will be evaluated on developing professional dispositions. The College of Education has adopted the following dispositions, which are correlated with Alabama Quality Teaching Standard 5.

I. **Commitment to Collaboration**
   a. Successfully collaborates with peers, cooperating teachers, and other school professionals for class projects and during lab and internship experiences; Ability to work with parents and families as active partners in planning & supporting student learning, as teaching context allows
   b. Shares instructional responsibility for students with diverse needs, including students with disabilities, and develops collaborative teaching relationships and instructional strategies; Communicates and collaborates effectively with all constituents as equal partners in student learning and success
   c. Demonstrates professionalism as delineated in professional, state, and institutional standards when working with professors, peers, students, school personnel, families, and communities

II. **Commitment to Continuous, Lifelong Professional Learning**
   a. Enthusiastically approaches all college class assignments with noticeable effort and appropriate attention to details and deadlines
   b. Enthusiastically approaches all lab, internship, and professional seminar assignments with noticeable effort and attention to details and deadlines
   c. Acknowledges and articulates personal strengths, growth areas, educational values, philosophy, belief; articulates personal philosophy related to teaching practices and professional learning choices and commitments
   d. Uses best practices that are informed by knowledge of current professional literature and research; joins and/or demonstrates participation in a professional organization
   e. Exhibits initiative, eagerness to learn, and willingness to improve, including an openness to peer/collegial assistance as a teacher and a learner

III. **Commitment to Alabama-specific School Improvement Initiatives**
   a. Exhibits familiarity with and ability to integrate various statewide programs and initiatives into curriculum and teaching (e.g. AMSTI, ARI, ACCESS, ALEX); as appropriate, communicates with students, parents, and public about Alabama’s assessment system and educational improvement initiatives

IV. **Commitment to Ethical and Lawful Practice**
   a. Adheres to all lab and internship policies and procedures (e.g. attendance, promptness, dress, grooming, etc.)
   b. Adheres to the UM Honor Code as well as the Alabama Educator Code of Ethics
   c. Accesses information about federal, state, district, and school laws, policies, and procedures; adheres to these laws, policies, and procedures
   d. Accesses resources and referral services; Keeps accurate records (including IEPs), especially those related to laws, policies, and procedures

V. **Commitment to Professional Communication & Relationships**
   a. Uses correct spoken and written English (including proficiency in ASL for Education of the Deaf and Hard of Hearing)
   b. Addresses others with a respectful tone and manner
   c. Interacts appropriately and comfortably with K-12 students, cooperating teachers, parents, professors, peers, and other school personnel.
   d. Maintains patience and poise in stressful situations

In order for a candidate to progress through the Teacher Education Program, dispositions must be rated at a level 3 [meets expectations]. Ratings of 2 [needs improvement] will result in the creation of an action plan for candidate remediation. Ratings of 1 [unacceptable] will prevent a candidate from progressing to the next checkpoint in their program. See the Teacher Education Services website [http://www.legacy.montevallo.edu/tes](http://www.legacy.montevallo.edu/tes) for the College of Education’s Professional Dispositions form.
Unethical Conduct and Dishonesty

Unethical Conduct

The Teacher Education Program and Graduate Program in the College of Education have embraced a clearly defined set of professional dispositions and the *Alabama Educator Code of Ethics* as a guide for professional behavior for candidates and faculty. The importance of the ethical conduct of candidates is supremely important in all on- and off-campus activities.

Ethical infractions are serious and will be dealt with severely. Infractions include, but are not limited to, the following:

- Physical or emotional endangerment of a child or individuals involved in a field or clinical placement
- Amorous relationship with a student, other school personnel, or both in a field or clinical placement
- Use of drugs (including tobacco) or alcohol at a field or clinical placement (including being under the influence)
- Vandalism of school property or any other criminal activity during a field or clinical placement

Any offenses of this nature can result in immediate expulsion from the Teacher Education Program at the University of Montevallo.

Academic Dishonesty

Academic dishonesty is interpreted to include cheating in any form, including, but not limited to, plagiarism, copying work, submitting someone else's work, and dishonesty.

The first instance of academic dishonesty will result in an incident report filed by the instructor of the course and an automatic grade of zero on the assignment. The candidate will be required to meet jointly with the instructor, program area director, and the Director of Teacher Education Services or the Dean of the College of Education for a review of consequences should a second instance of academic dishonesty occur. During the meeting, the candidate will be asked to sign a form stating his/her understanding that a second incident will result in a filing of a second incident report, and immediate and permanent expulsion from the Teacher Education Program.

Other Violations of Student Conduct

In cases of other behaviors judged to be a potentially serious impairment to the candidate’s success as an intern or teacher, an *Incident Report* may be filed. The incident report may be filed for concerns such as failure to comply with school or university policies, unsuitable/unprofessional appearance, and other ethics-related professional expectations, e.g., failure or late arrival for field placements, early departure from field placements, insubordination, lack of preparation, disruptive behavior, or other incidents deemed pertinent by a faculty member. *See Appendix C for a sample College of Education Incident Report.*

Three incident reports will result in the permanent removal of a candidate from the Teacher Education Program or Graduate Studies.

Students are allowed the appeal of any incident report. If expulsion from the Teacher Education Program or Graduate Studies is in order, and the expulsion withstands the test of due process, a final report will become a part of the student’s file in the Office of Teacher Education Services or Graduate Studies.

This policy is intended to serve the needs of the Teacher Education Program and Graduate Studies at the University of Montevallo and to protect learners and clients with whom candidates might work during field experiences or clinical practice.
Undergraduate Class B Certification
Admission to the Teacher Education Program

Undergraduate (Class B) Criteria

Admission to the institution does not qualify an individual for admission to the Teacher Education Program. An applicant will be notified in writing whether his or her application for admission to a specific teacher education program has been accepted. Requirements for undergraduate admission to the Teacher Education Program are outlined below:

1. **General Studies and Total Hours**
   Students must have earned at least 50 hours of college credit with a minimum grade of C in each course before being eligible for TEP admission. At least 40 (24 hours for Music Education majors) of these hours must be in the general studies program and must be completed before admission to the TEP.

2. **Grade Point Average**
   Students must have earned a minimum 2.75 grade point average on all work attempted in the areas of teaching field and professional studies and overall to be eligible for TEP admission (Music Education majors must also have a 2.50 GPA in general studies). Grade point averages are calculated using only courses that fit the checksheet for the university and SDE approved program. Transferred courses that apply to the checksheet are used in computing GPA's.

3. **Introduction to Teaching**
   Students must complete ED 401/402 (MUS 101 for Music Education majors) with at least a “C” before being admitted to the TEP.

4. **Speech Performance**
   Students must complete a speech performance course (COMS 101 or its equivalent) with at least a “C” before being admitted to the TEP.

5. **Teacher Education Interviews**
   Students are encouraged to sign up for the TEP interview during ED 401 or 402 (MUS 232 for Music Education majors). The interview generally includes information on the applicant's personality, interests, and aptitudes based on the Alabama Quality Teaching Standards (AQTS) and is consistent with the requirements for successful teaching. Failure to obtain a passing score in three attempts results in the student being ineligible for admission to TEP. It is the student's responsibility to sign up by the posted deadline and failure to do so will result in a delay of the interview, which may postpone admission to TEP. Applications are available in the Office of Teacher Education Services [Wills 207]. *(See Appendix A for more information).*

Students needing disability accommodations on the TEP Interview should contact Disability Support Services (205-665-6250, rear Main Hall) as early as possible, preferably five (5) business days before application deadlines. Efforts will be made to meet all requests, but late requests cannot be guaranteed.

6. **English 101 and 102**
   Students must complete six hours of Foundations of Writing Courses (or transfer in equivalent courses) with at least a “C” before being admitted to the TEP.

7. **Basic Skills of the AECTP (Alabama Educator Certification Testing Program)**
   Students must successfully complete the Applied Mathematics, Reading for Information, and Writing sections of the AECTP (Alabama Educator Certification Testing Program). Minimum scores of four (4) in Applied Mathematics, five (5) in Reading for Information, and three (3) on the Writing sections has been designated as passing by the Alabama State Department of Education. Test dates and registration deadlines and score report dates are posted on the board outside the Office of Teacher Education Services [Wills 207] and at [www.legacy.montevallo.edu/tes](http://www.legacy.montevallo.edu/tes). AECTP Registration is online at: [www.act.org/alabamaectp](http://www.act.org/alabamaectp).

8. **General Studies and Minimum Grade**
   Students are required to have a minimum grade of “C” in all general studies courses for program completion (each course must be successfully completed according to UM Bulletin, program, and TEP requirements). Students who earn a grade of less than “C” in a general studies course must retake that course or, where options exist, another approved course in the same section of the checksheet. Other requirements, such as a minimum 2.75 grade point average on all work attempted in the areas of teaching field and professional studies and overall, also apply. *Physical Education program is inactive.*
9. **Professional Studies and Teaching Field Coursework**
Students are required to have a minimum grade of "C" in all professional studies and teaching field courses and must earn a "C" in all professional studies and teaching field courses taken before admission to the Teacher Education Program as a condition of admission. Students who earn a grade of less than "C" in a professional studies or teaching field course must retake that course, where options exist, and make a grade of "C" or better before admission to the Teacher Education Program. The credit hours and grades for each occurrence of the course are used in determining the grade-point average (GPA). Retention will be maintained only if a student earns a grade of "C" or better in any remaining professional studies or teaching field courses. Students removed from the Teacher Education Program will be readmitted once the course(s) is/are retaken and a grade of "C" is earned. Other requirements, such as GPA's, also apply.

10. **Fingerprints and Background Check**
All candidates must be fingerprinted and clearance attained for a criminal history background check for admission to TEP through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457. Fingerprints for teacher certification must be processed through Cogent Systems. Information is available at [www.cogentid.com/alabama](http://www.cogentid.com/alabama).

11. **Five Course Limit**
Candidates may not complete more than five professional studies courses (specific courses signified by * on ALSDE checksheet) prior to TEP admission.

12. **Formal written application to TEP** (complete TEP application and turn in to Wills 207 – TES Office)
Retention in the Teacher Education Program

Undergraduate [Class B] Criteria

Students must maintain the 2.75 grade point averages required at admission to TEP throughout their professional studies program. Students who drop below any one of the minimum grade point averages (teaching field, professional studies, or overall) will be notified and removed from the Teacher Education Program until the requisite grade point average(s) is restored. Students removed from the Teacher Education Program will be readmitted once the course(s) is/are retaken and a minimum grade of “C” is earned. Readmission may be possible only if remaining courses (taken to raise GPA) do not require TEP admission.

Any general studies course originally taken at Montevallo may be repeated to either improve the GPA or to earn a minimum grade, but must be retaken at Montevallo. Students who make lower than a “C” in a teaching field or professional studies course and still have the GPA to remain in TEP, may repeat the course only once and must repeat the course at Montevallo. Courses that have admission to TEP as a prerequisite may not be retaken if the student is not currently in good standing in the Teacher Education Program. Failure to make a “C” or better on the second attempt will result in permanent termination from the TEP. Students who are not successful on the second attempt will not be allowed to earn certification through the Alternative Master’s program, Second Bachelor’s, or Certification-Only options. The credit hours and grades for each occurrence of the course are used in determining the grade-point average (GPA).

A withdrawal from a professional studies course or courses after midterm, but by the established deadline for withdrawals, counts as one of the two attempts to complete the course or courses (unless the withdrawal is approved by the COE Dean, such as a doctor-verified illness or other extenuating circumstance). In the Elementary program, a drop or withdrawal from any of the Content Block courses (ED 444/544, ED 445/545, and/or ED 448/548), after the fourth week of a semester, counts as one of the two attempts to complete the course or courses, unless the withdrawal is approved by the COE Dean such as a doctor-verified illness, medical emergency or other extenuating circumstance. The deadlines and attempts for the Content Block courses will be monitored by the Elementary Education program.

Students must meet all program-specific criteria for retention in the TEP (e.g. field experience hours and expectations, benchmark assignments, disposition assessment, etc.). Program faculty will report students who fail to meet criteria to the Office of Teacher Education Services.

Following admission to the TEP, candidates are limited to four years for program completion. Extensions of this time are rare and may only be granted by the Dean of the College of Education on the basis of written appeal by the student. Extensions may require students to fulfill requirements of the current academic year program checksheet.

Students who are terminated from the undergraduate Teacher Education Program for any reason are not eligible for an evaluation for, or admission to, the Alternative Master’s Degree Program, Second Bachelor’s, or Certification-Only option.
Field and Clinical Experiences

**Early Experiences**

The University of Montevallo, in cooperation with selected school districts, has developed a comprehensive program of clinical/field experiences in a variety of school and community settings as an integral part of each student’s professional studies courses. The candidate’s role in classrooms moves from observer and helper, to guest teacher or tutor, to full-day/full-lesson teacher. The hours logged by candidates in public school classrooms increase from semester to semester, culminating in the 16-week internship experience. Details regarding specific expectations for each clinical/field experience are clearly articulated by program faculty and are also available in course syllabi and program handbooks.

At a minimum, each candidate shall have participated in 150 contact hours prior to the internship semester. At least half of the field experience shall be in the candidate’s teaching field and shall emphasize the application of content knowledge and skills. The majority of field experiences must occur in P-12 schools. Field experiences must span all of the grades for which certification is sought. Students who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessments. For more information reference program handbooks and Employment Guidelines in Appendix B.

<table>
<thead>
<tr>
<th>Elementary Field and Clinical Experiences</th>
<th>Pre-Professional Block</th>
<th>Literacy Block</th>
<th>Content Block</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (Class B)</td>
<td>@ 50 hours</td>
<td>@ 80 hours</td>
<td>@ 100 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary/Collaborative Field and Clinical Experiences</th>
<th>Pre-Professional Block</th>
<th>Literacy Block</th>
<th>Content Block</th>
<th>EDI 461</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/Collaborative (Class B)</td>
<td>@ 50 hours</td>
<td>@ 80 hours</td>
<td>@ 100 hours</td>
<td>@90 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education of the Deaf and Hard of Hearing Field and Clinical Experiences</th>
<th>SPED 407 or SPED 408</th>
<th>Pre-Professional Block</th>
<th>EDI 461</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf &amp; Hard of Hearing (Class B, P-12)</td>
<td>@ 15 hours</td>
<td>@ 50 hours</td>
<td>@ 100 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music Field and Clinical Experiences</th>
<th>MUS 131</th>
<th>MUS 201</th>
<th>MUS 232</th>
<th>MUS 301</th>
<th>MUS 331/332</th>
<th>MUS 415/416</th>
<th>MUS 432</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choral &amp; Instrumental (Class B)</td>
<td>@ 20 hours</td>
<td>@ 20 hours</td>
<td>@ 20 hours</td>
<td>@ 20 hours</td>
<td>@ 25 hours</td>
<td>@ 25 hours</td>
<td>@ 600 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education Field and Clinical Experiences</th>
<th>Stage A</th>
<th>Stage B (KNES 430/530)</th>
<th>Stage B (KNES 489/589)</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education* (Class B, P-12)</td>
<td>@ 94 hours</td>
<td>@ 50 hours</td>
<td>@ 50 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

*Physical Education program is inactive*

<table>
<thead>
<tr>
<th>Secondary Field and Clinical Experiences</th>
<th>Stage A</th>
<th>Stage B</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary (Class B)</td>
<td>@ 94 hours</td>
<td>@ 94 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>
Internship

The internship placement will be made by the Coordinator of Field and Clinical Experiences and will be full-time in a P-12 school* for a full semester in the teaching field, at the grade level(s) for which certification is sought, and may include more than one classroom or grade level. The experience should progress to full responsibilities of the teacher for a minimum of 20 full days, including at least 10 consecutive days. The internship demands complete attention and candidates should plan to spend full days in their school assignment for 16 weeks (@600 hours). Employment, campus involvement, and/or other activities that interfere with the responsibilities of a regularly employed teacher, should be curtailed. Students should not enroll in other courses which might interfere with the internship. Only Alternative Master’s (Secondary and P-12 Art) and Undergraduate (Music and Secondary) students are allowed to take one additional course during internship (see individual program checksheets). Students will not, for any reason, be allowed to take any coursework that interferes with the internship.

*Note: Students who are preparing for certification in P-12 fields will be assigned either a middle school (grades 6, 7, and 8) or a “split” placement (elementary and middle/high school). Students who are preparing for certification in Elementary with Collaborative certification will complete 8 weeks in a regular classroom setting and 8 weeks in an inclusive/special education classroom setting. Elementary internships will be full time in an appropriate grade since there are substantial field experiences in the Literacy and Content Blocks (upper and lower levels) prior to the internship.

Eligibility & Application for Internship

Students should complete an internship application and meet the following criteria for admission to the internship semester:

1. Admission to the Teacher Education Program (TEP)
2. Successful completion of the appropriate Praxis II test(s)
3. P-12 and Secondary must complete all requirements for Stage B prior to the internship. Elementary and Elementary/Collaborative must complete all professional studies coursework (excluding internship) and teaching field coursework prior to the internship. Any variations from this requirement will require approval from the dean. See chart below
4. Attainment of no less than a “C” in any teaching field or professional studies coursework
5. Attainment of 2.75 grade-point average in professional studies
6. Attainment of 2.75 grade-point average in the teaching field(s)
7. Attainment of 2.75 grade-point average in overall
8. A negative TB test no older than 12 months at the time of internship
9. Satisfactory completion of all program expectations, including field experiences, benchmark assignments, and disposition assessments
10. Fingerprint/background clearance through Cogent Systems

Undergraduate Courses Required for Internship

<table>
<thead>
<tr>
<th>Elem</th>
<th>Elem/Coll</th>
<th>6-12 Secondary/ P12 Knes</th>
<th>P-12 Music Choral/ Instrumental (checksheet prior to fall 2013)</th>
<th>P-12 Music Choral/ Instrumental (checksheet fall 2013 and after)</th>
<th>P-12 Deaf &amp; Hard of Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 401</td>
<td>ED 401</td>
<td>ED 402</td>
<td>ED 401</td>
<td>MUS 111-114</td>
<td>ED 401</td>
</tr>
<tr>
<td>ED 410</td>
<td>ED 410</td>
<td>ED 455</td>
<td>MUS 330</td>
<td>MUS 211-214</td>
<td>ED 410</td>
</tr>
<tr>
<td>ED 411</td>
<td>ED 411</td>
<td>SPED 407</td>
<td>MUS 375</td>
<td>MUS 228</td>
<td>ED 447</td>
</tr>
<tr>
<td>ED 444</td>
<td>ED 444</td>
<td>ED 427 (excluding KNES)</td>
<td>MUS 101</td>
<td>MUS 250</td>
<td>EDF 330</td>
</tr>
<tr>
<td>ED 445</td>
<td>ED 445</td>
<td>ED 418(excluding KNES)</td>
<td>MUS 228</td>
<td>MUS 346</td>
<td>EDF 375</td>
</tr>
<tr>
<td>ED 446</td>
<td>ED 446</td>
<td>ED 450(excluding KNES)</td>
<td>MUS 406</td>
<td>MUS 341</td>
<td>FCS 391</td>
</tr>
<tr>
<td>ED 447</td>
<td>ED 447</td>
<td>ED 418(excluding KNES)</td>
<td>MUS 408</td>
<td>MUS 342</td>
<td>SPED 407</td>
</tr>
<tr>
<td>ED 448</td>
<td>ED 448</td>
<td>ED 450(excluding KNES)</td>
<td>MUS 415 (Choral)</td>
<td>MUS 420</td>
<td>SPED 476</td>
</tr>
<tr>
<td>ED 465</td>
<td>ED 481</td>
<td>ED 418(excluding KNES)</td>
<td>MUS 415 (Instrumental)</td>
<td>MUS 495</td>
<td>SPED 477</td>
</tr>
<tr>
<td>ED 481</td>
<td>EDF 330</td>
<td>EDF 462</td>
<td>SPED 407</td>
<td>MUS 496 (Choral)</td>
<td>SPED 482</td>
</tr>
<tr>
<td>EDF 330</td>
<td>EDF 375</td>
<td>EDF 462</td>
<td></td>
<td>MUS 101</td>
<td>SPED 375 and</td>
</tr>
<tr>
<td>EDF 375</td>
<td>EDF 461</td>
<td>(excluding KNES)</td>
<td></td>
<td>MUS 131</td>
<td>SPED 378 or</td>
</tr>
<tr>
<td>EDF 461</td>
<td>FCS 391</td>
<td>Content Specific Methods</td>
<td></td>
<td>MUS 201</td>
<td>SPED 320</td>
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<tr>
<td>FCS 391</td>
<td>ENG 310</td>
<td>Course, ED 441 (1 hour)</td>
<td></td>
<td>MUS 213</td>
<td></td>
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<tr>
<td>ENG 310</td>
<td>KNES 480</td>
<td>(excluding KNES)</td>
<td></td>
<td>MUS 232</td>
<td></td>
</tr>
<tr>
<td>KNES 480</td>
<td>MUS 255</td>
<td>FCS: FCS 491</td>
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<td>MUS 301</td>
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<tr>
<td>MUS 255</td>
<td>SPED 408</td>
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<tr>
<td>SPED 408</td>
<td>SPED 415</td>
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<td>MUS 260 (Instrumental)</td>
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<tr>
<td>SPED 415</td>
<td>SPED 416</td>
<td></td>
<td></td>
<td>MUS 261 (Instrumental)</td>
<td></td>
</tr>
<tr>
<td>SPED 440</td>
<td>SPED 440</td>
<td></td>
<td></td>
<td>MUS 331 (Choral)</td>
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</tbody>
</table>
Students should apply for the internship by completing an *Application for Internship* by the posted deadline. Failure to apply by the posted deadline could result in the inability to secure an appropriate internship placement and the delay of the internship semester. Applications are available in the Office of Teacher Education Services in Wills 207. *A sample application is included in Appendix B.*

Students who change plans for the internship semester should notify their advisor, the Coordinator of Field and Clinical Experiences, and the Office of Teacher Education Services as soon as possible.

**Transportation**

As a necessary component of teacher preparation, candidates must participate in P-12 classroom settings that are not located on the university campus. It is the candidate’s responsibility to secure transportation to and from these settings. The University of Montevallo is not responsible or liable for injuries to students or passengers while traveling to and from local school sites. Students are required to sign a *Waiver of Transportation Responsibility/Liability* in ED 401/402 or ED 501/502. *See form in Appendix C.*
Completion of the Teacher Education Program

Undergraduate [Class B] Criteria

Following admission to the TEP, candidates are limited to four years for program completion. Extensions of this time are rare and may only be granted by the Dean of the College of Education on the basis of written appeal by the student. Extensions may require students to fulfill requirements of the current academic year program checksheet.

Upon completion of the TEP, which includes a bachelor’s degree documented on an official transcript from a regionally accredited institution in an approved program, students must have a minimum 2.75 grade point average (professional studies, teaching field, and overall) and a grade of “C” or better in all general studies, teaching field, and professional studies courses.

Students should remember to request credit audits and complete diploma cards in the Registrar’s Office well in advance of the intended graduation date.

Program-Specific Completion Requirement

The Alabama State Board of Education requires a passing score on a comprehensive exam/portfolio for all teacher education students for completion of their program to include assessment of professional studies and the teaching field. Any student not taking the exam will be expected to sign a statement waiving their eligibility to be recommended for certification by the University of Montevallo, now and at any time in the future. Failure to sign the form or successfully complete the exam or portfolio will result in forfeiture of recommendation for certification from the University of Montevallo. Each program area is responsible for examination/portfolio processes and procedures. All initial certification candidates will complete an e-portfolio.

Applying for Alabama Teacher Certification

Information for certification applications is available in the Office of Teacher Education Services [Wills 207] and online at www.legacy.montevallo.edu/tes/certification.shtm. Students have up to five years from program completion to submit certification application documents to the office of Teacher Education Services. Once the certificate is awarded, it is valid for five years and is renewable based on compliance with state requirements. Certification requirements are subject to change by the Alabama State Department of Education. All certification paperwork must be processed through the Office of Teacher Education Services. Candidates should not submit any part of the application packet directly to the State Department of Education.

All students seeking initial certification are required to submit to a background check through the Alabama Bureau of Investigations (ABI) and Federal Bureau of Investigations (FBI). Students should be reminded that a felony conviction may preclude the possibility of gaining Alabama certification even though, in the absence of such knowledge, Teacher Education Services at the University of Montevallo may have recommended certification.

Alabama Educator Certification Testing Program (AECTP) and Certification

All applicants applying for initial Alabama certification are required to pass the Basic Skills Test (AECTP) math, reading, and writing portions. Official score reports of the test must be submitted to the Alabama State Department of Education and the University of Montevallo. Candidates should be careful to enter the correct code when testing to ensure delivery of the reports.

Praxis II

All applicants applying for initial Alabama certification are required to pass the Praxis II for the teaching field(s) in which certification is sought. Official score reports of the test must be submitted to the Alabama State Department of Education and the University of Montevallo. Candidates should be careful to enter the correct code when testing to ensure delivery of the reports.

Verification of Recommendation of Certification Forms

Students completing the teacher certification program may find that verification of their credentials is required by a prospective employer or graduate program. A Verification of Recommendation of Certification Form is available in the office of Teacher Education Services. Please note: Verification of Recommendation of Certification Forms will not be issued until all final grades are posted, and a certification application is processed and forwarded to the State Department of Education.
Summary of Undergraduate TEP Requirements

Step 1 - Admission Requirements
Admission to TEP requires review by TES at completion of Pre-Professional Courses/Stage A:
1. Completion of the Application for Admission to TEP form.
2. Completion of 50 hours of college credit with a minimum grade of C in each course, with at least 40 hours (24 for Music Ed majors) in the general studies program.
3. Minimum 2.75 GPA in teaching field, professional studies, and overall.
4. Minimum grade of “C” in each teaching field and professional studies course.
5. Completion of ED 401/402 (MUS 101 for Music Ed majors), COMS 101 or its equivalent, and English 101/102 (or transfer equivalent courses) with a grade of “C” or higher.
6. Satisfactory rating on TEP Interview.
7. Successful completion of the Basic Skills Test.
8. Fingerprint/background clearance.

Unsatisfactory Review
• Repeat courses as needed to attain the requisite GPA or grade.
• Resubmit benchmark assignments to attain passing score.
• If a satisfactory rating is not achieved during the initial TEP interview, two subsequent opportunities are provided.
• Retake Basic Skills Test to achieve passing score.
• Extenuating circumstances may be recommended to the Chair/Dean by TES Director.

Step 2 - Retention Requirements
Retention in the Teacher Education Program is contingent upon the following elements:
1. Minimum 2.75 GPA in teaching field, professional studies, and overall.
2. Minimum grade of “C” in each teaching field and professional studies course.
3. Satisfactory completion of field experience hours and benchmark assignments.
4. Satisfactory Disposition ratings by education faculty.

Unsatisfactory Review
• Repeat courses as needed to attain the requisite GPA or grade.
• Resubmit benchmark assignments to attain passing score.
• If a satisfactory rating is not achieved during the initial TEP interview, two subsequent opportunities are provided.
• Retake Basic Skills Test to achieve passing score.
• Extenuating circumstances may be recommended to the Chair/Dean by TES Director.

Unsatisfactory Review
• Personalized Action/Remediation Plan for Improvement*
• Extenuating circumstances may be recommended to the Chair/Dean by TES Director.
*If requirements of plan are not met, candidate will not proceed to Internship and may be dismissed from the TEP.

Step 3 - Internship Requirements
1. Admission to TEP
2. Successful completion of professional studies coursework and teaching field coursework.
3. Minimum grade of “C” in each teaching field and professional studies course.
4. Minimum 2.75 GPA in teaching field, professional studies, and overall.
5. Satisfactory completion of field experience hours and benchmark assignments.
6. Satisfactory Disposition ratings by Education faculty.
7. Successful completion of all Praxis II tests prior to internship.
8. Negative TB test no older than 12 months at the time of internship.

Unsatisfactory Review
• Repeat courses as needed to attain the requisite GPA or grade.
• Resubmit benchmark assignments to attain passing score.
• If a satisfactory rating is not achieved during the initial TEP interview, two subsequent opportunities are provided.
• Retake Praxis II test(s) as needed.
• Personalized Action/Remediation Plan for Improvement*
• Extenuating circumstances may be recommended to the Chair/Dean by TES Director.
*If requirements of plan are not met, candidate will not proceed to Internship and may be dismissed from the TEP.

Step 4 - Completion Requirements
1. Minimum 2.75 GPA in teaching field, professional studies, and overall.
2. Minimum grade of “C” in each general studies, teaching field, and professional studies course.
4. Satisfactory completion of e-portolio.
5. Submission of required forms (certification and internship).

Unsatisfactory Review
• The initiation of a personalized Action/Remediation Plan which may include but is not limited to:
  ➢ Improving professional skills
  ➢ Resubmitting e-portfolio
  ➢ Cessation from internship.
Graduate Class A Certification
Graduate (Alternative Master’s) Criteria

Admission to graduate school is not equivalent to unconditional admission to the Teacher Education Program (TEP). Requirements for unconditional graduate admission to TEP are outlined below:

Secondary / P-12

1. Praxis II Subject Test
   Students must successfully complete the Praxis II in their program content/subject area in lieu of 32/19 (all other Praxis II tests are required for internship eligibility and completion of the program). *See alternative master’s program evaluation for each individual student

2. Admission Grade Point Average and Degree
   Students must have earned a bachelor’s degree or higher from a regionally accredited college or university with a minimum 2.75 overall grade point average from a bachelor’s degree or a master’s degree with an overall GPA of at least 3.0. The GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. If the bachelor’s degree is from a non-regionally accredited institution and an earned master’s or higher degree is from a regionally accredited institution or if the bachelor’s degree is from a non-regionally accredited institution and a valid professional educator certificate is held in the state where the institution is geographically located, then admission is at the discretion of the Dean if the Praxis II in the program content/subject area has been successfully completed.

3. Prerequisite Coursework
   Students must have completed all pre-requisite coursework (including ED 527) with a minimum grade of “C”. Students in music education must complete pre-requisite courses as determined by the Music Department; a minimum grade of “C” is required and no more than two attempts are allowed. *See alternative master’s program evaluation for pre-requisite coursework for individual programs

4. Basic Skills of the AECTP (Alabama Educator Certification Testing Program)
   Students must successfully complete the Applied Mathematics, Reading for Information, and Writing sections of the AECTP (Alabama Educator Certification Testing Program). Minimum scores of four (4) in Applied Mathematics, five (5) in Reading for Information, and three (3) on the Writing sections has been designated as passing by the Alabama State Department of Education. Test dates and registration deadlines and score report dates are posted on the board outside the Office of Teacher Education Services (Wills 207) and at www.legacy.montevallo.edu/tes. AECTP Registration is online at: www.act.org/alabamaectp.

5. Fingerprints and Background Check
   All candidates must be fingerprinted and clearance attained for a criminal history background check for admission to TEP through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457. Fingerprints for teacher certification must be processed through Cogent Systems. Information is available at www.cogentid.com/alabama.

6. Teacher Education Interviews
   Students are encouraged to sign up for the TEP interview during ED 502. The interview generally includes information on the applicant’s personality, interests, and aptitudes based on the Alabama Quality Teaching Standards (AQTS) and is consistent with the requirements for successful teaching. Failure to obtain a passing score in three attempts results in the student being ineligible for admission to TEP. It is the student's responsibility to sign up by the posted deadline and failure to do so will result in a delay of the interview, which may postpone admission to TEP. Applications are available in the Office of Teacher Education Services [Wills 207]. *(See Appendix A for more information)*

7. Successful completion of Stage A expectations

Elementary

1. Praxis II Subject Test
Students must successfully complete the Elementary Multiple Subjects (5001) Praxis II in lieu of 4x12 (all other Praxis II tests are required for internship eligibility and completion of the program). *See alternative master’s program evaluation for each individual student.

2. Admission Grade Point Average and Degree
Students must have earned a bachelor’s degree or higher from a regionally accredited college or university with a minimum 2.75 overall grade point average from a bachelor’s degree or a master’s degree with an overall GPA of at least 3.0. The GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. If the bachelor’s degree is from a non-regionally accredited institution and an earned master’s or higher degree is from a regionally accredited institution or if the bachelor’s degree is from a non-regionally accredited institution and a valid professional educator certificate is held in the state where the institution is geographically located, then admission is at the discretion of the Dean if the Praxis II in the program content/subject area has been successfully completed.

3. Prerequisite Coursework
Students must have completed EDF 580 or EDF 630, ED 501, SPED 508, and ED 410 with a minimum grade of “C”.

4. Basic Skills of the AECTP (Alabama Educator Certification Testing Program)
Students must successfully complete the Applied Mathematics, Reading for Information and Writing sections of the AECTP (Alabama Educator Certification Testing Program). Minimum scores of four (4) in Applied Mathematics, five (5) in Reading for Information, and three (3) on the Writing sections has been designated as passing by the Alabama State Department of Education. Test dates and registration deadlines and score report dates are posted on the board outside the Office of Teacher Education Services (Wills 207) and at www.legacy.montevallo.edu/tes. AECTP Registration is online at: www.act.org/alabamaectp.

5. Fingerprints and Background Check
All candidates must be fingerprinted and clearance attained for a criminal history background check for admission to TEP through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457. Fingerprints for teacher certification must be processed through Cogent Systems. Information is available at www.cogentid.com/alabama.

6. Teacher Education Interviews
Students are encouraged to sign up for the TEP interview during ED 501. The interview generally includes information on the applicant’s personality, interests, and aptitudes based on the Alabama Quality Teaching Standards (AQTS) and is consistent with the requirements for successful teaching. Failure to obtain a passing score in three attempts results in the student being ineligible for admission to TEP. It is the student’s responsibility to sign up by the posted deadline and failure to do so will result in a delay of the interview, which may postpone admission to TEP. Applications are available in the Office of Teacher Education Services [Wills 207]. (See Appendix A for more information).

Collaborative (K-6, 6-12) and Education of the Deaf and Hard of Hearing (P-12)
Prior to taking no more than five education courses students must complete the following for TEP admittance:

1. Praxis II Subject Test
Students must successfully complete the Elementary Multiple Subjects (5001) Praxis II in lieu of 4x12 (all other Praxis II tests are required for internship eligibility and completion of the program). *See alternative master’s program evaluation for each individual student.

2. Admission Grade Point Average and Degree
Students must have earned a bachelor’s degree or higher from a regionally accredited college or university with a minimum 2.75 overall grade point average from a bachelor’s degree or a master’s degree with an overall GPA of at least 3.0. The GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. If the bachelor’s degree is from a non-regionally accredited institution and an earned master’s or higher degree is from a regionally accredited institution or if the bachelor’s degree is from a non-regionally accredited institution and a valid professional educator certificate is held in the state where the institution is geographically located, then admission is at the discretion of the Dean if the Praxis II in the program content/subject area has been successfully completed.

3. Prerequisite Coursework
Collaborative students may take ED 501/502 and/or up to four additional 500-level and advisor approved courses from the program checksheet (optional). Education of the Deaf and Hard of Hearing students may take ED 501/502 and/or SPED
507/508 as prerequisite coursework (optional). Students must have completed all pre-requisite coursework with a minimum grade of “C”.

4. **Five Course Limit**
Candidates may not complete more than five approved program courses (see ALSDE checksheet for specific information) prior to TEP admission.

5. **Basic Skills of the AECTP (Alabama Educator Certification Testing Program)**
Students must successfully complete the Applied Mathematics, Reading for Information and Writing sections of the AECTP (Alabama Educator Certification Testing Program). Minimum scores of four (4) in Applied Mathematics, five (5) in Reading for Information, and three (3) on the Writing sections has been designated as passing by the Alabama State Department of Education. Test dates and registration deadlines and score report dates are posted on the board outside the Office of Teacher Education Services (Wills 207) and at [www.legacy.montevallo.edu/tes](http://www.legacy.montevallo.edu/tes). AECTP Registration is online at: [www.act.org/alabamaectp](http://www.act.org/alabamaectp).

6. **Fingerprints and Background Check**
All candidates must be fingerprinted and clearance attained for a criminal history background check for admission to TEP through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457. Fingerprints for teacher certification must be processed through Cogent Systems. Information is available at [www.cogentid.com/alabama](http://www.cogentid.com/alabama).

7. **Teacher Education Interviews**
Students are encouraged to sign up for the TEP interview during ED 501 or 502. The interview generally includes information on the applicant’s personality, interests, and aptitudes based on the Alabama Quality Teaching Standards (AQTS) and is consistent with the requirements for successful teaching. Failure to obtain a passing score in three attempts results in the student being ineligible for admission to TEP. It is the student’s responsibility to sign up by the posted deadline and failure to do so will result in a delay of the interview, which may postpone admission to TEP. Applications are available in the Office of Teacher Education Services [Wills 207]. *(See Appendix A for more information).*
Retention in the Teacher Education Program

Graduate [Alternative Master's] Criteria

Students must maintain a 3.25 grade point average throughout their graduate program. Students who drop below the minimum grade point average will be notified and be given one semester to restore the requisite GPA. Failure to restore the requisite GPA will result in removal from Graduate Studies.

Any graduate course originally taken at Montevallo may be repeated to either improve the GPA or to earn a minimum grade, but may only be retaken once and must be retaken at Montevallo. Students who make lower than a “C” in a teaching field or professional studies course and still have the GPA to remain in Graduate School, may repeat the course only once and must repeat the course at Montevallo. The credit hours and grades for each occurrence of the course are used in determining the GPA.

A withdrawal from a professional studies course or courses after midterm, but by the established deadline for withdrawals, counts as one of the two attempts to complete the course or courses (unless the withdrawal is approved by the COE Dean, such as a doctor-verified illness or other extenuating circumstance). In the Elementary program, a drop or withdrawal from any of the Content Block courses (ED 444/544, ED 445/545, and/or ED 448/548), after the fourth week of a semester, counts as one of the two attempts to complete the course or courses, unless the withdrawal is approved by the COE Dean such as a doctor-verified illness, medical emergency or other extenuating circumstance. The deadlines and attempts for the Content Block courses will be monitored by the Elementary Education program.

Students must meet all program-specific criteria for retention in the TEP (e.g. field experience hours and expectations, benchmark assignments, disposition assessment, etc.). Program faculty will report students who fail to meet criteria to the Office of Teacher Education Services and the Office of Graduate Studies.
Field and Clinical Experiences

Early Experiences

The University of Montevallo, in cooperation with selected school districts, has developed a comprehensive program of clinical/field experiences in a variety of school and community settings as an integral part of each student’s professional studies courses. The candidate’s role in classrooms moves from observer and helper, to guest teacher or tutor, to full-day/full-lesson teacher. The hours logged by candidates in public school classrooms increase from semester to semester, culminating in the 16-week internship experience. Details regarding specific expectations for each clinical/field experience are clearly articulated by program faculty and are also available in course syllabi and program handbooks.

At a minimum, each candidate shall have participated in 150 contact hours prior to the internship semester. At least half of the field experience shall be in the candidate’s teaching field and shall emphasize the application of content knowledge and skills. The majority of field experiences must occur in P-12 schools. Field experiences must span all of the grades for which certification is sought. Students who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessments. For more information reference program handbooks and Employment Guidelines in Appendix B.

<table>
<thead>
<tr>
<th>Elementary Field and Clinical Experiences</th>
<th>Pre-Professional Block</th>
<th>Literacy Block</th>
<th>Content Block</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (Alt A)</td>
<td>@ 50 hours</td>
<td>@ 80 hours</td>
<td>@ 100 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborative Field and Clinical Experiences</th>
<th>SPED 507 or SPED 508</th>
<th>SPED 515</th>
<th>SPED 540</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative K-6/6-12 (Alt A)</td>
<td>@ 15 hours</td>
<td>@ 45 hours</td>
<td>@ 90 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education of the Deaf and Hard of Hearing Field and Clinical Experiences</th>
<th>SPED 507 or SPED 508</th>
<th>SPED 515</th>
<th>SPED 590, 577, 576</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf &amp; Hard of Hearing (Alt A, P-12)</td>
<td>@ 15 hours</td>
<td>@ 45 hours</td>
<td>@ 90 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music Field and Clinical Experiences</th>
<th>MUS 301</th>
<th>MUS 331/332</th>
<th>MUS 415/416</th>
<th>Stage A</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-12 Music (Alt A)</td>
<td>@ 20 hours</td>
<td>@ 20 hours</td>
<td>@ 20 hours</td>
<td>@ 94 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary/P-12 Art Field and Clinical Experiences</th>
<th>Stage A</th>
<th>Stage B</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary/P-12 Art (Alt A)</td>
<td>@ 94 hours</td>
<td>@ 94 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education Field and Clinical Experiences</th>
<th>Stage A</th>
<th>Stage B (KNES 430/530)</th>
<th>Stage B (KNES 489/589)</th>
<th>Internship Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education* (Alt A, P-12)</td>
<td>@ 94 hours</td>
<td>@ 50 hours</td>
<td>@ 50 hours</td>
<td>@ 600 hours</td>
</tr>
</tbody>
</table>

* Physical Education program is inactive
The internship placement will be made by the Coordinator of Field and Clinical Experiences and will be full-time in a P-12 school* for a full semester in the teaching field, at the grade level(s) for which certification is sought, and may include more than one classroom or grade level. The experience should progress to full responsibilities of the teacher for a minimum of 20 full days, including at least 10 consecutive days. The internship demands complete attention and candidates should plan to spend full days in their school assignment for 16 weeks (@600 hours). Employment, campus involvement, and/or other activities that interfere with the responsibilities of a regularly employed teacher, should be curtailed. Only Alternative Master’s (Secondary and P-12 Art) and Undergraduate (Music and Secondary) students are allowed to take one additional course during internship (see individual program checksheets). Students will not, for any reason, be allowed to take any coursework that interferes with the internship.

*Note: Students who are preparing for certification in P-12 fields will be assigned either a middle school (grades 6, 7, and 8) or a “split” placement (elementary and middle/high school). Elementary internships will be full time in an appropriate grade since there are substantial field experiences in the Literacy and Content Blocks (upper and lower levels) prior to the internship.

Eligibility & Application for Internship

Students should complete an internship application and meet the following criteria for admission to the internship semester:

1. Admission to the Teacher Education Program (TEP)
2. Successful completion of the appropriate Praxis II test(s)
3. P-12 and Secondary must complete all requirements for Stage B prior to the internship. Elementary, Hearing Impaired P-12, Collaborative K-6, and Collaborative 6-12 must complete all courses prior to the internship. Any variations from this requirement will require approval from the Dean. See chart below
4. Attainment of no less than a “C” in any required undergraduate and pre-requisite coursework
5. Attainment of no less than a “C” in any teaching field or professional studies coursework
6. Attainment of 3.25 grade-point average overall
7. A negative TB test no older than 12 months at the time of internship
8. Satisfactory completion of all program expectations, including field experiences, benchmark assignments, and disposition assessments
9. Fingerprint/background clearance

Alternative Master’s Program Courses Required for Internship

<table>
<thead>
<tr>
<th>ElementaryK-6</th>
<th>Secondary 6-12</th>
<th>Music Choral/Instrumental P-12</th>
<th>Deaf &amp; Hard of Hearing P-12</th>
<th>Collaborative K-6</th>
<th>Collaborative 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 501</td>
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<td>ED 502</td>
<td>ED 501 (or 502)</td>
<td>ED 501</td>
<td>ED 502</td>
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<tr>
<td>ED 547 (or 527)</td>
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<td>ED 527</td>
<td>ED 527</td>
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<tr>
<td>ED 511</td>
<td>ED 527 (or ED 547)</td>
<td>ED 555</td>
<td>ED 527</td>
<td>ED 527</td>
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<tr>
<td>ED 544</td>
<td>ED 555</td>
<td>EDF 562</td>
<td>EDF 547 (or 545)</td>
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</tr>
<tr>
<td>ED 545</td>
<td>EDF 580</td>
<td>EDF 580</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
</tr>
<tr>
<td>ED 546</td>
<td>EDF 580</td>
<td>EDF 507</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
</tr>
<tr>
<td>ED 548</td>
<td>EDF 580</td>
<td>MUS 549</td>
<td>SPED 507 (or 508)</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
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<tr>
<td>ED 565</td>
<td>EDF 580</td>
<td>EDF 518</td>
<td>SPED 515</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
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<tr>
<td>ED 581</td>
<td>EDF 580</td>
<td></td>
<td>SPED 516</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
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<td>EDF 580 or 630</td>
<td>EDF 580</td>
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<td>SPED 516</td>
<td>EDF 505 or ED 506</td>
<td>EDF 505 or ED 506</td>
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<tr>
<td>EDF 561</td>
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<td>SPED 516</td>
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<td>SPED 508</td>
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<td>SPED 516</td>
<td>EDF 505 or ED 506</td>
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</tbody>
</table>

Students should apply for the internship by completing an Application for Internship by the posted deadline. Failure to apply by the posted deadline could result in the inability to secure an appropriate internship placement and the delay of the internship.
semester. Applications are available in the Office of Teacher Education Services in Wills 207. *A sample application is included in Appendix B.*

Students who change plans for the internship semester should notify their advisor, the Coordinator of Field and Clinical Experiences, and the Office of Teacher Education Services as soon as possible.

**Transportation**

As a necessary component of teacher preparation, candidates must participate in P-12 classroom settings that are not located on the university campus. It is the candidate's responsibility to secure transportation to and from these settings. The University of Montevallo is not responsible or liable for injuries to students or passengers while traveling to and from local school sites. Students are required to sign a *Waiver of Transportation Responsibility/Liability* in ED 401/402 or ED 501/502. *See form in Appendix C.*
Completion of the Teacher Education Program

Graduate Criteria

After admission to Graduate Studies, candidates are limited to six years for program completion. Extensions of this time are rare and may only be granted by the College Dean on the basis of written appeal by the student. Extensions may require students to fulfill requirements of the current academic year program checksheet.

Upon completion of the program and to be recommended for certification, a candidate must have an official transcript from a regionally accredited institution documenting an earned master’s degree and must have satisfactorily completed the State-approved program as indicated on the SBE-approved checklist with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved teacher education program and a grade of "C" or better in all teaching field and professional studies courses.

Students should remember to request credit audits and complete diploma cards in the Registrar’s Office well in advance of the intended graduation date.

Diversity Course Requirement
A student who completed a survey of special education course prior to meeting requirements for unconditional admission to an Alternative Class A program must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification. See program checksheet for ALSDE approved diversity course options.

Program-Specific Completion Requirement
The Alabama State Board of Education requires a passing score on a comprehensive exam/portfolio for all teacher education students for completion of their program. Any student not taking the exam will be expected to sign a statement waiving their eligibility to be recommended for certification by the University of Montevallo, now and at any time in the future. Failure to sign the form or successfully complete the exam or portfolio will result in forfeiture of recommendation for certification from the University of Montevallo. Each program area is responsible for examination/portfolio processes and procedures. All initial certification candidates will complete an e-portfolio.

Applying for Alabama Teacher Certification
Information for certification applications is available in the Office of Teacher Education Services [Wills 207] and online at www.legacy.montevallo.edu/tes/certification.shtm. Students have five years from program completion to apply for the certificate. Once the certificate is awarded, it is valid for five years and is renewable based on compliance with state requirements. Certification requirements are subject to change by the Alabama State Department of Education. All certification paperwork must be processed through the Office of Teacher Education Services. Candidates should not submit any part of the application packet directly to the State Department of Education.

All students seeking initial certification are required to submit to a background check through the Alabama Bureau of Investigations (ABI) and Federal Bureau of Investigations (FBI). Students should be reminded that a felony conviction may preclude the possibility of gaining Alabama certification even though, in the absence of such knowledge, Teacher Education Services at the University of Montevallo may have recommended certification.

Alabama Educator Certification Testing Program (AECTP) and Certification
All applicants applying for initial Alabama certification are required to pass the Basic Skills Test (AECTP) math, reading, and writing portions. Official score reports of the test must be submitted to the Alabama State Department of Education and the University of Montevallo. Candidates should be careful to enter the correct code when testing to ensure delivery of the reports.

Praxis II
All applicants applying for initial Alabama certification are required to pass the Praxis II for the teaching field(s) in which certification is sought. Official score reports of the test must be submitted to the Alabama State Department of Education and the University of Montevallo. Candidates should be careful to enter the correct code when testing to ensure delivery of the reports.
Verification of Recommendation of Certification Forms

Students completing the teacher certification program may find that verification of their credentials is required by a prospective employer or graduate program. A Verification of Recommendation of Certification Form is available in the office of Teacher Education Services. Please note: Verification of Recommendation of Certification Forms will not be issued until all final grades are posted, and a certification application is processed and forwarded to the State Department of Education.
# Summary of Graduate TEP Requirements

## Step 1 - Admission Requirements

Admission to TEP requires review by TES:

1. Successful completion of the Praxis II Subject Test. See individual Alt A evaluation for specific testing information.
2. Earned a bachelor’s degree with a minimum 2.75 overall GPA from a regionally accredited university or a master’s degree with an overall GPA of at least 3.0.
3. Successful completion of pre-requisite coursework. See individual Alt A evaluation.
4. Successful completion of all sections of the AECTP, Basic Skills Test.
5. Fingerprint/background clearance.
6. Satisfactory ratings on TEP interview.

**Unsatisfactory Review**
- Repeat courses as needed to attain the requisite GPA or grade.
- Resubmit benchmark assignments to attain passing score.
- If a satisfactory rating is not achieved during the initial TEP interview, two subsequent opportunities are provided. Failure to obtain a passing score in three attempts results in the student being ineligible for admission to TEP.
- Retake Basic Skills Test to achieve passing score.
- Extenuating circumstances may be recommended to the Chair/Dean by TES Director.

## Step 2 - Retention Requirements

Retention in the Teacher Education Program is contingent upon the following elements:

1. Satisfactory completion of field experience hours and benchmark assignments.
2. Satisfactory Disposition ratings by Education faculty.
3. Successful completion of previous Block/Stage/coursework.

**Unsatisfactory Review**
- Repeat courses as needed to attain the requisite GPA or grade. Teaching Field and Professional Studies courses may only be repeated once. Failure to make a "C" or better on the 2nd attempt will result in permanent termination from the TEP.
- Resubmit benchmark assignments to attain passing score. Only one resubmission allowed.
- Personalized Action/Remediation Plan for Improvement*
- Extenuating circumstances may be recommended to the Chair/Dean by TES Director.

## Step 3 - Internship Requirements

1. Admission to TEP.
2. Completion of Content Block requirements (Elem), Stage B requirements (Secondary & P-12 Music/Art), or all program coursework (Collaborative & Education of the Deaf and Hard of Hearing).
3. Satisfactory completion of field experience hours and benchmark assignments.
4. Satisfactory Disposition ratings by Education faculty.
5. Successful completion of all Praxis II tests prior to internship.
6. Negative TB test no older than 12 months at the time of internship.
7. Fingerprint/background clearance.

**Unsatisfactory Review**
- Repeat courses as needed to attain the requisite GPA or grade. Teaching Field and Professional Studies courses may only be repeated once. Failure to make a "C" or better on the 2nd attempt will result in permanent termination from the TEP.
- Retake Praxis II test(s) as needed.
- Personalized Action/Remediation Plan for Improvement*
- Extenuating circumstances may be recommended to the Chair/Dean by TES Director.

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

## Step 4 - Completion Requirements

1. Minimum 3.25 overall GPA.
2. Grade of "C" or higher in all teaching field and professional studies courses.
4. Satisfactory completion of e-portfolio.
5. Submission of required forms (certification and internship).

**Unsatisfactory Review**
- Repeat courses as needed to attain the requisite GPA or grade.
- Resubmit benchmark assignments to attain passing score.
- The initiation of a personalized Action/Remediation Plan which may include but is not limited to:
  - Improving professional skills
  - Resubmitting e-portfolio
  - Cessation from internship.

*If requirements of plan are not met, candidate will not proceed to Internship.
Appendix A

Teacher Education Program (TEP) Application
For Undergraduate Students
Complete in pen

Name: ____________________________________________
First   Middle   Last   Maiden

UM Student ID: ___________________________ Social Security No: ___________________________

Date of Birth: ____________________ Sex: ____________________ Race: ____________________

Address: __________________________________________ Phone #(s): _______________________________________

__________________________________________________ Advisor: ____________________

UM E-Mail Address: ____________________________@forum.montevallo.edu

Teaching Field & Certification Level (Circle one):

<table>
<thead>
<tr>
<th>Elementary (K-6)</th>
<th>Secondary (6-12)</th>
<th>EDHH/Music/PE (P-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Family &amp; Consumer Sciences</td>
<td>Hearing Impaired</td>
</tr>
<tr>
<td>Elementary/Collaborative (K-6)</td>
<td>French</td>
<td>Music-Choral</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>Music-Instrumental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

I understand that a felony conviction may preclude the possibility of gaining Alabama Certification even though, in the absence of such knowledge, UM may have recommended certification.

A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 299-3-3-34

Signature of Applicant ____________________________ Date of Application ____________________________

* A TEP interview card should be completed and attached to this form. If you print this form from the website, be sure and print the TEP Interview application as well or pick one up in Wall 207. Music Education students should follow their program plan for the TEP application and interview.


**TEP Interview Process**

To be eligible for the TEP interview you must:

- Have completed or currently be enrolled in ED 401/501 or ED 402/502
- Submit an application for admission to the Teacher Education Program
- Submit an interview application (card) for the interview

You will be notified by the Office of Teacher Education Services of your interview appointment time.

Dress professionally.

The purpose of the interview is to assess your readiness for formal admission to the Teacher Education Program (TEP) and for participation in more advanced professional studies, including more focused clinical studies involving P-12 learners on site.

A passing score on the interview is a score of 22 with a failing score being below 22. A “one” in any category is automatic failure.

You are allowed three attempts to pass.

You will be interviewed by a team of three faculty members for a period of at least 10 minutes.

**Sample interview questions:**

1. Reflecting on your experience thus far, what have you learned from your professors and guest speakers regarding professionalism?
2. How can your personal life affect your job as a teacher?
3. How would you handle a situation where a student’s culture prevented them from participating in a class activity? (Example: holidays)
4. What are ways you can incorporate literacy throughout the curriculum, outside of reading?
5. How will you make sure all students are learning?
6. What is a strategy you would use to relate to a difficult concept?
7. What do you do in your free time that shows your interest in your content area?
Dear ______________________________,

Thank you for your application to the Teacher Education Program (TEP) at the University of Montevallo. We have reviewed your application and below is a list of requirements that you must successfully complete in order to be admitted to TEP.

- «RequirementOne»
- «RequirementTwo»
- «RequirementThree»
- «RequirementFour»
- «RequirementSix»
- «RequirementSeven»

In an effort to keep you on track, we wanted to inform you that you also need the following general education requirements.

- «GE_RequirementOne»
- «GE_RequirementTwo»
- «GE_RequirementThree»

The completion of these hours may not be required for TEP admission, but it is usually best to complete general education coursework as early as possible. Your advisor can help you develop an academic plan.

Please note a 2.50 GPA in teaching field coursework and professional studies is required for TEP admission, retention and completion. For further information concerning the TEP admission or retention requirements, see the TEP Handbook available online at www.legacy.montevallo.edu/tes.

If you have any questions, please feel free to contact our office.

Sincerely,

Rebecca Lynn Rayl, Director
Teacher Education Services
xc: Advisor/TEP File
Sample Undergraduate TEP Admission Letter

Date

Name
Address
City, State, Zip

Dear ________________:

This letter certifies that you have been accepted into the Teacher Education Program (TEP) at the University of Montevallo. Your official date of admission is «Admitted_Date_to_TEP». You have four years from the beginning of next semester to complete the TEP; therefore, you should complete the program by «TEP_Program_Limit_Date».

Remember that you must maintain your grade point average (GPA) at the admissions standard in order to remain in the TEP, student teach, and to complete the TEP. Should your GPA drop below this standard, you will be removed from the program. If you have any questions, please feel free to call our office.

Sincerely,

Rebecca Lynn Rayl
Director, Teacher Education Services

cc: Advisor: «Advisor_1»
    TEP File

RLR: cw
Date

Name
Address
City, State, Zip

Dear ________________:

This letter verifies that you have been accepted into the Teacher Education Program (TEP) at the University of Montevallo. Your official TEP admission date is «Admitted_Date_to_TEP».

Remember that your grade point average (GPA) must meet Graduate and TEP standards for progression and retention in the Teacher Education Program (refer to Teacher Education Program Handbook). Should your GPA drop below these standards, you could be removed from TEP. You have six years from your graduate admission date to complete the TEP (refer to Graduate Bulletin). If you have any questions, please feel free to contact our office.

Sincerely,

Rebecca Lynn Rayl
Director, Teacher Education Services

cc: Advisor: «Advisor_1»
    TEP File

RLR: cw
Appendix B

Guidelines for Employment

Occasionally, Alternative Master’s degree students are employed by local superintendents by way of provisional licensure or alternative certification granted upon her/his request by the Alabama State Department of Education. It has been the policy of the College of Education to cooperate with superintendents and candidates in these situations. However, to ensure that eligibility for UM program completion and recommendation for certification are not compromised, students should closely review the following guidelines prior to accepting employment:

- P-12, Secondary, Elementary, Collaborative, and Education of the Deaf and Hard of Hearing students must be employed on an Interim Employment Certificate (IEC) in a Teaching Field approach.
- Students must be employed at a SACS (Southern Association of Colleges and Schools) accredited school and be employed at the grade level(s) and teaching field area for which certification/program completion is sought.
- P-12 students must be employed at the middle grades (grades 6, 7, and 8). P-12 students whose employment is limited to one level (example – elementary) are required to complete a three semester hour practicum (90 hours), ED 599, to meet UM and ALSDE requirements at the other level (example – secondary) for program completion and certification.
- Even when employed on an IEC, students must meet all UM and state department internship requirements prior to the internship semester.
- Interns employed outside of the standard forty mile radius, may be required to pay for supervisor travel expenses beyond the standard forty miles.

In addition, the following information is needed to complete your internship application:

- Principal/HR documentation on form Teaching Assignment and Verification for Employed Interns verifying employment, teaching area, and assignment of a Teacher of Record (TOR) to serve as a mentor. The mentor must hold a master’s degree and have at least three years of teaching experience in your teaching field.

For the first IEC:

- See the following link (Alternative Certification Handbook, pages 7-8) for UM IEC procedures:

For the second or additional IEC application:

- Verification of the IEC certificate must be on record with the ALSDE T-Cert Portal online before you will be allowed to participate in the internship.

Frequently Asked Questions

- *May I accept a regular teaching position BEFORE my internship semester begins?* Yes, only if you are an Alternative Master’s Degree student and meet the guidelines shown above

- *I am an undergraduate student. May I accept a regular teaching position before I graduate?* No, you must have a bachelor’s degree and be admitted to an Alternative Master’s Teacher Education Program (TEP) in order to obtain the necessary certificate (IEC).

- *May I accept a substitute or teaching position AFTER my internship semester begins and before its completion, even if it does not involve significant changes to my internship placement?* No

Additional questions or concerns should be directed to the office of Teacher Education Services, 205-665-6352.
Instructions for Completing the Internship Application

Please read the following before completing your application. Be sure to retain this document for your records.

1. **Submit Internship Application and Intern Profile Sheet to the Office of Teacher Education Services (Wills 207) by the deadline listed below. Late applications may result in a delayed internship.**  
   - See posted deadline (Wills 207)

2. **Submit all intern documents (test score reports, TB test results, etc.) to the Office of Teacher Education Services (Wills 207) by the deadline listed below:**  
   - See posted deadline (Wills 207)

Candidates will be notified by letter of their eligibility for internship. All interns, including employed interns, are required to attend the Initial Internship Seminar held on the first day of classes. Information regarding the seminar will be announced closer to the seminar date. Note: Students will not, for any reason, be allowed to take any coursework with internship. Only Alternative A (Secondary and P-12 Art) and undergraduate (Music and Secondary) students are allowed to take one course with internship (see individual program checksheets).

<table>
<thead>
<tr>
<th>Internship Eligibility</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Admission to Teacher Education Program (TEP).</td>
<td>• Admission to graduate studies.</td>
<td></td>
</tr>
<tr>
<td>• Completion of professional studies coursework and teaching field coursework.</td>
<td>• Admission to Teacher Education Program (TEP).</td>
<td></td>
</tr>
<tr>
<td>• Attainment of a grade of “C” or higher in teaching field courses and professional studies courses.</td>
<td>• Completion of appropriate courses (see TEP Handbook). Elementary, Collaborative K-6, Collaborative 6-12, and Education of the Deaf and Hard of Hearing must complete all professional studies coursework (excluding internship) and teaching field coursework prior to the internship. Any variations from this requirement will require approval from the dean.</td>
<td></td>
</tr>
<tr>
<td>• Minimum 2.75 GPA in teaching field(s), professional studies, and in overall.</td>
<td>• Attainment of 3.25 overall GPA throughout the graduate program.</td>
<td></td>
</tr>
<tr>
<td>• Satisfactory completion of field experience hours and benchmark assignments.</td>
<td>• Satisfactory completion of field experience hours and benchmark assignments.</td>
<td></td>
</tr>
<tr>
<td>• Satisfactory Disposition ratings by Education faculty.</td>
<td>• Satisfactory Disposition ratings by Education faculty.</td>
<td></td>
</tr>
<tr>
<td>• Successful completion of all Praxis II tests prior to internship.</td>
<td>• Successful completion of all Praxis II tests prior to internship.</td>
<td></td>
</tr>
<tr>
<td>• A negative TB test no older than 12 months from the date the internship begins.</td>
<td>• Negative TB test no older than 12 months from the date the internship begins.</td>
<td></td>
</tr>
<tr>
<td>• Fingerprint/Background Clearance</td>
<td>• Fingerprint/Background Clearance</td>
<td></td>
</tr>
</tbody>
</table>
**Tuberculosis (TB) Testing**

These results must not be older than 1 year from the time internship begins.

<table>
<thead>
<tr>
<th>Locations</th>
<th>Telephone Number</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>UM Student Health Services</td>
<td>205-665-6275</td>
<td>University of Montevallo East Main Hall, 1st Floor</td>
</tr>
<tr>
<td>Bibb County Health Department</td>
<td>205-926-9702</td>
<td>281 Alexander Avenue Centreville, AL 35042</td>
</tr>
<tr>
<td>Chilton County Health Department</td>
<td>205-755-1287</td>
<td>301 Health Center Drive Clanton, AL 35045</td>
</tr>
<tr>
<td>Jefferson County Health Department</td>
<td>205-930-1171</td>
<td></td>
</tr>
<tr>
<td>Shelby County Health Department</td>
<td></td>
<td>They are no longer offering TB testing.</td>
</tr>
<tr>
<td>Tuscaloosa County Health Department</td>
<td>205-562-6000</td>
<td>2350 Hargrove Road East Tuscaloosa, AL 35405</td>
</tr>
</tbody>
</table>

You may contact your private physician and request a mantoux test.

For health departments, call for an appointment at least two weeks in advance (appointments are necessary).

You will need to take an ID with you.

Two visits will be required: On the day of the appointment a skin surface test is administered. You will be instructed to return to the office two days after the initial visit. Upon your return, the skin will be viewed and the results will be discussed with you and presented to you in writing on a card. This form or card must be submitted to the office of Teacher Education Service (Wills 207).

If your TB results read positive, TES will need a letter from the physician stating that you have been treated and/or are not contagious.

*Please remember to make a copy of the results for your personal records before submitting to the TES office. You will need a copy for employment following graduation.*
The following forms are available in the Teacher Education Services Office (Wills 207) or on the TES website, www.legacy.montevallo.edu/tes:

- Undergraduate Internship Application
- Graduate Internship Application
- Intern Profile Sheet
Appendix C

Incident Report
College of Education
University of Montevallo

Date: ____________________ Time: __________ Place: _______________________

Student: ___________________________ UMID#: ______________________

Parties involved:

Description of the incident:

Resolution/Action plan:

I am aware that this report will become part of my permanent record.

______________________________________________________________
Student’s signature                                             Date

______________________________________________________________
Faculty Recorder’s signature                                    Date

______________________________________________________________
Department Chair or Program Coordinator’s Signature             Date

______________________________________________________________
Dean’s Signature                                                 Date
[As deemed necessary]

Original form and any attached documentation
to be filed in Teacher Education Services in the student’s TEP file.

Iss 12-15-13

43
Permission to Use Student Course Work  
(to be completed in ED 401/501 or 402/502)

I, ________________ (print name), give permission to the College of Education at the University of Montevallo to use my course work (i.e., papers, projects, tests, quizzes, portfolios, etc.) as work samples/artifacts for the NCATE Exhibits Room. I understand that my name will be removed from all work samples that are used. These work samples may be used during and after my enrollment at the University of Montevallo.

_________________________  __________________________
Signature                 Date

Isw 12-15-13
I understand that while I am enrolled at the University of Montevallo and I am a candidate for a teacher's certificate I will be required to participate in classroom activities at locations other than the University campus. I also understand that I am to provide my own transportation to and from these activities, and that the University of Montevallo is in no way responsible or liable for any possible injuries to me or any passengers riding in any vehicle I drive; neither is the University responsible or liable for any possible injury or injuries to me while I am a passenger in a vehicle traveling to and from the site of these activities.

For and in consideration of and as an inducement to being allowed to participate in said program, I do hereby release and forever discharge the University of Montevallo and all of its agents, servants or employees, or anyone acting on its behalf, from any and all liability of every kind, nature, and character which might result from injury to the person or property of the undersigned while I am traveling to and from the site of the above activities, or located at said site.

Student’s Name (printed): ______________________________________________

Student’s Signature: ___________________________________________________

UM Identification Number: _______________________________

Date: __________________________
Beginning Teacher Quality Assurance Program

Summary Statement

Beginning in 1991, graduates of the College of Education teacher education program at the University of Montevallo who complete the professional internship with at least a C and who are recommended for certification will be covered by the Teacher Quality Assurance Program during their first two years of teaching. The program is an affirmation of the College's confidence in the quality of its successful graduates--their preparation and their potential.

The College of Education's faculty is confident that its successful graduates are ready to begin regular classroom teaching and will stand behind their performance during the first year of teaching. Any school system in Alabama who hires one of these graduates and subsequently identifies a lack of professional or academic competence will be able to request that the College of Education provide assistance for remediying the problem. The College of Education Dean or his designee will visit the school in order to verify the need for and to plan appropriate assistance.

The College's Teacher Quality Assurance Program will be in effect for students graduating in May, 1991, and its impact will be felt in Alabama's school systems beginning with the 1991-1992 school year. This program should serve as evidence of the College faculty's diligence in screening, instruction, and assessment designed to identify and prepare the best prospective teachers for the children of Alabama and as a confirmation of these graduates; however, it also should contribute to the larger purpose of improving the relationships between the College of Education and the public schools of Alabama.

Please see the attached information sheet on the Teacher Quality Assurance Program for further information.

The University of Montevallo Teacher Quality Assurance Program is an expression of confidence in graduates of the College of Education's teacher education programs, and an offer of cooperation with colleagues in Alabama's public school systems.

To College of Education graduates, the Teacher Quality Assurance Program represents our pride in their accomplishments, our acknowledgement that a strong support system is important in their first two years of teaching, and our desire to be a part of their continuing professional development.

To the schools boards in Alabama, the Teacher Quality Assurance Program represents the College of Education faculty's diligence in screening, instruction, and assessment designed to prepare the best prospective teachers for our children. We believe that school boards can appoint our graduates with a high degree of confidence that they are ready to begin teaching and that College of Education personnel stand behind them.

Therefore, if problems arise in the performance of one of our graduates in the first and second years of teaching, and if these problems have resulted from shortcomings in the pre-service teacher preparation program, College of Education faculty will help to correct them, free of charge.*

Services to School Systems

- **Beginning Teacher Assistance Information**
  Ways to assist beginning teachers adjust to new jobs and enhance their professional growth.
- **Requests for Assistance**
  Investigation and assistance in addressing verified performance problems for College of Education graduates.
- **OPENLINE**
  Immediate access to the Beginning Teacher Quality Assurance Program through the Office of the Dean of the College of Education

Services to Beginning Teachers

- **Beginning Teacher Clinics**
  Opportunities for first and second year teachers to share common concerns and problems, as well as to gather sound, practical, and research-based information on topics of concern from experienced and knowledgeable professional educators.

*See the conditions of the warranty and instructions for initiating a request for assistance.
Appendix D

Alternative Certificate Approaches

Alternative certificates may only be requested by an employing Alabama county/city superintendent or eligible non-public school administrator. An individual should contact the school system or eligible non-public school in which employment is desired for information concerning certificate eligibility.

(a) Provisional Certificate in a Teaching Field (PCTF) approach is for K-12 and 6-12 teaching fields.
(b) Provisional Certificate in a Career and Technical Teaching Field (PCCT) approach is for 6-12 teaching fields.
(c) Interim Employment Certificate (IEC) approach is for those (1) unconditionally admitted to a State-approved Alternative Class A program in a teaching field; or (2) those unconditionally admitted to a State-approved Class A program in an area of Special Education, Reading Specialist, or English for Speaker of Other Languages; or (3) those unconditionally admitted to a State-approved Class AA program in an area of Special Education.

More information on alternative certificate approaches may be found on the Alabama State Department of Education website, www.alsde.edu.