



UNIVERSITY *of*
MONTEVALLO

**Teacher Education Program Handbook
2023-2024**

**Office of Teacher Education Services
College of Education & Human Development
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This handbook is provided as a resource for candidates and academic advisors. The policies, procedures, and requirements are tentative and subject to change to ensure compliance with state and/or federal guidelines. It is the responsibility of each student, with the assistance of the academic advisor, to address individual needs and ensure all requirements are met.

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General Information

The College of Education and Human Development has a distinguished and long-standing reputation for producing many of Alabama's top educators and other professionals. The mission of the CEHD is to prepare highly skilled, knowledgeable, and continually developing undergraduate and graduate candidates who make informed decisions, use current evidence and research based practices, and promote healthy and equitable communities through careers in counseling, exercise and nutrition science, family and consumer sciences, leadership, teaching, and technology. Our accomplished and knowledgeable faculty, supported by staff and administrators, provide high-quality programs, curricula, and coursework at the bachelor's, master's, and educational specialist levels. All of our tenure-track faculty members hold terminal degrees. In addition to providing premier educational programming for our students, CEHD faculty actively engage in their fields of study at the local, regional, and national levels. Many of our faculty serve in leadership roles within the State of Alabama and also professional organizations.

University of Montevallo State-Approved Educator Certification Programs

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

Programs	Class B (initial certification)	Alt. A (initial certification)	Class A (advanced certification)	Class AA (advanced certification)
Early Childhood	X			
Elementary Education	X	X	X	
Elementary/Collaborative	X			
Biology		X	X	
Business Marketing		X		
Chemistry		X		
English/Language Arts		X	X	
Family & Consumer Sciences	X	X	X	
General Science		X	X	
History		X	X	
Mathematics		X	X	
Social Science		X	X	
Art (P-12)		X		
Education of Deaf & Hard of Hearing (P-12)	X	X		
Music Education (P-12)	X			
School Counseling (P-12)			X	
Instructional Leadership			X	X

Professionalism, Collaboration, and Ethical Practices

Candidates will apply the standards within the Alabama Educator Code of Ethics and Educator Preparation Code in university and P-12 classroom settings. During all field experiences (including internship), candidates, cooperating teachers, and university supervisors will use appropriate versions of the Assessment of Professional Practices to evaluate areas of strength and opportunities for growth. Candidates are also expected to adhere to all university policies related to ethical behavior (including academic integrity) and must receive satisfactory ratings of assessments of professional practices and dispositions to progress in the Teacher Education Program. Faculty will create Professional Development Plans in collaboration with candidates when additional support is needed to meet program, Teacher Education Program, and/or institutional expectations for professionalism. All requirements included within the plan must be complete by the specified deadline. Candidates who receive three Professional Development Plans during program matriculation will be removed from the Teacher Education Program.

The Teacher Education Program has embraced a clearly defined set of professional practices dispositions as well as the Alabama Educator Code of Ethics a guides for professional behavior for candidates and faculty. Ethical conduct is supremely important both on and off campus. Ethical and/or professional infractions can result from removal from the Teacher Education Program at the University of Montevallo. 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

ALABAMA EDUCATOR CODE OF ETHICS

Introduction

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

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

Code of Ethics Standards

Standard 1: Professional Conduct

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

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

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

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students.

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

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

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of a 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:

- Ensuring that institutional privileges are not used for personal gain.
- Ensuring 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 files 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 Administrative Code 290-3-2-.05

(1)5(c) Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause. An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.



Admission to the Teacher Education Program

Admission to the University of Montevallo is not equivalent to admission to the Teacher Education Program (TEP). **Candidates are responsible for collaborating with academic advisors to ensure all degree, TEP, and certification requirements are met.** Variations in requirements and/or procedures for undergraduate and graduate candidates are noted below. Applicants will receive written notification of TEP application status after reviews are conducted. **Please note:** Candidates must complete all requirements outlined below to gain admission to the TEP and, for graduate students, to gain unconditional admission to graduate studies.

1. Application

- **Undergraduate Candidates** will submit TEP applications during preliminary courses designated within the program.
- **Graduate Candidates** will submit TEP applications during the institutional application process.

2. Background Clearance

In accordance with the Alabama Administrative Code for Educator Preparation, all candidates must obtain clearance required by the Alabama State Department of Education through the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) prior to the completion of field experience hours and to gain admission to the TEP. **Please note:** Background clearance must be processed through the entity designated by the Alabama State Department of Education. Additional information may be accessed via the Teacher Education Services webpage.

3. Praxis Examinations required for TEP Admission

Candidates must attempt the Praxis examination(s) required for certification in their teaching field prior to **TEP admission**. Specific information about these and additional examinations can be found on the Teacher Education Services webpage and in Appendix A: *Teacher Education Program Transition Point Requirements*.

4. Grade Point Average (GPA) and Degree

- **Undergraduate Candidates** must earn a minimum institutional GPA of 2.75, as well as a 2.75 in their teaching field and professional studies courses required for their programs as reflected on the appropriate ALSDE degree plans/UM checksheets.
 - Teaching field and professional studies GPAs are calculated using the courses included on the appropriate ALSDE degree plans/UM checksheets
 - The institutional GPA consists of only coursework completed at UM.
 - Remedial and/or supplemental instruction courses cannot be used to meet state-approved program requirements or included in GPA calculations.
- **Graduate Candidates** must have earned a bachelor's degree or higher from a regionally-accredited college or university with a minimum overall GPA of 2.75 **or** a master's degree with a minimum overall GPA of 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. Applicants with GPAs of 2.0 or above may be considered if they meet alternate Praxis test scores requirements. Please refer to the ALSDE website for additional information regarding alternate Praxis scores requirements.

5. Coursework

- All candidates must complete allowable/approved coursework designated on the approved ALSDE/UM checksheets.
- Candidates may attempt a course **no more than twice** to earn a minimum final grade of “C”.
- **Undergraduate Candidates** must complete at least 50 college credit hours (with minimum grades of “C” in each course) to be eligible for TEP admission.
 - **40 general education credit hours including:**
 - ENG 101 & 102 (or equivalent)
 - COMS 101 (or equivalent)
 - **10 credit hours professional studies and/or teaching field courses as designated by major/program**
 - **When applicable**, students who earn grades of less than “C” in professional studies or teaching field courses must retake that course, and earn a minimum grade of “C” prior to TEP admission. The credit hours and grades for each occurrence of the course are used in determining the institutional grade-point average (GPA).
- **Graduate Candidates** seeking certification in Art, Business Marketing, FCS, and Math must complete prerequisite courses prior to internship.

6. Teacher Education Program Interview

- All candidates have **three opportunities** to complete the TEP Interview, two of which may occur during the same semester. Candidates who do not meet minimum score requirements after three attempts are ineligible for admission to the TEP.
- All candidates are responsible for completing the interview by the deadline included in the notification they receive. Interviews not completed by the specified deadline will be recorded as one attempt. A “no show” counts as a failed attempt.
- Students requiring accommodations should contact Disability Support Services well in advance of the interview.
- Candidates will receive notification via email regarding the outcome of the TEP interview.
- **Undergraduate Candidates** who apply to the TEP will receive instructions for completing the interview process via UM email.
- **Graduate Candidates** complete the TEP interview during the graduate admissions process.



Retention in the Teacher Education Program

1. Retention Grade Point Average (GPA)

- **Undergraduate Candidates** must maintain a minimum GPA of 2.75 in teaching field, professional studies, and total institution for retention in the Teacher Education Program.
- **Graduate Candidates** must maintain a minimum institutional GPA of 3.25 for retention in the Teacher Education Program.
- In certain instances, based on institutional academic policies for undergraduate and graduate students, candidates may be eligible to repeat coursework to restore GPAs to minimum TEP retention requirements. In these instances, candidates may request consideration for TEP reinstatement once minimum GPA requirements for TEP retention are met within allowable degree completion timeframes. Please consult the institutional policies regarding repeated coursework and timelines for degree completion included in the UM Undergraduate or Graduate Bulletin. Please note:
 - Courses must be completed at UM.
 - Courses may be repeated only once.
 - Grades and credit hours for all attempts are factored into GPA calculations.
 - Candidates must maintain the GPA required for TEP retention to enroll in TEP-restricted courses.
 - Withdrawal from professional studies courses after midterm counts as one of two attempts to complete the course or courses (unless approval is granted at the time of the withdrawal by the CEHD dean for extenuating circumstances).
- Candidates who are ineligible to retake courses to restore GPA based on program, TEP, and/or institutional policies will receive notification of from the TEP via UM email.

2. Other Retention Requirements

Candidates are required to complete all program-specific requirements including (but not limited to) field experiences and expectations for professional practices/dispositions for retention in the TEP.

3. Praxis Examinations Required Prior to Internship

- Candidates must attempt all Praxis examinations required for certification prior to internship.
- Official score reports from ETS must be received by the Office of Teacher Education Services by August 1 (for fall interns) and December 1 (for spring interns).

4. Required Field Experiences

Candidates are required to complete all program-specific field experiences for retention in the TEP. The University of Montevallo, in cooperation with selected school districts, has developed a comprehensive program of field experiences in a variety of school and community settings as an integral part of each candidate's professional development. The candidate's role in classrooms progresses during program matriculation, with the number of hours and responsibilities increasing each semester. Details regarding specific expectations for each field experience are clearly articulated by program faculty and are also available in program handbooks.

Field experiences shall be in P-12 public school settings relevant to the candidate's teaching field and emphasize the application of content knowledge and skills. Field experiences will include placements in 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 in consultation with the appropriate CEHD public school administrators. For additional information, please reference program handbooks and Employment Guidelines.

5. Internship

Internship placements will be made by the Coordinator of Field and Clinical Experiences in P-12 public schools accredited by SACSCOC accredited. Internship consists of a 16-week/full semester placement 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 teaching responsibilities for a minimum of 20 full days, at least 5 of which must be consecutive. The internship requires candidates' complete attention and candidates are required to complete full days in their school placements for 16 weeks (@600 hours). Employment, campus involvement, and/or other activities that interfere with the responsibilities of an employed teacher, should be curtailed. Interns are responsible for transportation and childcare.

Interns are only allowed to take EDI 499/599 with internship. Any other coursework taken with internship must be Dean approved and not may not interfere with internship.

*Note: Candidates who are seeking 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). Candidates who are seeking certification in Elementary/Collaborative Education will complete 8 weeks in a regular classroom setting and 8 weeks in an inclusive/special education classroom setting. Candidates seeking certification in Elementary Education will complete internships in an appropriate grade level (K-6) since there are substantial field experiences in teaching field and professional studies courses (upper and lower levels) prior to the internship. Additional information is provided in the *Internship Handbook* available via the Teacher Education Services webpage.

Candidates must complete an internship application and meet the following criteria to progress to internship:

- Admission to the Teacher Education Program (TEP).
- Attempt all required Praxis/Pearson test(s).
- P-12 and Secondary candidates must complete all requirements for Phase II/Stage B prior to the internship. Elementary and Elementary/Collaborative candidates 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.
- Attainment of final grades no lower than "C"
- Attainment of GPAs required for TEP retention.
- Negative TB test results no older than 12 months at the time of internship
- Satisfactory completion of all program requirements including field experiences, key assessments, and disposition assessments.
- Fingerprint/background clearance

Candidates must submit applications for internship by the posted deadline, as failure to do so could result in the inability to secure an appropriate internship placement and the delay of the internship semester.

Candidates who must delay internship due to extenuating circumstances must notify the Coordinator of Field and Clinical Placements, the Office of Teacher Education Services, and academic advisor.

All internship requirements must be completed by the Friday of final exam week during the Fall for Spring interns and by the Friday of final exam week during the Summer for Fall interns. Failure to complete these requirements by the deadline may result in forfeiture of your placement. If these requirements are met before the beginning of the internship semester, you may request a new placement, **but a placement will not be guaranteed.**



Dismissal from the Teacher Education Program

Dismissal from the TEP can occur under the conditions listed below. Candidates who are dismissed from the TEP may submit written appeals to the CEHD Dean.

- Failure to maintain the required GPAs (teaching field, professional studies, or institutional/overall) for TEP retention or completion. Candidates who have been removed from the TEP are not eligible to repeat or enroll in TEP-restricted courses.
- Failure to maintain clearance through Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI),
- Failure to demonstrate professional knowledge, skills, ethics, and dispositions. Candidates who receive three Professional Development Plans during program matriculation will be dismissed from the Teacher Education Program.

Undergraduate Candidates who are dismissed from the TEP for any reason are ineligible for evaluation or admission to TEP at the Alternative Master's or Second Bachelor's level.



Completion of the Teacher Education Program

Candidates must adhere to the degree completion timelines established in the Undergraduate or Graduate UM Bulletins. Extensions of this timeline are rare and may only be granted by the Dean of the CEHD on the basis of written appeal by the student. Extensions may require students to fulfill requirements of the current academic year program checksheet.

Candidates must attain the required GPA for program completion, fulfill all internship requirements, and complete all Praxis and program-specific examinations. The Alabama State Board of Education requires a passing score on edTPA. Failure to complete edTPA may result in forfeiture of recommendation for certification from the University of Montevallo.



Applying for Alabama Teacher Certification

Certification applications are available via the TES webpage. Candidates have up to five years from program completion to submit certification applications and required 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.

Candidates seeking initial certification are required to submit to a background check through the Alabama Bureau of Investigations (ABI) and Federal Bureau of Investigations (FBI). Candidates 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.

Candidates applying are required to pass the Praxis for the teaching field(s) in which certification is sought and other assessments as indicated by ALSDE. Official score reports must be submitted to the Alabama State Department of Education and the University of Montevallo. Candidates should be careful to enter the correct code and candidate information when testing to ensure delivery of the reports.

Candidates who completed a survey of special education course prior to meeting requirements for unconditional admission to an Alternative Class A Teacher Education 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 your advisor for ALSDE approved diversity course options.

Candidates may find that verification of their credentials is required by a prospective employer or graduate program. Verification of Completion and Certification letters will be issued when final grades are posted and degrees conferred. If a letter of completion is required before graduation, the letter must be requested by the principal, HR department, or institution directly by emailing Mary Howard at mhoward2@montevallo.edu.

Please note that students who have not met all certification requirements will not be eligible to receive a Verification of Completion and Certification letter and should contact the Registrar's Office to obtain a letter of program completion.

Appendix A: Teacher Education Program Transition Point Requirements

Early Childhood Education (B.S. or B.A.) Program Requirements Class B Professional Educator Certification							
Program Transition Points	Application	Background Clearance	TEP Interview	Exam Required for Certification	GPA	Coursework	Assessment of Professional Practices
Program Admission	X	X	minimum score: 17	Praxis: Early Childhood Education	2.75	50 college credit hours (40 gen. ed., 10 professional studies and/or teaching field); minimum grade of C in all courses	
Progression to Methods Block (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to Pre-Internship Block (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to Internship (Retention)				Foundations of Reading 190	2.75	minimum grade of C in all courses	Overall competency rating required
Program Completion				edTPA	2.75	minimum grade of C in all courses	Overall competency rating required

**Elementary Education (B.S. or B.A.) Program Requirements
Class B Professional Educator Certification**

Program Transition Points	Application	Background Clearance	TEP Interview	Exam Required for Certification	GPA	Coursework	Assessment of Professional Practices
Program Admission	X	X	minimum score: 17	Praxis: Elementary Education: Three Subject Bundle	2.75	50 college credit hours (40 gen. ed., 10 professional studies and/or teaching field); minimum grade of C in all courses	
Progression to Methods Block (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to Pre-Internship Block (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to Internship (Retention)				Foundations of Reading 190	2.75	minimum grade of C in all courses	Overall competency rating required
Program Completion				edTPA	2.75	minimum grade of C in all courses	Overall competency rating required

Elementary/Collaborative Education (B.S. or B.A.) Program Requirements Class B Professional Educator Certification							
Program Transition Points	Application	Background Clearance	TEP Interview	Exam Required for Certification	GPA	Coursework	Assessment of Professional Practices
Program Admission	X	X	minimum score: 17	Praxis: Elementary Education: Three Subject Bundle	2.75	50 college credit hours (40 gen. ed., 10 professional studies and/or teaching field); minimum grade of C in all courses	
Progression to Methods Block (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to Pre-Internship Block (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to Internship (Retention)				Foundations of Reading 190 AND Praxis: Special Education Core Knowledge and Applications	2.75	minimum grade of C in all courses	Overall competency rating required
Program Completion				edTPA	2.75	minimum grade of C in all courses	Overall competency rating required

Education of the Deaf and Hard of Hearing (B.S.) Program Requirements Class B Professional Educator Certification							
Program Transition Points	Application	Background Clearance	TEP Interview	Exam Required for Certification	GPA	Coursework	Assessment of Professional Practices
Program Admission	X	X	X	Praxis: Special Education Core Knowledge and Applications	2.75	50 college credit hours (40 gen. ed., 10 professional studies and/or teaching field); minimum grade of C in all courses	
Progression to EDHH II (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to EDHH III (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Progression to EDHH IV (Internship) (Retention)					2.75	minimum grade of C in all courses	Overall competency rating required
Program Completion				edTPA	2.75	minimum grade of C in all courses	Overall competency rating required

**Alt. A. Elementary Education (M.Ed.) Program Requirements
Class A Professional Educator Certification**

Program Transition Points	Application	Background Clearance	TEP Interview	Exam Required for Certification	GPA	Coursework	Assessment of Professional Practices
Program Admission	X	X	X	Praxis: Elementary Education: Three Subject Bundle	2.75	<ul style="list-style-type: none"> • bachelor's degree from regionally accredited institution • minimum 12 hrs. of coursework in English Language Arts at the undergraduate level <p align="center">OR</p>	
					3.0	<ul style="list-style-type: none"> • master's degree from regionally accredited institution • minimum 12 hrs. of coursework in English Language Arts at the undergraduate level 	
Progression to Methods Block (Retention)					3.25	minimum grade of C in all courses	Overall competency rating required
Progression to Pre-Internship Block (Retention)					3.25	minimum grade of C in all courses	Overall competency rating required
Progression to Internship (Retention)				Foundations of Reading 190	3.25	minimum grade of C in all courses	Overall competency rating required
Program Completion				edTPA	3.25	minimum grade of C in all courses	Overall competency rating required

Alt. A Education of the Deaf and Hard of Hearing (M.Ed.) Program Requirements Class A Professional Educator Certification							
Program Transition Points	Application	Background Clearance	TEP Interview	Exam Required for Certification	GPA	Coursework	Assessment of Professional Practices
Program Admission	X	X	X	Praxis: Elementary Education: Three Subject Bundle	2.75	<ul style="list-style-type: none"> bachelor's degree from regionally accredited institution minimum 12 hrs. of coursework in English Language Arts at the undergraduate level <p style="text-align: center;">OR</p>	
					3.0	<ul style="list-style-type: none"> master's degree from regionally accredited institution minimum 12 hrs. of coursework in English Language Arts at the undergraduate level 	
Progression to EDHH II (Retention)					3.25	minimum grade of C in all courses	Overall competency rating required
Progression to EDHH III (Retention)					3.25	minimum grade of C in all courses	Overall competency rating required
Progression to EDHH IV (Internship) (Retention)				Praxis: Special Education Core Knowledge and Applications	3.25	minimum grade of C in all courses	Overall competency rating required
Program Completion				edTPA	3.25	minimum grade of C in all courses	Overall competency rating required

**Alt. A Secondary Education (M.Ed.) Program Requirements
Class A Professional Educator Certification**

Program Transition Points	Application	Background Clearance	TEP Interview	Exam Required for Certification	GPA	Coursework	Assessment of Professional Practices
Program Admission	X	X	X	Praxis: Teaching Field	2.75	bachelor's degree from regionally accredited institution OR	
					3.0	master's degree from regionally accredited institution	
Progression to Phase II (Retention)					3.25	minimum grade of C in all courses	Overall competency rating required
Progression to Phase III (Internship) (Retention)					3.25	minimum grade of C in all courses	Overall competency rating required
Program Completion				edTPA	3.25	minimum grade of C in all courses	Overall competency rating required

**Professional Educator Master's (M.Ed.) Program Requirements
Class A Professional Educator Certification**

Program Transition Points	Background Clearance	GPA	Coursework	Licensure
Program Admission	X	2.75	bachelor's degree from regionally accredited institution	Valid Class B Professional Educator's Certificate in the same teaching field(s) in which Class A certification is sought
		OR		
		3.0	master's degree from regionally accredited institution	
Program Retention		3.25	minimum grade of C in all courses	
Program Completion		3.25	minimum grade of C in all courses	

**Instructional Leadership (M.Ed.) Program Requirements
Class A Professional Educator Certification**

Program Transition Points	Background Clearance	GPA	Coursework	Licensure	Professional Experience	Portfolio	Interview	Exam Required for Certification
Program Admission	X	2.75	bachelor's degree from regionally accredited institution	Valid Class B or Class A Professional Educator's Certificate in a teaching field or another area of instructional support	3 years of full-time education experience at the P-12 level, including minimum of 1 year full-time P-12 teaching experience	X	X	
		OR						
Program Retention		3.25	minimum grade of C in all courses					
Program Completion		3.25	minimum grade of C in all courses		Residency			Praxis: Ed. Leadership: Administration & Supervision

**Instructional Leadership (Ed.S.) Program Requirements
Class AA Professional Educator Certification**

Program Transition Points	Background Clearance	GPA	Coursework	Licensure	Professional Experience	Portfolio	Interview
Program Admission	X	3.0	graduate degree from regionally accredited institution	Valid Alabama Class A Professional Educator's Certificate in Instructional Leadership OR			
				Valid Alabama Class A in Educational Administration or Professional Leadership Certificate	Currently employed in an instructional leadership position OR 3 years of full-time experience in an instructional leadership position	X	X
Program Retention		3.5	minimum grade of C in all courses				
Program Completion		3.5	Research Project; minimum grade of C in all courses				

Appendix B

Guidelines for Employed Candidates

Occasionally, Alternative Master's degree students are employed by local superintendents through the Interim Emergency Certification (IEC) process. 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 (Special Education), 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 full-time at the grade level(s) and teaching field area for which certification/program completion is sought.
- P-12 or K-12 students must be employed at the middle grades (grades 6, 7, and 8). P-12 or K-12 students whose employment is limited to one level (example – elementary) are required to complete 90 hours at the other level (example – secondary) to meet UM and ALSDE requirements 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.

The following information is needed to complete your internship documentation:

- The *Teaching Assignment and Verification for Employed Interns* form verifying employment, teaching area, and assignment of a mentor must be completed by the hiring principal or district HR office. The mentor must hold a master's degree and have at least three years of teaching experience in your teaching field. The form can be found on the TES website.

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 in order to obtain the necessary IEC.

Additional questions or concerns should be directed to the Office of Teacher Education Services, 205-665-6352.

**Appendix C
Candidate Professional Development Plan**

Date:		Time:	
Location			
Place:			
Candidate:		M #:	
Parties Involved:			
Concern Reported:			
Professional Development Plan:	<ul style="list-style-type: none"> • Expectations: • Deadlines: • Point of Contact for Inquires and Status Updates: 		

Candidate Signature*		Date	
<p>*(Candidate) My signature indicates that:</p> <ul style="list-style-type: none"> • I have been given the opportunity to ask questions about all portions of this professional development plan. • I understand the expectations, deadlines, and point of contact for inquires and status updates set forth in this professional development plan. • I am aware that a final copy of this professional development plan containing all signatures will be retained in my TEP file. 			
Faculty Signature		Date	
Faculty Signature		Date	
Program Coordinator Signature		Date	
Department Chair Signature		Date	
Dean Signature		Date	
Director of Teacher Education Services ♦		Date	

♦ *The Director of Teacher Education Services will place a final copy of this professional development plan (containing all signatures) in the candidate's Teacher Education Program (TEP) file.*

Appendix D
Alternative Certificate Approaches

Teacher certification is usually achieved by completing an undergraduate or graduate degree in Education. While these are the usual ways to reach your goal, some certification candidates find themselves in a position to be hired before they have completed or even applied to an Education program. More information on alternative certificate approaches may be found on the Alabama State Department of Education website, www.alsde.edu.

Scenario	Alternative Certification Route
I have a bachelor's degree and I have been hired by a school system.	<p>Emergency Certification: This certification begins and ends with a school system. It is good for two years. It does NOT lead to permanent certification.</p>
I have a bachelor's degree, I have been hired by a school system, and want the quickest route to certification.	<p>Provisional Certificate in a Teaching Field (PCTF): This approach was formerly called the Alternative Baccalaureate-Level Certificate (ABC) Approach. This certification begins with a school system and leads to Class B certification through the ALSDE.</p> <p>With verification of the PCTF, and a letter from the hiring principal or system HR department, a certification candidate is allowed three years to complete four courses: Classroom Management, Evaluation, Special Education, Methods.</p> <p>Courses may be taken at more than one Alabama college or university.</p> <p>After the four courses are completed, the candidate applies to the ALSDE directly for certification.</p>
I have a bachelor's degree, but I have been hired by a school system and I want to receive my Class A certification	<p>Interim Employment Certificate (IEC): This approach was formerly named the Special Alternative Certificate (SAC) Approach. This approach is for certification candidates who are currently in an Alternative A program, or who have been hired by a school system and are admitted unconditionally to an Alternative A program. This approach leads to Class A certification.</p> <p>Unconditional admission to the Alt A program includes a successful Praxis test score, Teacher Education Program interview, and background check.</p> <p>With a letter from the hiring principal or system HR department, the UM Certification Officer can complete an SA1 form and submit it to the school system or directly to the ALSDE. This form leads to the IEC. A candidate may teach under three IECs.</p> <p>The candidate may do student teaching in his or her classroom if the student holds a valid IEC endorsed for the teaching field appropriate to the candidate's teaching assignment and all on the job internship placement requirements are met.</p>

Appendix E

Beginning Teacher Quality Assurance Program

Beginning in 1991, graduates of the College of Education and Human Development 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 CEHD 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 our graduates and subsequently identifies a lack of professional or academic competence will be able to request that the CEHD provide assistance for remedying the problem. The Dean of the CEHD or her designee will visit the school in order to verify the need for and to plan appropriate assistance.

The College's Teacher Quality Assurance 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 CEHD and the public schools of Alabama.

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

To CEHD 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 CEHD 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.

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, the CEHD faculty will help to correct them.

Services to School Systems

- **Beginning Teacher Assistance Information**
 - Ways to help beginning teachers adjust to new jobs and enhance their professional growth.
- **Requests for Assistance**

- Investigation and assistance in addressing verified performance problems for CEHD graduates.

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.