Judson College
Department of Education

Teacher Education Handbook

Judson College
Department of Education
302 Bibb Street
Marion, AL  36756
(334) 683-5143
http://www.judson.edu/education

A Handbook for Teacher Candidates, Cooperating Teachers, School Leaders, and College Supervisors

(Effective January 2013, Revised August 2013)
Notice of Nondiscriminatory Policy as to Students and Employees

Judson College complies with applicable laws prohibiting discrimination including Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1972/73, the Vietnam Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not discriminate unlawfully on the basis of race, color, religion, national origin, sex, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and services.

Inquiries and concerns regarding this policy may be directed to the Registrar, Judson College, 302 Bibb Street, Marion, AL 36756.

Accreditation 290-3-3-.02

Judson College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees and the Associate Degree in Nursing. Contact Information: 1866 Southern Lane, Decatur, Georgia 30033-4097. Telephone number is 404-679-4500.

The College’s undergraduate teacher education programs are approved by the Department of Education of the State of Alabama (5215 Gordon Persons Building, P. O. Box 302101, Montgomery, Alabama 36130-2101).

The College’s music program is accredited by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248).

If the institution loses regional accreditation at one or more levels, the Unit must notify candidates individually and in writing.
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Overview of Judson College

Judson's heritage is one of dreams, triumphs, and faith. Established in 1838 by members of the Siloam Baptist Church of Marion, Alabama, Judson College continues to honor her commitment to Christian higher education for women.

The Judson Female Institute, named for Anne Hasseltine Judson, the first American woman to serve as a foreign missionary, opened January 7, 1839. A four-story, Greek Revival style building was erected by 1840. In January of 1841, The Judson was incorporated by the Alabama General Assembly. In 1903, the school officially became known as Judson College.

Judson students enjoy the unique traditions and character of the past while preparing for the challenges of an ever-changing world. Faculty and staff strive to help each student achieve her dreams through the development of mind and soul.

Throughout her history, Judson has educated women in the humanities, social sciences, natural and physical sciences, education, and fine arts. Graduates of the College have achieved success in concert halls, graduate educational institutions, homemaking and community service, hospitals, social services, scientific research facilities, law offices, corporations, government service, education and church-related vocations.

In the 21st century, Judson remains committed to her mission of Christian higher education. By investing in technology, continuously improving academic programs, and renovating and restoring the historic campus, Judson College assures the relevance of her mission and service.

Overview of the Department of Education

The Unit is part of the Social Sciences Division of the College. All full-time education professors hold terminal degrees in their respective teaching areas. The faculty is responsible for teaching courses, advising students, and supervising field experiences and clinical practice. All education professors teach courses with the Distance Learning program as well.

Judson College offers teacher education programs leading to the State of Alabama initial certification at the Class B level (undergraduate degree level). Programs in elementary education do not require an academic major (ALSDE Rule 290-3-3-.02(4)).

<table>
<thead>
<tr>
<th>CLASS B CERTIFICATION PROGRAMS</th>
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<tbody>
<tr>
<td>Elementary Education K-6</td>
</tr>
<tr>
<td>Music Education, Vocal/Choral Only P-12</td>
</tr>
<tr>
<td>Secondary, General Science Education 6-12</td>
</tr>
<tr>
<td>Secondary, Social Science Education 6-12</td>
</tr>
<tr>
<td>Secondary, Language Arts Education 6-12</td>
</tr>
<tr>
<td>Secondary, Mathematics Education 6-12</td>
</tr>
</tbody>
</table>
Vision and Mission (290-3-3-.02(1)(a))

The conceptual framework provides a broad vision and clear mission for all Unit programs. It is used to consistently convey the predominant values, assumptions, and ideals of the Unit to all constituents and serves as the foundation for unified and coherent decision making regarding (a) curricula, (b) candidate proficiencies, (c) Unit assessment, and (d) other Unit policies, procedures, and practices.

Vision

The vision statement of Judson College expresses the desire for the institution to become the finest Christian college of arts, sciences, and professional studies for women in America. The Unit’s vision statement aligns with the College’s in that we seek to become the finest Christian Department of Education for women in America. As the basis for this vision, all programs within the Unit are sequentially structured to provide the knowledge and experience necessary for the development of the central theme of the Unit’s conceptual framework: Teachers Who Are Prepared for Life and Learning.

The Unit prepares highly qualified teacher candidates to positively impact student learning in K-12 schools in America. The Unit’s teacher candidates think critically, accept responsibility, and deliver effective instruction, and continue to grow throughout their careers both as individuals and as professionals. Implied in the theme, Teachers Who Are Prepared for Life and Learning, is the Unit’s view that the acquisition of knowledge, skills, and dispositions is a continuously evolving process that occurs over an individual’s professional life. This theme promotes the aim of the motto of Judson College—knowledge and faith for a purposeful life.

The Unit’s vision regarding candidate performance and ongoing development for life and learning is subdivided into five core areas that are integrated within its programs:

I. Professional Knowledge  
II. Teacher as a Practitioner  
III. Teacher as a Lifelong Learner  
IV. Teacher as a Change Agent  
V. Professional Dispositions

The Unit views each area as critical to successful candidate preparation and, consequently, considers these central elements in its programs, curricula, and assessment measures.

Professional knowledge. Professional knowledge is considered the shared knowledge and skills among qualified practitioners, the origin of which is grounded in research and best practices. The Unit considers that such knowledge must be acquired and developed within six major areas:

A. Content Knowledge  
B. Historical and Social Foundations  
C. Philosophical Foundations  
D. Psychological Foundations  
E. Learning Theories  
F. School Effectiveness Research

Collectively, these areas comprise a candidate’s overall knowledge of pedagogy and professional practice. Each area is developed and enhanced through programs that are aligned with professional, state, and institutional standards.

Teacher as a practitioner. Teacher as a practitioner acknowledges that teaching is a multifaceted process, involving an analysis of classroom events and circumstances, which by virtue of their complexity require
frequent and continual classroom observation, evaluation, and subsequent action. To become an effective teacher, it is not enough to be able to recognize what happens in the classroom; rather, it is imperative to understand the "why's," "how's," and "what if's" as well. This understanding comes through the consistent practice of reflective thinking about the role of the teacher. Candidates are provided numerous opportunities in various and diverse settings to demonstrate their growth and understanding of the role of the teacher. The knowledge, skills, and professional dispositions are therefore acquired by the candidate through a structured program progression intended to prepare professionals who have a sound understanding of research and practice and from that can make well-informed decisions about their own professional practice throughout their careers. These decisions must be based on principled knowledge reflecting an understanding of the unique contexts of different situations. The Unit identifies seven areas that promote this aim:

A. Excellence in Instruction
B. Classroom Management
C. Classroom Culture and Climate
D. Lesson Design and Implementation
E. Curriculum Development
F. Evaluation Skills
G. Instructional Technology Skills

These areas overlap and support each other to provide a foundation of instructional design that creates a school environment that promotes student achievement and enthusiasm for lifelong learning.

Teacher as a lifelong learner. Teacher as a lifelong learner denotes the Unit’s assumption that learning is not a terminal endeavor. Faculty believe that sound decision making and professionalism are not skills that present themselves fully developed with the onset of professional practice. Instead, they occur as a gradual development of abilities in using knowledge and skills in the world of practice. Inherent in the statement of the teacher as a lifelong learner are these goals:

A. Professional Development
B. Professional Societies
C. Professional Behavior
D. Awareness of State Standards
E. Reflective Practitioner
F. Graduate Study

Our programs offer the candidate opportunities to extend and apply knowledge, skills, and dispositions to develop greater intellectual and professional maturity, utilizing instructional design that creates a school environment that promotes student achievement and engenders enthusiasm for lifelong learning.

Teacher as a change agent. Teacher as a change agent is the recognition that teaching at its core is a moral profession. The Unit has developed a paradigm of instruction for teacher candidates that focuses on moral purpose. It includes:

A. Service to the Community, School, District, State, and World
B. Encourage the Responsibility of Students
C. Christian Values
D. A Voice for Women
Judson College, through the Office of Faith-Based Service and Learning, integrates meaningful community service with instruction and reflection to enrich learning experiences. Candidates in the Unit learn the practical applications of their studies by becoming actively contributing citizens through the service they perform to the community. Candidates build positive citizenship traits as they work in K-12 settings and community projects. Candidates discover that Christian acts of service build bridges between words and deeds and offer students an opportunity to be active in addressing the concerns, needs, and hopes of children.

**Professional dispositions.** Certain standards of professional practice and behavior will always exist and be used as measures of accountability, and the Unit recognizes that positive behaviors, actions, and patterns of conduct guide the profession. The following value-laden attributes guide teacher candidates’ work:

A. Ethical  
B. Responsible  
C. Tolerant  
D. Collegial  
E. Mature  
F. Values Diversity  
G. Respectful  
H. Passionate for Teaching

**Mission**

**Motto: Teachers Who Are Prepared for Life and Learning**

The mission of the Unit is to prepare highly-skilled, knowledgeable, and continually developing teacher candidates who have the knowledge, skills and dispositions essential to effective teaching. Our mission is to develop teachers who can (a) think critically, (b) accept responsibility, (c) deliver effective instruction, and (d) continue throughout their career to grow both as individuals and professionals. We strive to provide activities that encourage an appreciation of personal values, skills, and affective relationships. We encourage teacher candidates to develop relationships with the local cultures by participating in individual and community activities that promote Christian character. We seek to facilitate development in all areas—cognitive, physical, psychosocial, spiritual, and aesthetic—by providing balanced instructional programs consistent with the mission of Judson College. The Unit’s primary mission functions within the context of the larger mission of the Institution, which is as follows:

*Judson College, a private, undergraduate institution committed to academic excellence in the arts, sciences, and professional studies, offers distinguished student-centered academic programs in a residential, single-gender setting and through distance education to both genders. As a caring, collegiate community related to the Alabama Baptist Convention, Judson College is dedicated to maturing its students into well-adjusted and productive citizens through the transmission of knowledge, the refinement of intellect, the nurturing of faith, the promotion of service, and the development of character. Resulting from these efforts, Judson graduates will:

- Be knowledgeable in their academic area and be informed and contributing members of their communities;
- Think critically and communicate effectively;
- Be persons of enduring faith and character who are eager to serve and to lead.*

As depicted on the following page, the Unit’s mission is in precise alignment with each of the goals and assumptions articulated in the Institution’s broader mission:
“…a private, undergraduate institution committed to academic excellence in the arts, sciences, and professional studies…” — The general education curriculum is considered the foundation for professional study, especially in light of increased emphasis on the role of subject-matter knowledge and understanding in effective teaching and learning and in providing quality instruction in K-12 schools. All Unit candidates are expected to think critically, write well, read widely, and speak clearly in the context of a broad base of integrated and interconnected knowledge; thus, becoming persons possessing knowledge and faith for a purposeful life who can make significant contributions to their world of practice through service and leadership.

“…professional study related to the Alabama Baptist State Convention…” — The Unit supports the mission of the Alabama Baptists who founded Judson College in 1838.

“…offers distinguished student-centered academic programs in a residential single gender setting and through distance education to both genders…” — Accountability and self-review are standard procedures in the Unit for accrediting purposes and for maintaining vitality and renewal of programs and personnel. Programs in the Unit are built on standards for professional, pedagogical, and subject-matter excellence.

“…transmission of knowledge…” — Professional programs are strengthened by a variety of learning experiences that stress literacy in science, mathematics, technology, language, and the social sciences, as well as appreciation of the arts.

“…refinement of intellect…” — All programs in the Unit are built on a model of inquiry that stresses cognitive understanding without neglecting the affective component of sound professional judgment.

“…nurturing of faith…” — Teacher candidates attend weekly chapel programs and are involved in service learning projects in their education courses through the Office of Faith-Based Service and Learning.

“…development of character…” — The development of character is acknowledged as critical in the College’s conceptual framework and is also stressed by the Unit. Positive dispositions are an important goal for candidates and are facilitated by collegial interactions, meaningful field experiences, and expanded professional development opportunities.
Department of Education Faculty and Staff

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Dr. Lesley Sheek, PhD
Director of Clinical Practice
Associate Professor, Department of Education
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    334.683.5133

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Judson College Teacher Education Program Definitions

Other pertinent definitions can be found in the Alabama State Department of Education *Administrative Code* pages 105-111.

1. **Alabama Quality Teacher Standards** – pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers candidates are required to align their practice and professional learning with this set of prescribed standards.

2. **Clinical Practice** – internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Additional information is provided in the definitions for field experiences and internship in Rule 290-3-3-.01(16) and (23). Alabama uses the word “internship” in lieu of student teaching.

3. **Cooperating Teacher** – the public or private school teacher who is directly responsible for the day-to-day supervision of a Teacher Education Program candidate in a school facility.

4. **Dispositions** – those personal qualities deemed necessary for candidates of the teaching profession.

5. **Teacher Advisory Committee** – a group of faculty from the Unit and K-12 personnel from the surrounding counties. This committee’s duties are as follows:
   - To continually evaluate the conceptual framework of the unit.
   - To evaluate the assessment system of the program.
   - To provide information and ideas on enhancing clinical experiences.
   - To assist in the recruitment of teacher candidates and qualified faculty members.
   - To provide information and ideas particular to the pedagogy, curriculum, and instruction in K-12 settings.

6. **Teacher Education Committee** – a group of faculty from the Unit and support staff from Judson College. This committee’s duties are as follows:
   - To provide guidance to the Unit.
   - To approve policy and program changes.
   - To make recommendations to the Head of Department of Education on candidate admission into the Teacher Education Program.

7. **Teacher Education Program (TEP)** – a formal program to which all education majors are required to be admitted. Teacher candidates must be formally admitted to the Teacher Education Program before they may enroll in more than five professional education courses.
Teacher Education Program Governance

The Department of Education at Judson College is governed by the Teacher Advisory Committee, an autonomous body comprised of teacher education faculty, arts and science faculty, fine arts faculty, alumnae from education programs, K-12 school personnel, and teacher candidate representatives.

Because its duties are a collaborative endeavor, the TAC supports and develops highly qualified teachers. This collaboration is an opportunity for the Unit and its partners to design, implement, and evaluate the most important work that teacher candidates can ever do, teaching our K-12 students.

Collaboration between partners is required to plan proper field experiences for teacher candidates in the Department of Education (ALSDE Rule 290-3-3-.02(6)(a)1. and 9(e) and (f)). The Department of Education at Judson College meets these sections of the code by creating the Teacher Education Committee and the Teacher Advisor Council. Often they work in tandem.

The Teacher Advisory Committee and the Teacher Education Committee (made up of those members below with an asterisk by their names) meet twice each year to make decisions regarding curriculum, policies, and procedures that affect all teacher education programs, including the design, implementation, and evaluation of field experience and clinical practice experience. Members of the 2013-2014 TAC include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Scott Bullard*</td>
<td>Academic Dean, ex-officio officer</td>
</tr>
<tr>
<td>Dr. Gwen McCorquodale*</td>
<td>Head of Department of Education</td>
</tr>
<tr>
<td>Dr. Lesley Sheek*</td>
<td>Education Professor</td>
</tr>
<tr>
<td>Dr. Robert Metty*</td>
<td>Education Professor</td>
</tr>
<tr>
<td>Dr. Joe Frazer*</td>
<td>History, Teacher Education Committee</td>
</tr>
<tr>
<td>Dr. Kristopher McConnell*</td>
<td>Science, Teacher Education Committee</td>
</tr>
<tr>
<td>Dr. Stacey Parham*</td>
<td>English, Teacher Education Committee</td>
</tr>
<tr>
<td>Dr. Ray Price*</td>
<td>Math, Teacher Education Committee</td>
</tr>
<tr>
<td>Mr. John Heard, III</td>
<td>Superintendent, Perry County Schools</td>
</tr>
<tr>
<td>Ms. Marcia Smiley</td>
<td>Central Office, Perry County Schools</td>
</tr>
<tr>
<td>Dr. Mechelle Holifield</td>
<td>Principal, Brent Elementary School</td>
</tr>
<tr>
<td>Mrs. Angela Harbin</td>
<td>Reading Coach, Brent Elementary School</td>
</tr>
<tr>
<td>Mrs. Renee Holifield</td>
<td>Teacher, Brent Elementary School</td>
</tr>
<tr>
<td>Mrs. Susan Young</td>
<td>Teacher, Brent Elementary School</td>
</tr>
<tr>
<td>Mrs. Marshae Pelt</td>
<td>Principal, Albert Turner Elementary</td>
</tr>
<tr>
<td>Mrs. Johnita Jackson</td>
<td>Counselor, Albert Turner Elem</td>
</tr>
<tr>
<td>Mrs. Betty Lucky</td>
<td>Teacher, Albert Turner Elementary</td>
</tr>
<tr>
<td>Miss Edna Jones</td>
<td>Teacher, Albert Turner Elementary</td>
</tr>
<tr>
<td>Dr. Cathy Denise Trimble</td>
<td>Principal, Francis Marion High</td>
</tr>
<tr>
<td>Mrs. Willie C. Edwards</td>
<td>6th grade English, Francis Marion High</td>
</tr>
<tr>
<td>Mr. Jay Alston</td>
<td>Principal, Bibb County High School</td>
</tr>
<tr>
<td>Ms. Melinda Collums</td>
<td>English Teacher, Bibb County High School</td>
</tr>
<tr>
<td>Mrs. Marianne McGriff</td>
<td>Teacher, Bluff Park Elementary School, Judson Alumna</td>
</tr>
<tr>
<td>Mrs. Anne Kemp</td>
<td>Teacher, Hoover High School</td>
</tr>
<tr>
<td>Dr. Jann Montgomery</td>
<td>Teacher, Brocks Gap Intermediate School</td>
</tr>
<tr>
<td>Mrs. Anna McCray Tilley</td>
<td>Teacher, Tuscaloosa County, Judson Alumna</td>
</tr>
</tbody>
</table>
Miss Amanda Carle  Teacher, International Mission Board, Judson Alumna
Miss Sarah Smith  Youth Services Coordinator, Judson Alumna
Mrs. Beth Lang  Teacher, Highlands School, Judson Alumna
Mrs. Jodie Bojonca  Teacher, Headland High School, Judson Alumna
Mrs. Verlander Jones  Assistant Principal, Albert Turner Elementary
Ms. Annette Scott  5th Grade Teacher, Albert Turner Elementary
Ms. Melia Brashear  Principal, B.B. Comer Elementary School
Ms. Brandi McDaniel  3rd Grade Teacher, B.B. Comer Elementary School
Ms. Tammy Gill  4th Grade Teacher, B.B. Comer Elementary School
Ms. Vanessa Shay Arant  Kindergarten Teacher, Fayetteville High School
Ms. Jennifer Mitchell Spradley  Guidance Counselor, Stemley Road Elementary School

Judson College Department of Education Professional Dispositions (ALSDE Rule 290-3-3-.02(1)(a))

Teacher candidates in the Teacher Education Program of Judson College are expected to display the following professional dispositions.

**Students and their Families**

<table>
<thead>
<tr>
<th>Sensitivity to Diversity</th>
<th><strong>Description:</strong> Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Student Motivation</td>
<td><strong>Description:</strong> Students’ motivation is enriched by addressing inherent and academic needs in a positive classroom.</td>
</tr>
<tr>
<td>Commitment to Student Success</td>
<td><strong>Description:</strong> A commitment to student success includes embracing uniqueness of all learners by providing opportunities for all students to be successful, encompassing all learning styles.</td>
</tr>
<tr>
<td>Commitment to Safety and Well-Being</td>
<td><strong>Description:</strong> For the safety and well being of students and other personnel, one should have a thorough knowledge of school policies and procedures.</td>
</tr>
<tr>
<td>Commitment to Effective Communication</td>
<td><strong>Description:</strong> Provide pro-active and effective communication with students, parents, administrators, as well as other education stakeholders in both spoken and written form.</td>
</tr>
</tbody>
</table>

**Colleagues/Professional Community**

<table>
<thead>
<tr>
<th>Commitment to Collaboration</th>
<th><strong>Description:</strong> A commitment to collaboration includes being willing to cooperate with teachers at all grade levels; to share and accept ideas; to work with all education stakeholders; and to seek answers to things you don’t know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Conduct</td>
<td><strong>Description:</strong> Professional Conduct (as defined by the Judson College Handbook) includes dressing professionally, arriving/departing on time, arriving prepared for assignments, being honest, and possessing an open attitude toward constructive criticism.</td>
</tr>
<tr>
<td>Commitment to Improving Teaching</td>
<td><strong>Description:</strong> A commitment to improving teaching begins with active participation in a professional learning community that is site-based and instructionally focused. Included in this is a willingness to improve the quality of teaching through workshops, in-service, peer modeling, continuing education, and openness to research-based ideas and trends.</td>
</tr>
<tr>
<td>Legal and Ethical Conduct</td>
<td><strong>Description:</strong> Legal and ethical conduct mandates a familiarity with local and state laws, school board policies, and an adherence to the law and these policies.</td>
</tr>
</tbody>
</table>
Acceptance of Feedback  
**Description:** Acceptance of feedback is the willingness to accept constructive criticism from administration and colleagues that improves student learning.

Commitment to the Profession  
**Description:** A commitment to the education profession is evidenced by a willingness to continue to learn; to work beyond school hours to plan, collaborate, and organize materials; and an understanding that learning extends beyond the walls of the school building.

In order for candidates to progress through the Teacher Education Program dispositions must be rated at a level 3 (proficient). Ratings of 2 (basic) will result in the creation of an action plan for candidate remediation. Rating of 1 (unacceptable) will prevent a candidate from progressing to the next checkpoint in their program.

**Professional Dispositions Assessment Form Introduction**
Each academic year professional dispositions are evaluated by candidates, the cooperating or supervising teacher, and/or faculty. Completed Disposition Assessment Forms are maintained in teacher candidates’ folders in the Certification Officer’s Office.

**Professional Dispositions Assessment Rubric**

<table>
<thead>
<tr>
<th>Unacceptable- 1</th>
<th>Emerging- 2</th>
<th>Proficient- 3</th>
<th>Exceptional- 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate did not demonstrate one or more of the behaviors as defined by Judson College Professional Dispositions</td>
<td>The candidate inconsistently demonstrated behavior as defined by Judson College Professional Dispositions</td>
<td>The candidate consistently demonstrated behavior as defined by Judson College Professional Dispositions</td>
<td>The candidate universally demonstrated behavior as defined by Judson College Professional Dispositions</td>
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Professional Dispositions Assessment Form

Judson College Department of Education
“Teachers who are prepared for life and learning”

The following form is used to assess professional dispositions in coursework. Students are expected to display professional dispositions throughout their program at Judson College and may be found in violation of a disposition during any semester.

Please use the following scale when rating the teacher candidate:
1- Unacceptable      2- Basic       3- Proficient               4- Exceptional

<table>
<thead>
<tr>
<th>Students and Their Families</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</tr>
</tbody>
</table>

Comments:

Please Check:

_____ Judson College Faculty  _____ Cooperating Teacher  _____ Student

_____ Block I  _____ Block II  _____ Block III  _____ Block IV  _____ Block V

______________________________________________________________
Printed Name of Candidate

______________________________________________________________
Signature of Candidate          Date

______________________________________________________________
Signature of Reviewer            Date
Professional Disposition Deficiency Form

Judson College Department of Education
“Teachers who are prepared for life and learning”

Teacher Candidate’s Name ______________________________________________________

Form Completed By: ____________________________________ Date:___________________

Please check the area(s) of professional disposition deficiency:

**Students and Their Families**
- Sensitivity to Diversity
- Commitment to Student Motivation
- Commitment to Student Success
- Commitment to Safety and Well-Being
- Commitment to Effective Communication

**Colleagues/Professional Community**
- Commitment to Collaboration
- Professional Conduct
- Commitment to Improving Teaching
- Legal and Ethical Conduct
- Acceptance of Feedback
- Commitment to the Profession

Please describe the deficiency in specific terms and relate the behavior to the deficiency area marked above. You may use the reverse side of the form or attach additional documents.

After completing the form and discussing the deficiency with teacher candidates, please submit the form to the Head of Department of Education.

_________________________________________________________ ______________________
Signature of Person Submitting Form Date

_________________________________________________________ ______________________
Teacher Candidate’s Signature Date

In the event of a Professional Disposition Deficiency, candidates will follow guidelines provided in the Alabama Educator Code of Ethics, Judson College Department of Education Assessment System and/or Judson College Honor System and other policies of the College.
Policies for Certification Programs

Teacher candidates enrolled in the licensure programs at Judson College are accountable to all of the academic policies in the current Judson College Catalog as well as those policies mandated by the Alabama State Department of Education.

Judson College offers teacher education programs leading to the State of Alabama initial certification at the Class B level (undergraduate degree level).

<table>
<thead>
<tr>
<th>CLASS B CERTIFICATION PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education K-6</td>
</tr>
<tr>
<td>Music Education, Vocal/Choral Only P-12</td>
</tr>
<tr>
<td>Secondary, General Science Education 6-12</td>
</tr>
<tr>
<td>Secondary, Social Science Education 6-12</td>
</tr>
<tr>
<td>Secondary, Language Arts Education 6-12</td>
</tr>
<tr>
<td>Secondary, Mathematics Education 6-12</td>
</tr>
</tbody>
</table>

General Academic Policies

Student Advisement
Teacher candidates are responsible to schedule conferences each semester with their advisor to ensure they are completing all coursework as prescribed by the Degree Plan Checklist approved by the ALSDE for the year in which they began a program with the Unit.

Unit Grading Scale and Assessments
Individual assignments and the final grade are evaluated in terms of % total points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B</td>
<td>82-91</td>
</tr>
<tr>
<td>C</td>
<td>72-81</td>
</tr>
<tr>
<td>D</td>
<td>64-71</td>
</tr>
<tr>
<td>F</td>
<td>0-63</td>
</tr>
</tbody>
</table>

Multiple assessment strategies shall be used to evaluate candidates’ performance and effect on student learning. Candidates, school faculty, and college faculty shall jointly conduct assessments of teacher candidate performance throughout field experiences and internships [clinical practice] (ALSDE Rule 290-3-3-.02(6)(a)8).

Courses, Credits, and/or Programs Acceptable to Meet State Approved Program Requirements (ALSDE Rule 290-3-3-.02(2))

Transfer
Judson College accepts academic credit from regionally accredited institutions of higher education as well as credit earned through AP, CLEP, DANTES and IB prior to initial enrollment. No more than sixty-four (64) semester hours (or the equivalent quarter hours) may be accepted for transfer credit from a regionally accredited community and/or junior college. All appropriate credits will be evaluated and transferred on a course-by-course basis. No course(s) will be transferred in which a grade below a "C" was earned. Two-year college courses which parallel Judson upper-level (300-400) courses may transfer but will not count toward the requirements for junior-senior (300-400) hours in the major or the degree. A student may, however, petition a department to take
a "challenge test" or complete a project to receive upper-level credit for the course. In the event that the transferred course is a required course in a major, the Unit may designate a substitute upper-level course. Developmental and/or remedial classes taken at institutions other than Judson College will not be accepted as transfer credit nor will the hours earned apply to any degree program offered by Judson College (ALSDE Rules 290-3-3-.02(2)(d); 290-3-3-.04(3)(a)(v)).

Professional education courses to be applied toward Alabama Teacher Certification (300 or higher level courses at Judson) will not transfer from a two-year college. The applicant must also have a grade point average equal to Judson's minimum academic standards after combining all courses attempted at all colleges.

All professional studies courses are subject to approval by the ALSDE and the Head of the Education Department prior to transfer. Teacher candidates are responsible for producing syllabi to the Unit from each course taken at another university which they wish to be considered for transfer (ALSDE Rule 290-3-3-.02(2)(a) and (b)).

If an individual completes a Class B program at Judson and wants to return to Judson for a new Class B program, professional studies courses common to both approved checklists are not subject to the five-course limit. However, if the individual has taken more than five professional studies courses on the checklist of the second program, no additional professional studies courses may be taken prior to unconditional admission (ALSDE Rule 290-3-3-.02(2)(i)).

**Retention of Student Records within the Unit**

The Unit will retain student records for seven years after the Alabama State Unit issues initial certification to a Judson College Teacher Education Candidate.

The Unit will retain student records for seven years from the date of unconditional admission to the Teacher Education Program. (ALSDE Rule 290-3-3-.02(2)(f): “A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.”)

The Unit will retain student records for one year from the date in which a Non-Teacher Education Program student completed an education course.
Teacher Education Program Policies

**Judson College Email**
Judson College email is the official means of communicating with teacher candidates. Important information is provided to education students on a regular basis. Teacher candidates are responsible for checking their Judson College email account on a daily basis. Failure to check Judson College email will not be accepted as an excuse for missing deadlines.

**Dress Code Policy**
Professional dress is expected of all teacher candidates during all clinical experiences and Unit events.

**Representing Judson College in K-12 Partnership Schools**
Judson College teacher candidates are expected to adhere to the Alabama Educator Code of Ethics and the Judson College Department of Education Professional Dispositions.

**Web-Based Course Management System**
Judson College uses Moodle as the Internet tool for course management. All teacher candidates are expected to access the Moodle Room for their enrolled course.

**Classroom Management Policies**
- **Attendance Policy**
  Judson College Academic Catalog outlines the class attendance policy. To fulfill the attendance requirements outlined by the Alabama State Department of Education, attendance for every day of the fifteen week internship experience is expected.

- **Disability Statement**
  A student with a disability who wishes to request accommodations in this course should proceed as provided in the college’s policy which can be secured from the Registrar’s Office.

- **Turnitin Statement**
  A student’s enrollment shall constitute the student’s understanding of and consent to the copying of student writing and communication of the writing to Turnitin.

- **Academic Dishonesty**
  The academic dishonesty policy described in the Judson College Academic Catalog will be followed in this course.

- **Assumption of the Risk, Release, Hold Harmless and Indemnity Agreement**
  On the first day of class during the fall term, teacher candidates sign and date the Assumption of the Risk, Release, Hold Harmless and Indemnity Agreement. This is an academic yearly notice.

- **Early Alert Deficiency**
  In order to support academic success at Judson College, faculty members are encouraged to confer with students experiencing difficulties in class. Each semester the academic calendar lists the date for early alert deficiency. Teacher candidates should note this date and make an appointment with the course professor to discuss performance.
Honor System, The Pledge of Honor, Code of Conduct, and Student Grievance Complaint Process

Teacher candidates are expected to follow the Judson College Code of Conduct of the Honor System which is outlined in the Judson College Academic Catalog.

Judson College follows the procedures outlined in the Judson College Student Handbook should a teacher candidate have a complaint regarding issues with the College. Additionally, the Unit will follow the Student Grievance Complaint Process and will regularly and systematically compile, summarize, and analyze this data to improve candidate performance, program quality, and Unit operations (ALSDE Rule 290-3-3-.02(8)(a)5.).

Unit Accountability

Judson College guarantees the success of the teacher candidates who complete our approved programs, who are certified by recommendation for the College, and who are employed in their area(s) of specialization in an accredited private or public school in the state of Alabama. Judson College will provide remediation, at no cost, if a graduate receives less than a satisfactory rating on an EDUCATE Alabama evaluation. This warranty is valid for the two years following the date listed on the initially issued Teaching Certificate. Judson College will not be required to provide remediation for more than the first two years of employment (ALSDE Rule 290-3-3-.02(10)and (10)(a-b)).

Assessment

The assessment system for programs in the Department of Education at Judson College flows from the department’s conceptual framework as well as national and state standards for program approval and accreditation. The department’s conceptual framework’s theme, “Teachers who are prepared for life and learning,” captures the shared philosophy and mission embraced by programs within the Department. Teacher candidates are engaged in an on-going maturation process that prepares students to make informed decisions based on sound content knowledge and best pedagogical practices.

The department’s assessment system is developmentally focused using a variety of formative assessments. Emphasis on continual growth is reflected in the conceptual framework. By regularly collecting and analyzing data on applicant qualifications, candidate performance, and department operations, the department is able to regularly assess teacher candidates and programs for improvement.

The department assessment system is standards-based with the expectation that all candidates will develop increased proficiency, meeting national and/or state standards. Candidates for initial teacher certification in teaching are expected to develop proficiency with the Alabama Quality Teaching Standards, Alabama Continuum for Teacher Development, and Interstate Teacher Assessment and Support Consortium.

The department assessment system includes the collection of multiple forms of data such as GPAs, test scores, interview data, benchmark assignment data, portfolio scores, and performance observation data.

The department assessment system includes the collection of data at multiple program junctures: entry, progression through blocks, program completion, and follow-up into practice.

The department assessment system is comprehensive in that every program participates in the evaluation cycle.
Discontinuation of Programs

If the unit chooses to discontinue a program or place it on inactive status, the unit head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program (ALSDE Rule 290-3-3-.02(12)(a)).

Admission and Retention Requirements of the Teacher Education Program Prior to Formal Admission to the Teacher Education Program (TEP) (ALSDE Rule 290-3-3-.02(6)(a)9.)

Students must declare an education field as their academic major in the registrar’s office and the teacher certification office in the Unit. At this time, the student’s education file will be started. Admission to Judson College does not qualify a student admission to a teacher education program (ALSDE Rule 290-3-3-.04(3)(a)1.). Prior to admission to TEP, teacher candidates are eligible to enroll in the following education coursework (ALSDE Rule 290-3-3-.04(3)(a)3.(i)):

- EDU 201 – Introduction to Education,
- EDU 204 – Human Growth and Development,
- EDU 302 – Educational Psychology,
- EDU 311 – Instructional Media, and/or
- EDU 402 – Exceptional Children.

Prior to program admission, the candidate may repeat any of the five courses in which the candidate received a grade of C or below (ALSDE Rule 290-3-3-.04(3)(a)3.(iii)). Courses containing field experience components are designed to assist the candidate in making a wise career choice (ALSDE Rule 290-3-3-.04(3)(a)2.(vi)).

Students seeking admission to the Teacher Education Program must schedule with the Certification Officer a time to complete the Teacher Education Written Exam and Oral Interview. In the written exam, the candidate will describe how she exemplifies three of the professional dispositions. They must also complete the Application to the Teacher Education Program form.

Requirements for Admission to the Teacher Education Program (ALSDE Rule 290-3-3-.04(3)(a)2.):

1. Fifty-three (53) semester hours of college studies in a general studies program
2. Written application submitted to the Teacher Education Committee (ALSDE Rule 290-3-3-.04(3)(a)2.)(ii)
3. A minimum score of 18 on the ACT and/or acceptable GPA scores from high school as determined by the office of the Vice President and the Academic Dean
4. A minimum grade point average (GPA) of 2.5 overall (ALSDE Rule 290-3-3-.04(3)(a)2.(iii)
5. A passing score on the Alabama Educator Certification Testing Program (AECTP) – Work Keys only
6. Satisfactory completion with a score of 2.0 or higher of a Teacher Education Written Exam and Oral Interview (ALSDE Rule 290-3-3-.04(3)(a)2.(v))
7. Completion of no more than 15 hours of education coursework (see course list above)
8. Submission and completion of a Criminal History Background check which includes fingerprinting submitted to Alabama Bureau of Investigations and Federal Bureau of Investigations (ALSDE Rule 290-3-3-.04(3)(a)2.(i))
9. Proof of professional liability insurance submitted to the Certification Officer
10. Signature on the Assumption of Risk, Release, Hold Harmless and Indemnity Agreement.
An applicant will be notified in writing if the application for admission to a specific teacher education program has been accepted (ALSDE Rule 290-3-3-.04(3)(a)1.). A candidate must meet all the requirements to be unconditionally admitted to the Teacher Education Program (ALSDE Rule 290-3-3-.04(3)(a)3.).

Requirements for Retention to the Teacher Education Program:

1. Maintain a minimum 2.5 GPA overall in accordance with College policy
2. Maintain a 2.5 GPA in professional studies courses listed on the approved checklist for the appropriate program
3. Maintain a 2.5 GPA in the teaching field courses listed on the approved checklist for the appropriate program
4. Earn a final grade of “C” or better in all professional studies courses, including retakes
5. Complete the program within a four-year period after admission to the program
6. Satisfactory scores on the Judson College Professional Dispositions Assessment Form.

Admission to Clinical Practice (ALSDE Rule 290-3-3-.02(6)(a)8.(i).)

Upon receipt of the Clinical Practice Application Form, a review of the teacher candidate’s file is made for completion of all prerequisites. The necessary prerequisites include the following:

- Teacher candidates must have verification of acceptance into the Teacher Education Program
- Teacher candidates must have completed all of the semester hours required for completion of the education program by the end of the semester or academic year in which the clinical practice application is submitted. Hours will vary according to the program
- Teacher candidates must maintain a 2.5 overall GPA
- Teacher candidates must earn a grade of “C” or better in all professional studies and teaching field courses
- Teacher candidates must have demonstrated evidence of satisfactory competence during the field experience assignments and have completed a minimum of 201 hours of field experience
- Teacher candidates must have passed the Praxis II exam in the specific teaching field
- Teacher candidates must pass the Praxis Principles of Learning and Teaching exam
- Elementary education teacher candidates must pass the Praxis Teaching Reading exam
- Teacher candidates must have completed a Criminal History background check with Alabama Bureau of Investigations and the Federal Bureau of Investigations
- Teacher candidates must provide proof of liability insurance
- Teacher candidates must have signed the Assumption of Risk, Release, Hold Harmless and Indemnity Agreement.

In rare cases, with the permission and at the professional discretion of the Head of the Department of Education or Academic Dean of the College, a student may be allowed to start clinical practice prior to successfully completing all required Praxis examinations. Students doing so must complete all required examinations at the first available opportunity in order to be allowed to continue in clinical practice.

Completion of the Teacher Education Program

The following guidelines direct completion of the education degree:

- The Alabama State Board of Education requires teacher candidates to complete a comprehensive exam/portfolio for completion of the program. Judson College’s exit exam/portfolio consists of an E-Portfolio and an Oral Presentation of the Clinical Practice Experience (see Clinical Practice Handbook).
Teacher candidates must successfully complete the exam/portfolio for certification from Judson College (ALSDE Rule 290-3-3-.04(3)(c)4.).

- Teacher candidates must complete the Quality Enhancement Plan requirement, which includes a Senior Essay Exam.
- Teacher candidates must pass the Praxis Principles of Learning and Teaching exam.
- Elementary education teacher candidates must pass the Praxis Teaching Reading exam.
- Candidates are limited to four years for program completion. Extensions of this time are rare and may only be granted by the Academic Dean of the College on the basis of written appeal by the teacher candidate. Extensions may require teacher candidates to fulfill requirements of the current academic year program.
- Upon completion of the TEP, which includes a bachelor’s degree in an approved program, teacher candidates must have a minimum 2.50 grade point average (general studies, professional studies, and teaching field) and a grade of “C” or better in all teaching field and professional studies courses (ALSDE Rule 290-3-3-.04(3)(c)2.).
- Teacher candidates should schedule an appointment with the Certification Officer to submit documents to the Alabama State Department of Education.
- Teacher candidates should request credit audits and complete diploma cards with the Registrar of the College.

Applying for Alabama Teacher Certification

Applications for certification are available from the Teacher Certification Officer. Candidates should work with the Certification Officer to complete and submit the certification documents to the Alabama State Department of Education. Candidates are required to provide an official transcript documenting an earned bachelor’s degree (ALSDE Rule 290-3-3-.04(3)(c)1.). All certification paperwork must be processed through the Certification Office. Candidates should not submit any part of the application packet directly to the Alabama State Department of Education. Teacher candidates have up to five years following program completion to apply for the certificate. A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven year prior to the date of program completion.

All teacher candidates seeking initial certification are required to submit to a criminal history background check through the Alabama Bureau of Investigation (ABI) and Federal Bureau of Investigation (FBI). Teacher candidates should be reminded that a felony conviction may preclude the possibility of gaining Alabama certification even though, in the absence of such knowledge, the Certification Office of Judson College may have recommended certification.

Once the Class B 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.

Verification of Degree Forms

Teacher candidates completing the teacher certification program may find that verification of their credentials is required by a prospective employer or graduate program. A Verification of Degree Completion Form may be requested from the Office of the Registrar. Teacher candidates should return the completed form with a self-addressed stamped envelope to the Office of the Registrar. Please note: Verification of Degree Completion Forms will not be issued until all final grades are posted, and a certification application is processed and mailed to the Alabama State Department of Education.
Fieldwork Experience

The Judson College Education Program is designed to provide teacher candidates with engaged, extensive, field experiences in diverse settings with diverse students. The Judson College teacher candidates shall participate in extended and supervised field experiences with specific purposes and assessments. Teacher candidates are required to document at least 42 hours of direct field experience with K-12 students during each block of courses. The Unit endeavors to include both opening and closing of a school year fieldwork experiences whenever possible.

The course professor will provide on-site monitoring and evaluation of field experiences during the course of the semester (such as lesson plan delivery, evaluations, reflections, observations, feedback, conference, etc.). Distance learning teacher candidates submit video-recorded lessons for evaluation by the course professor.

Additional field experience hours designed by the professor shall facilitate candidates’ development as professional educators. For example, the purposes of the course may be served through opportunities for observing in schools and other entities that serve K-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education related community events.

Upon completion of Block IV, Judson College teacher candidates in a Class B program shall have participated in a minimum of 150 hours of field experience in compliance with the Alabama State Department of Education; however, the Unit at Judson College fully seeks to have teacher candidates complete a minimum of 201 hours. Ninety percent of the 150 hours shall be in increments of at least three hours each. The majority of these field experiences occur in K-12 schools (ALSDE Rule 290-3-3-.02(6)(b)2.). The fieldwork placements span all of the grades for which certification is sought, and at least half of the field experiences shall be in the candidate’s teaching field (ALSDE Rule 290-3-3-.02(6)(b)3.).

Teacher candidates should complete the appropriate document – First Days of School Year Form, Closing Days of School Year Form, First Two Weeks of School Form (secondary only), and the Field Experience Log – during each field placement.

Professional Liability Insurance Coverage

Teacher Education Program candidates are required to be covered with professional liability insurance before completing any field and/or clinical experiences. Insurance may be obtained through membership in the Student Alabama Education Association (SAEA). Teacher candidates must show proof of membership to the Teacher Certification Officer before any clinical experiences will be scheduled. Membership fees are determined by SAEA and are paid on a yearly basis. Candidates must complete their membership application online at www.myaea.org or 1-800-392-5839.

Criminal History Background Check (ALSDE Rule 290-3-3-.02(5)).

Any candidate applying for admission to a State-approved teacher education program shall be required to be fingerprinted for a criminal history background check 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 (ALSDE Rule 290-3-3-.02(5)(a)).

Candidates shall be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fees, and procedures is available from the Teacher Certification Office (ALSDE Rule 290-3-3-.02(5)(b)).
Candidates are responsible for the nonrefundable, nontransferable fee. Candidates shall be issued a suitability determination from the State Superintendent of Education. The Certification Officer of the Department receives documentation of clearance of the criminal history background check prior to admission to a State-approved teacher education program (ALSDE Rule 290-3-3-.02(5)(c) and (d)).

Candidates whose suitability determination precludes admission to a State-approved teacher education program have the right to due process procedures in accordance with Revocation and Suspension of Certificates and Unsuitability Determinations (ALSDE Rule 290-3-3-.02(5)(e)).

First Day of School (ALSDE Rule 290-3-3-.02(6)(a)7.)
Each education major must observe in a classroom on the first day of school. *(The Unit strongly recommends that teacher candidates spend more than one day if at all possible. The teacher preparation day proceeding the first day for the K-12 students would make an excellent additional day by giving the teacher candidate an opportunity to observe all that is necessary to get a class started. The second day of school will give the teacher candidate an opportunity to observe class management skills in action.)* The purpose of this experience is to observe ways the teacher sets up the classroom and establishes processes and procedures at the opening of school.

Teacher candidates may complete this experience in any school or city of their choice. Teacher candidates should complete the First Day of School Form; have the form signed by the teacher, and return the form to the Teacher Certification Office.

Teacher candidates will:
1. Spend one full day in a public or private school classroom
2. Arrive at least 15 minutes prior to the beginning of the school day and stay at least 15 minutes after dismissal of the students
3. Participate in the school program and aid the classroom teacher in any way the teacher deems appropriate
4. Complete the First Day of School Form (p. 56 of this document)
5. Have the classroom teacher validate that teacher candidates satisfactorily completed this experience.

First Two Weeks of School
Each secondary education major must observe in a classroom for the first two weeks of a school year beginning with the first day of school. *(The Unit strongly recommends that teacher candidates spend more than two weeks if at all possible. The teacher preparation day proceeding the first day for the students would make an excellent additional day by giving the teacher candidate an opportunity to observe all that is necessary to get a class started.)* The purpose of this experience is to observe ways the teacher sets up the classroom and establishes processes and procedures at the opening of school.

Teacher candidates may complete this experience in any school or city of their choice. Teacher candidates should complete the First Two Weeks of School Form, have the form signed by the teacher, and return the form to the Teacher Certification Office.
Teacher Candidates will:

1. Spend two full weeks in a public or private school classroom. *A full week is defined as five full days from opening to closing of the school day*
2. Arrive at least 15 minutes prior to the beginning of the school day and stay at least 15 minutes after dismissal of the students
3. Participate in the school program and aid the classroom teacher in any way the teacher deems appropriate
4. Complete the *First Two Weeks of School Form* (p. 57 of this document)
5. Have the classroom teacher validate that the teacher candidates satisfactorily completed this experience

NOTE: Before beginning this clinical experience, teacher candidates must be enrolled in the secondary methods course EDU 412, EDU 413, EDU 415, or EDU 416 unless approved by the Head of the Unit.

**Last Days of School** *(ALSDE Rule 290-3-3-.02(6)(a)7.)*

Each education major must observe in a classroom on the last days of school. *(The Unit strongly recommends that teacher candidates spend more than one day if at all possible. The teacher in-service day following the last day for the students would make an excellent additional day by giving the student an opportunity to observe all that is necessary to closing a classroom and school year.) The purpose of this experience is to observe ways the teacher finalizes records, organizes classroom materials, and completes all forms and procedures required by the principal.

Teacher candidates may complete this experience in any school or city of their choice. Teacher candidates should complete the *Last Days of School Form*; have the form signed by the teacher, and return the form to the Teacher Certification Office.

Teacher candidates will:

1. Spend one full day in a public or private school classroom
2. Arrive at least 15 minutes prior to the beginning of the school day and stay at least 15 minutes after dismissal of the students
3. Participate in the school program and aid the classroom teacher in any way the teacher deems appropriate
4. Complete the *Last Days of School Form* (p. 58 of this document)
5. Have the classroom teacher validate that teacher candidates satisfactorily completed this experience.

**Recording and Reporting Fieldwork Experience**

Forms are to be documented with each field experience visit. Cooperating teacher’s signature and instructor’s signature are required. Completed forms should be turned in to the Teacher Certification Office at the end of the semester. Accuracy and neatness are necessary and important.
Continuum of Field Experience

Introduction
The Unit, school partners, and other members of the professional community, including faculty in academic disciplines, design, implement, and evaluate field experiences and internships so that teacher candidates and other professional school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn (ALSDE Rule 290-3-3-.02(6)(a)1.; 290-3-3-.02(6)(a)4.). Field experiences and clinical practice are an integral part of the strong rapport that exists among Judson College teacher candidates, the Unit, and area schools. Field experiences and clinical practice provide the Unit and area schools the opportunity to collaboratively build new relationships and strengthen existing relationships that result in teacher candidates who are not only highly qualified, but who are leaders in K-12 classrooms. Evaluation of field experiences is viewed as a collective professional process of teacher candidates, the Unit, and area schools, and is jointly approached in a sequential manner that promotes the growth and development of teacher candidates.

The partnership schools and Unit share and integrate resources and expertise to support candidates’ learning in field experiences and clinical practice. Field experiences and internships designed by the Unit and its school partners are approved by local superintendents (ALSDE Rule 290-3-3-.02(6)(a)1.(i)). In partnership schools that provide field experience and internship sites for teacher candidates in addition to Judson College, the unit seeks to hold a combined meeting of representatives of Judson College faculty and the superintendent (ALSDE Rule 290-3-3-.02(6)(a)1.(ii)).

The Unit maintains effective and strong partnerships with area schools in diverse settings for field experiences and clinical practice. These settings include students with exceptionalities and students from diverse ethnic, racial, gender, linguistic, and socioeconomic groups in multicultural and urban/suburban schools, as well as other community settings that support candidates’ learning (ALSDE Rule 290-3-3-.02(6)(a)1.(i)). The Unit and its school partners jointly determine specific placements of candidates for experiences in K-12 schools (ALSDE Rule 290-3-3-.02(6)(a)1.(iii)). Integrating pedagogical knowledge with experiences in schools puts theory into practice.

The Unit provides an extensive, comprehensive, and systematic approach to field experiences and clinical practice. The approach is extensive in that teacher candidates complete 201 hours of pre-service fieldwork experience prior to clinical practice. At least 90% of these hours are completed in a three-hour block of time. The approach is comprehensive in that teacher candidates work with various age groups within their area of certification. For example, elementary teacher candidates work with primary and intermediate age pupils in K-6 classrooms. A systematic approach offers teacher candidates the advantage of gradually assuming responsibility within the classroom (see Table 1).

The overarching aim of this judicious approach to fieldwork experiences is to ensure that teacher candidates receive feedback from the Unit, peers, and area schools regarding the design, delivery, and evaluation of the programs and the progress of teacher candidates.

The process uses multiple assessment measures that document patterns of performance over time. It allows both the cooperating teacher and the Unit to offer meaningful instructional feedback and to provide the support necessary for improvement. Through this process, teacher candidates explore, investigate, and refine pedagogical and professional knowledge, skills, and professional dispositions related to the art of teaching. This judicious approach also uses multiple data sources of documentation and various evaluation tools that are responsive and supportive of the teacher candidates’ needs. (ALSDE Rule 290-3-3-.02(6)(a)6.)
The development and planning of field experiences and practice are aligned with goals, objectives, and requirements of courses and programs within the Unit. For example, the table below delineates the types of field experiences teacher candidates can expect in a given course. Among the goals of the Unit courses and/or programs are for teacher candidates to gradually assume responsibility for teaching. Therefore, teacher candidates move from focused observations, tutoring, teaching isolated lessons, microteaching, demonstrations, practicum, and unit teaching to assuming responsibilities of full-time teaching in the clinical practice semester. In addition to these classroom responsibilities, teacher candidates participate in other school-related learning opportunities including, but not limited to, observing in entities that serve K-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education-related community events prior to and during the internship (ALSDE Rule 290-3-3-.02(6)(b)1.).

Not only do faculty members of the Unit collaborate and/or consult with K-12 school personnel to facilitate and coordinate field experiences and clinical practices of teacher candidates, they actively seek a multi-source feedback on program design, implementation, and evaluation from its various school partners. The Unit maintains records in the Teacher Certification Office of field experience observation forms, rubrics related to teaching experiences during field experiences, checklists, rating scales, and evaluations of the teacher candidates completed by the K-12 school personnel, the Unit, and the teacher candidate (ALSDE Rule 290-3-3-.02(6)(a)8.(i). These information-gathering techniques provide for meaningful evaluation of student knowledge, skills, and dispositions during field experiences of each teacher education course which also fulfills the goals of the Unit’s conceptual framework (ALSDE Rule 290-3-3-.02(6)(a)2.). Teacher candidates maintain a log of field experiences for each semester, and the information is stored in the teacher candidate’s folder located in the Teacher Certification Office.

Table 1: Field Experience by Course (ALSDE Rule 290-3-3-.02(6)(b)2.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Block</th>
<th>Duties</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>I</td>
<td>Assisting teacher, focused observations, attending educational meetings, helping with small groups, tutoring, etc.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDU 204</td>
<td>I</td>
<td>Assisting teacher, focused observations, attending educational meetings, helping with small groups, tutoring, etc.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDU 302</td>
<td>III</td>
<td>Continuing Block I &amp; II experiences and adding teaching of lesson plans to small groups and whole group instruction.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDU 306</td>
<td>II</td>
<td>Continuing work in Block I experiences and adding lesson planning for small groups, creating evaluation measures, read alouds with extensions, and teaching lesson plans.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 307</td>
<td>II</td>
<td>Continuing work in Block I experiences and adding lesson planning for small groups, creating evaluation measures, read alouds with extensions, and teaching lesson plans.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 308</td>
<td>II</td>
<td>Continuing work in Block I experiences and adding lesson planning for small groups, creating evaluation measures, read alouds with extensions, and teaching lesson plans.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Block</td>
<td>Description</td>
<td>X</td>
<td></td>
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<td>-------</td>
<td>------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>EDU 309</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 310</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 311</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDU 313</td>
<td>III</td>
<td>Continuing Block I &amp; II experiences and adding teaching of lesson plans to small groups and whole group instruction.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDU 318</td>
<td>II</td>
<td>Continuing work in Block I experiences and adding lesson planning for small groups, creating evaluation measures, read alouds with extensions, and teaching lesson plans.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 319</td>
<td>III</td>
<td>Continuing Block I &amp; II experiences and adding teaching of lesson plans to small groups and whole group instruction.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 402</td>
<td>I</td>
<td>Assisting teacher, focused observations, attending educational meetings, helping with small groups, tutoring, etc.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 403</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 406</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 410</td>
<td>III</td>
<td>Continuing Block I &amp; II experiences and adding teaching of lesson plans to small groups and whole group instruction and focusing on literacy assessment measures.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDU 412</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td>X (English)</td>
<td></td>
</tr>
<tr>
<td>EDU 413</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td>X (Math)</td>
<td></td>
</tr>
<tr>
<td>EDU 415</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td>X (General Science)</td>
<td></td>
</tr>
<tr>
<td>EDU 416</td>
<td>IV</td>
<td>Continuing Block I, II, &amp; III experiences and adding multiple lesson planning and teaching opportunities, usually within a thematic unit.</td>
<td>X (General Social Science)</td>
<td></td>
</tr>
</tbody>
</table>
Teacher candidates are involved in a variety of school-based activities directed for the improvement of teaching and learning. During clinical practice, teacher candidates are involved in many and varied school-based activities which demonstrate the candidate’s leadership abilities, commitment to professional development, and the candidate’s commitment to the improvement of teaching and learning. Candidates may prepare newsletters for students, parents, teachers, and administration. Candidates are actively involved in professional growth opportunities including conferences, presentations at state and regional organizations, workshops, field trips, PTA organizations, and membership in professional organizations.

Candidates collect data on student learning, analyze it, reflect on their work, and develop strategies for improving learning. A key component in good teaching is informed decision-making based on students’ strengths, weaknesses, and needs. To this end, Judson College teacher candidates employ multiple and diverse criteria and documentation to evaluate learners. Candidates adjust teaching strategies and teaching style based on students’ assessments. Rich illustrations of commitment to improving student learning abound in varied collections of data with varied students in varied courses. For example, different courses require different forms of assessments (checklists, field notes, interviews, rubrics, reading inventories, Teacher Candidate Performance Evaluations, etc.), but common to all is the belief that assessment of student strengths, weaknesses, and needs lead to an enlightened teacher who plans meaningful instruction based on the information. The benefits of a variety of assessment instruments are that not only can teacher candidates clearly articulate expectations for learners, they broaden and deepen the candidate’s professional growth and influence learning in the classroom. Teacher candidates are introduced to the 5 E Learning Cycle Model, higher-level cognitive processes, and effective instructional strategies in order to foster and develop thinking skills for the students they teach, to design lessons, and to evaluate lessons based on these criteria.

In conclusion, the Unit and its school partners design, implement, and evaluate field experiences and clinical practices that promote the growth and development of teacher candidates who are not only highly qualified, but also who are “prepared for life and learning.”
# Field Experience Log

**Judson College Department of Education**  
*“Teachers who are prepared for life and learning”*

**Student’s Name __________________________**  
**Course Number(s) ____________**

**Semester _______________________________**  
**Block Number(s) _______________**

**Cooperating Teacher/Grade Level/School**

<table>
<thead>
<tr>
<th>Date</th>
<th>Role During Field Experience (teaching, read aloud, small group facilitator, co-teach, aide, tutor, etc.)</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Cooperating Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Total field experience for this course ________*

**Student’s Signature __________________________ Date ____________**

**Certification Officer’s Signature __________________________ Date ____________**
Alabama Educator Code of Ethics

Introduction
The primary goal of every educator in the state of Alabama must be, at all times, to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard. The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety, and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

Standard 1: Professional Conduct
An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:
• Encouraging and supporting colleagues in the development and maintenance of high standards.
• Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
• Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder’s ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:
• Harassment of colleagues.
• Misuse or mismanagement of tests or test materials.
• Inappropriate language on school grounds.
• Physical altercations.
• Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness
An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:
• Properly representing facts concerning an educational matter in direct or indirect public expression
• Advocating for fair and equitable opportunities for all children.
• Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:
• Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
• Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
• Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.
Standard 3: Unlawful Acts

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

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

Standard 4: Teacher/Student Relationship

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

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

Unethical conduct includes, but is not limited to, the following:
- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- 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 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.

*Alabama Administrative Code 290-3-2-.05*
(1) Authority of the State Superintendent of Education
(a) The Superintendent shall have the authority under existing legal standards to:
1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Alabama Code §16-23-5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual’s certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

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.
Testing Requirements

Alabama Educator Certification Testing Program
Teacher candidates must successfully complete the Alabama Educator Certification Testing Program (AECTP).

AECTP Basic Skills Assessments (ALSDE Rule 290-3-3-.04(3)(d)).
This test is a precondition for teacher certification in the State of Alabama. Judson College requires that students pass this test in order to be eligible for admission into the Teacher Education Program. The basic skills assessments of the AECTP consist of Applied Mathematics, Reading for Information, and Writing Assessments from the ACT WorkKeys System. The assessments measure an examinee’s foundational skills that are necessary for effectively performing the critical tasks required of Alabama educators. To register for the AECTP, go to www.act.org/alabamapttp or call (800) 294-2105. Teacher candidates must be prepared to pay the prescribed fee when registering for this test.

Praxis II Content Knowledge Test
Judson College requires that teacher candidates achieve the minimum passing score on the Praxis II in their content field prior to being admitted to clinical practice. This test is a precondition for teacher certification in the State of Alabama. To register for the Praxis II, go to www.ets.org/praxis or call (609) 771-7395. Teacher candidates must be prepared to pay the prescribed fee when registering for this test. Scores must be reported electronically to Judson College and the ALSDE.

Praxis II Teaching Reading
All elementary education majors are required to take the Praxis II Teaching Reading examination prior to being admitted to clinical practice. The testing codes are 0204 (paper) or 5204 (electronic).

Praxis II Principles of Learning and Teaching
Teacher candidates in all programs of study within the Unit must successfully pass one of the following examinations prior to being admitted to clinical practice:

- Principles of Learning and Teaching (K-6) – 0622
- Principles of Learning and Teaching (7-12) – 0624

The following chart provides information related to Praxis II Content Knowledge Test for each major in the Unit.

Praxis II Content Knowledge Test
The Praxis II tests of the AECTP measure general and subject-specific knowledge and teaching skills.

To register for the Praxis online go to http://www.ets.org/praxis/al/
For questions call 1-800-722-9476 or 1-609-771-7395 or 1-866-387-8602 for disability services

<table>
<thead>
<tr>
<th>Major</th>
<th>Test Titles</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Elementary Education: Content Knowledge (The overall test is 5031 and includes these subtests.)</td>
<td>5032</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5033</td>
<td>157</td>
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<td>5035</td>
<td>144</td>
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<tr>
<td></td>
<td>Teaching Reading</td>
<td>0204/5204</td>
<td>155</td>
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<td>PLT K-6</td>
<td>0622/5622</td>
<td>145</td>
</tr>
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<td>Subject</td>
<td>Course Description</td>
<td>Code(s)</td>
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<tr>
<td>English Language Arts</td>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>147</td>
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<td>PLT 7-12</td>
<td>0624/5624</td>
<td>153</td>
</tr>
<tr>
<td>General Science</td>
<td>General Science: Content Knowledge</td>
<td>0435/5435</td>
<td>147</td>
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<tr>
<td></td>
<td>PLT 7-12</td>
<td>0624/5624</td>
<td>153</td>
</tr>
<tr>
<td>General Social Science</td>
<td>Social Studies: Content Knowledge</td>
<td>0081/5081</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>PLT 7-12</td>
<td>0624/5624</td>
<td>153</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>PLT 7-12</td>
<td>0624/5624</td>
<td>153</td>
</tr>
<tr>
<td>Music (Choral, K-12)</td>
<td>Music: Content Knowledge</td>
<td>0113/5113</td>
<td>150</td>
</tr>
</tbody>
</table>

Must indicate Judson College as score recipient.
Judson College Code: 1349

**Judson College Quality Enhancement Plan (ENG 325)**
In order to complete the degree requirements, teacher candidates must satisfy the following evaluations:

**English Language Placement Test (ELPT)**
Score a minimum of 75% on the *English Language Placement Test*, the standardized test administered to all new students. Students who initially score less than 75% will be required to retake the test prior to graduation and attain a score of at least 75%.

**English 325 Research Composition**
During their junior year, students must enroll in the one-hour seminar, *English 325 Research Composition*. This course will be taken in conjunction with a designated course in the student’s major or possibly minor discipline. The student must successfully complete this junior-level writing course by scoring at Level 3 on the rubric. A student who scores lower must rewrite and resubmit the same essay until it receives the minimum score. The student will receive a letter grade on the paper from her major or minor professor, a grade of pass/fail from the seminar instructor, and a QEP level score from a team of assessors known as the QEP Committee.

**Senior Essay Exam**
In the semester prior to clinical practice, students must take the *Senior Essay Exam*. The essay will receive a QEP score from the QEP Committee. Students must score at Level 3 or above. Students receiving a score below Level 3 will be referred to Judson College Writing Lab sessions for continued writing instruction and retake the exam until they achieve a passing score.
## Teacher Education Program Block Schedule
### (Transition Points)

### Overview of Teacher Candidate Responsibilities

<table>
<thead>
<tr>
<th>Semester</th>
<th>Teacher Candidate Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall, Freshman Year</strong></td>
<td>- Register for coursework during official registration period</td>
</tr>
</tbody>
</table>
| **Spring, Freshman Year** | - Register for coursework during official registration period  
- Register, take and pass all three sections of the AECTP examination |
| **Fall, Sophomore Year** | - Register for coursework during official registration period  
- Attend all required education meetings  
- Obtain professional liability insurance (Maintain throughout-Teacher Education Program) One option is through AEA  
- Submit criminal background check to the Certification Officer  
- Schedule an appointment with Certification Officer to review status for entrance into the Teacher Education Program |
| **Spring, Sophomore Year** | - Take Block I coursework  
- Complete application for admission into the Teacher Education Program  
- Register to take the Praxis II Content Area exam this summer  
- Complete 53 hours of coursework (cumulative)  
- Maintain 2.5 overall GPA  
- Have a score of 18 or greater on the ACT unless approved by Head of Department of Education  
- Schedule an appointment for a written essay with the Certification Officer after AECTP results are received  
- Schedule an appointment for an oral interview and a written essay with the Department Head for Teacher Education after AECTP results are received  
- Fill out and submit the Teacher Education Program Application to the Certification Officer |
| **Fall, Junior Year** | - Take Block II coursework |
| **Spring, Junior Year** | - Take Block III coursework  
- Register for Praxis II Teaching Reading exam this summer |
| **Short term, Junior Year** | - Take courses offered |
| **Fall, Senior Year** | - Take Block IV coursework  
- Take Praxis II Principles of Learning and Teaching  
- Music and Secondary students complete the *First Two Weeks of School* field experience requirement  
- Complete the application for admission to internship  
- Complete all coursework except for clinical practice  
- Complete 201 total hours of field experience (cumulative)  
- Complete the Application for Admission to Clinical Practice  
- Schedule an appointment with Certification Officer for review of application |
| **Spring, Senior Year** | - Take Block V coursework  
- Complete the oral exam and e-portfolio  
- Complete application for certification |
(ALSDE Rule 290-3-3-.02(9)(s))

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses ONLY</strong></td>
<td><strong>Block I</strong></td>
</tr>
<tr>
<td></td>
<td>*EDU 201 Introduction to Education</td>
</tr>
<tr>
<td></td>
<td>*EDU 204 Human Growth and Development</td>
</tr>
<tr>
<td></td>
<td>*EDU 402 Exceptional Children</td>
</tr>
<tr>
<td>Field Experience (42 hours total)</td>
<td>Field Experience (42 hours total)</td>
</tr>
<tr>
<td><strong>Block II</strong></td>
<td><strong>Block III</strong></td>
</tr>
<tr>
<td>EDU 318 Developmental Reading</td>
<td>*EDU 302 Educational Psychology</td>
</tr>
<tr>
<td>***EDU 306 Children’s Literature</td>
<td>*EDU 313 Classroom and Behavior Management</td>
</tr>
<tr>
<td>EDU 307 Methods &amp; Materials of Language Arts</td>
<td>*EDU 319 Reading in the Content Area</td>
</tr>
<tr>
<td>EDU 308 Methods &amp; Materials of Social Studies</td>
<td>*PSY/SOC 275 Multiculturalism</td>
</tr>
<tr>
<td>Field Experience (42 hours total)</td>
<td>EDU 410 Diagnostic and Prescriptive Reading</td>
</tr>
<tr>
<td><strong>Block IV</strong></td>
<td><strong>Block V</strong></td>
</tr>
<tr>
<td>*EDU 311 Instructional Media</td>
<td>EDU 404 Elementary Student Internship</td>
</tr>
<tr>
<td>*EDU 406 Evaluation of Learning</td>
<td>or</td>
</tr>
<tr>
<td>EDU 309 Methods &amp; Materials of Mathematics</td>
<td>EDU 409 Secondary Student Internship</td>
</tr>
<tr>
<td>EDU 310 Methods &amp; Materials of Science/Health</td>
<td>or</td>
</tr>
<tr>
<td>EDU 403 Curriculum Design</td>
<td>EDU 407 Music Student Internship</td>
</tr>
<tr>
<td><strong>EDU 412 Materials/Methods of Teaching English/Language Arts in Secondary Education</strong></td>
<td><strong>(will require additional field experiences in August during the first weeks of school).</strong></td>
</tr>
<tr>
<td>OR</td>
<td><strong>Field Experience (42 hours total)</strong></td>
</tr>
<tr>
<td><strong>EDU 413 Materials/Methods of Teaching Mathematics in Secondary Education</strong></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>EDU 415 Materials/Methods of Teaching General Science in Secondary Education</strong></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>EDU 416 Materials Methods of Teaching Social Science in Secondary Education</strong></td>
<td></td>
</tr>
<tr>
<td>Please note:</td>
<td></td>
</tr>
<tr>
<td>• Courses without asterisks are required for elementary education majors only.</td>
<td></td>
</tr>
<tr>
<td>• *Required for elementary, secondary, and music education majors</td>
<td></td>
</tr>
<tr>
<td>• <strong>Required for secondary education and music education majors</strong></td>
<td></td>
</tr>
<tr>
<td>• ***Required for elementary and secondary English/Language Arts majors</td>
<td></td>
</tr>
<tr>
<td>• Secondary majors will complete First Two Weeks of School Form.</td>
<td></td>
</tr>
<tr>
<td>• If possible, field experiences and/or the clinical practice should include both the opening and the closing of a school year. (Suggested: three days of opening and three days of closing)</td>
<td></td>
</tr>
<tr>
<td>• Courses in bold may be taken prior to admission into TEP</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Education Resources

Kappa Delta Epsilon
Kappa Delta Epsilon is a national education honor fraternity. Judson College is proud to have a local chapter of KDE, Beta Rho. This chapter has been active on campus since 1982. Membership in the Kappa Delta Epsilon Beta Rho chapter is based upon unconditional admittance to the Teacher Education Program and an overall GPA of 3.0 with 30 hours of coursework.

Education/Classroom Lab – Jewett G22
The Unit has a resource room and laboratory located on the ground level of Jewett Hall which provides education-related materials and resources. The education lab’s primary users are the faculty and teacher candidates in the Teacher Education Program. This resource lab is a combination of a classroom, computer center, resource room, and work center. The education lab is equipped with the following types of holdings, supplies and equipment:

- Content-area textbooks used in elementary and secondary schools
- Books and other materials on methods, activities, resources, and foundations of education
- Computer access, educational software and materials
- Teaching kits to include teaching manipulatives
- FOSS, HASP, Investigations Curriculum kits that support AMSTI training
- Supplies for constructing teaching aids
- Hand operated Ellison™ die cut machine
Policy on the Prevention of Sexual Misconduct Involving Children and Procedures for Mandatory Reporting of Child Abuse or Neglect*

Prohibitions, limitations, and admonitions. Consensual sexual relations between any employee and any child or any student, including a student who has reached the age of consent, is prohibited. Physical touching of students can be misunderstood, may be unwelcome, and may be inappropriate, and employees shall normally limit touching to those situations involving a clear educational purpose. Private behavior of employees which may give rise to the appearance of misconduct, such as closed door meetings with a student or after-hour activities involving only one student, should be avoided.

Supervision. Employees whose responsibilities include supervision of other employees and/or students shall exercise supervision appropriate under the circumstances to enforce this policy and its goals.

Reporting of child abuse or neglect. Section 26-14-1, et seq., of the Code of Alabama 1975, as amended, requires any person called upon to render aid or medical assistance to a child, that is, to a person not yet 18 years of age, to report to city police, county sheriff, or the Department of Human Resources when the child is known or suspected to be a victim of abuse (harm or threatened harm to a child's health or welfare) or neglect (negligent treatment or maltreatment.) Any employee or student of the College who discovers or suspects such abuse or neglect in any manner affecting the activities of the College shall report the facts to the Vice President and Dean of Students.

Interns and students participating in activities involving children. Criminal background checks shall be performed on all students and employees prior to their participation in activities of the College in which employees and students will have unsupervised access to children. This includes, but is not limited to, internships, teaching programs, and mission activities of the College. It does not include employees whose responsibilities involve only the student body at large, even though some members of the student body may be minors. College employees and faculty who direct such activities shall take care to comply with the requirements of the law and any affiliation agreement under which the activity occurs.

Children on campus. No camp or other activity primarily involving children shall be conducted on campus without the specific consent of the Vice President and Dean of Students. Children who are brought or invited onto campus shall be supervised and overseen by the group, organization, employee or student who invited the child. The presence of children on the campus who do not appear to be supervised by anyone shall be reported to the Vice President and Dean of Students.

*Also see Policy on Sexual Harassment and Guidelines and Procedures for Reporting and Resolving Complaints.
Application to the Teacher Education Program

Judson College Department of Education
“Teachers who are prepared for life and learning”

General Information Area
Name: ____________________________________________________ Date: _____________________
Telephone: Cell___________________________________ Home:___________________________
Dorm and Room Number: ____________________________     P.O. Box _________________________
Home Address: ________________________________________________________________________
City/State ________________________________________________________________________

Certification Area
_____ Elementary Education (K-6)   _____ Music Education (K-12)
_____ Secondary Education (6-12), Area ___________________________________________________

Requirements For Entrance Into the Teacher Education Program Area
Have you taken 53 hours of coursework?                           Yes  No
Have you taken and completed no more than 5 professional studies courses?
   EDU 204 - Human Growth and Development                         Yes  No
   EDU 201 - Introduction to Education                             Yes  No
   EDU 302 - Educational Psychology                                Yes  No
   EDU 311 - Instructional Media                                   Yes  No
   EDU 402 - Exceptional Children                                 Yes  No
(Prior to program admission, the candidate may repeat any of the five courses in which she/he received a grade of C or below.)

Do you have a GPA of 2.5 or better? (A 2.5 GPA must be maintained throughout the program)         Yes  No
Do you have a composite score of 18 or higher on the ACT exam? Date Taken ____________ Yes  No
(You must retake the ACT exam if you did not make 18 or higher and/or your score is greater than 5 years old. If so, you may seek special permission from the Academic Dean or Head of Department of Education to continue in TEP)
I have scheduled an appointment (with the Certification Officer) for the written essay and oral interview. Yes  No
My fingerprints and background check have been completed.                                      Yes  No
I have taken/scheduled to take the WorkKeys test     Date Scheduled/Taken: ___________ Yes  No
Areas passed/failed:
Mathematics Passed Failed
Reading Passed Failed
Writing Passed Failed

Recommendations Area
Faculty Advisor: ________________________________________________________________
Another Faculty Member Who Knows You Well: __________________________________________

*Applicant will be notified in writing whether his/her application for admission to a specific teacher education program has been accepted.
# Teacher Candidate Progression Checklist

**Judson College Department of Education**  
“Teachers who are prepared for life and learning”

## Demographic Data

<table>
<thead>
<tr>
<th>Teacher Candidate Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Phone:</td>
<td>Street Address:</td>
</tr>
<tr>
<td>Cell Phone:</td>
<td>Mailing Address (if different):</td>
</tr>
<tr>
<td>Email:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Ethnicity:</td>
<td>Sex:</td>
</tr>
<tr>
<td>Major:</td>
<td>Enrollment Date:</td>
</tr>
</tbody>
</table>

## Program Admission Data

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration in optional “starred” (*) courses on checklist does not exceed 15 professional studies and/or teaching field hours</td>
<td>Acceptable courses for enrollment prior to entering TEP:</td>
</tr>
<tr>
<td>Written application to Teacher Education Committee</td>
<td>Completion date of the “starred” (*) 15 hours:</td>
</tr>
<tr>
<td>GPA of 2.5 in general studies</td>
<td>EDU 201</td>
</tr>
<tr>
<td>56 hours of coursework/core</td>
<td>EDU 204</td>
</tr>
<tr>
<td>ACT score, acceptable GPA score from high school, or permission from Head of Department of Education and/or Academic Dean</td>
<td>EDU 302</td>
</tr>
<tr>
<td>Passing score on all three areas of AECTP—Basic Skills Assessment: Reading, Mathematics, Writing</td>
<td>EDU 311</td>
</tr>
<tr>
<td>TEP Oral Interview score</td>
<td>EDU 402</td>
</tr>
<tr>
<td>TEP Written Essay score</td>
<td></td>
</tr>
<tr>
<td>Criminal History Background Check clearance</td>
<td></td>
</tr>
<tr>
<td>Proof of Professional Liability Insurance</td>
<td></td>
</tr>
<tr>
<td>Signature on Assumption of Risk, Release, Hold Harmless and Indemnity Agreement</td>
<td></td>
</tr>
</tbody>
</table>
### Block I-IV Transition Points

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Block I</th>
<th>Block II</th>
<th>Block III</th>
<th>Block IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of the program within a 4-year period after admission to the program</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grade of C or better in all professional studies courses, including retakes</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing score on Praxis II Content Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory scores on the Professional Dispositions Assessment Form</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Experience Logs (Grade Level &amp; Hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Candidate Performance Evaluation Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Evaluation of Content Area Standards and Teaching Area Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary – First day of school – OR –Secondary/Music – First two weeks of school</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Clinical Practice Application Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verification of acceptance into TEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing score on Praxis II Teaching Reading (Elementary Education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of all semester hours required by the TEP by the end of the semester or academic year in which the clinical practice application is submitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing score on Praxis II Principles of Learning and Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMSTI training (Math)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMSTI training (Science)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARI training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
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</tbody>
</table>
### Checkpoint 3: Program Exit Data

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate Performance Evaluation Form</td>
<td></td>
</tr>
<tr>
<td>Professional Dispositions Assessment Form</td>
<td></td>
</tr>
<tr>
<td>Alabama Quality Teaching Standards Evaluation Form</td>
<td></td>
</tr>
<tr>
<td>Daily Attendance Documentation Form</td>
<td></td>
</tr>
<tr>
<td>End of Program Evaluation Form</td>
<td></td>
</tr>
<tr>
<td>GPA score</td>
<td></td>
</tr>
<tr>
<td>Senior Essay Exam</td>
<td></td>
</tr>
<tr>
<td>Application for Alabama Certification</td>
<td></td>
</tr>
<tr>
<td>Credit Audits and Diploma Card</td>
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</tr>
</tbody>
</table>

### Checkpoint 4: First Year Follow-Up Data

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Follow-up Survey</td>
<td></td>
</tr>
</tbody>
</table>

### Area 2: Program Quality Data

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Opinion Survey</td>
<td></td>
</tr>
<tr>
<td>Evaluation of College Supervisor by Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Evaluation of College Supervisor by Teacher Candidate</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Cooperating Teacher by Teacher Candidate</td>
<td></td>
</tr>
</tbody>
</table>
Judson College Lesson Plan Format

Judson College Department of Education
“Teachers who are prepared for life and learning”

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Placement School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Teaching Date or Sequence of Lesson in Unit Plan:</td>
</tr>
<tr>
<td>Course:</td>
<td>Subject:</td>
</tr>
</tbody>
</table>

**Lesson Overview (1.1) (EDUCATEAlabama 1.1)**
What is the content/topic of the unit of instruction of which this lesson is a part?

What is the context of the lesson? What has been previously taught? What will be taught following this lesson?

**State Standard(s) Provide COS number and description (EDUCATEAlabama 1.4; 5.5)**

**National Standard(s)**

**Theory to Practice  (Cite theorist(s) relevant to objectives and procedures of lesson.) (EDUCATEAlabama 1.1)**

**Objective(s) Objectives must be measurable. (EDUCATEAlabama 2.4)**
Assessment (EDUCATEAlabama 2.5; 2.8; 2.9; 2.10)
How and when will the accomplishment of objectives be measured?
Formative Assessment:

Summative Assessment:

Instructional Plan (EDUCATEAlabama 2.6; 3.4; 3.7; 3.8)
Teacher Candidate Resources and Preparation
Research:

Materials:

Diversity (EDUCATEAlabama 1.5; 4.1; 4.8; 4.10)
What learner differences exist in this classroom? (ELL, Special Needs, Gifted, SES. Etc)

Procedures: Include accommodations, modifications, and adaptations will be made to meet the needs of individual learners. (EDUCATEAlabama 1.1; 1.2; 1.3; 1.5; 2.1; 2.2; 2.3; 2.6; 2.7; 3.1; 3.2; 3.3; 3.4; 4.9)
Engage

Explore

Explain

Extend
### Reflection on student work (Must include examples of student work) (EDUCATEAlabama 2.10; 5.1)

**What specific feedback was provided to students?**

How did the assessment measure learner attainment of specified objectives?

### Reflection on teaching practice (EDUCATEAlabama 4.9; 5.1; 5.2)

**How was assessment used to provide feedback and adjust instruction?**

How were learning experiences designed to engage various learning styles and multiple intelligences?
### Unit Plan Grading Rubric

**Judson College Department of Education**  
*“Teachers who are prepared for life and learning”*

<table>
<thead>
<tr>
<th>Criteria for Grading</th>
<th>Meets requirements</th>
<th>Partially meets requirements</th>
<th>Does not meet requirements</th>
</tr>
</thead>
</table>
| **Completeness** 25 points | Unit is comprised of carefully designed lessons, reflecting attention to thoroughness, grammar and usage rules, and includes all the components necessary for a Judson unit. Technology is incorporated seamlessly as an integral part of the unit. All materials are listed and copies of student sheets are included.  
25 points | Unit is either complete but not thoroughly written or is thoroughly written but incomplete.  
15 points | Unit does not include all required components and/or writing does not adhere to grammar and usage rules.  
0-10 points (depending on missing portions/errors) |
| **Inquiry Based** 25 points | Each lesson provides opportunities for student engagement tied directly to learning objectives and curriculum standards.  
25 points | Some of the lessons in the unit provide opportunities for student engagement tied directly to learning objectives and curriculum standards.  
15 points | All of the lessons are teacher-centered or provide activities that do not reflect the learning objectives and/or curriculum standards.  
5 points |
| **Engaging Activities** 25 points | Lessons vary in instructional methods and materials. Students’ identified needs are an integral part of the unit design and accommodations are noted throughout the lesson plans. Activities are designed for differentiated learning experiences which meet the range of needs of diverse learners.  
25 points | Some of the unit meets the goals of engaging activities linked to the learners’ needs and differentiated activities are designed.  
15 points | All of the lessons are similar and do not reflect a range of activities to meet the needs of diverse learners.  
5 points |
| **Evaluation** 25 points | Backward design is evident with attention throughout the plan to student mastery of learning goals. Formative as well as summative assessment is included in the scope of the plan.  
25 points | Backward design is evident but little attention is paid to the use of formative assessment to drive instruction. Materials needed for assessment (rubrics, checklists, written tests) do not clearly reflect the learning objectives or are poorly constructed.  
15 points | Lessons display no evidence of backward design and materials for assessment are not present.  
5 points |
Teacher Candidate Performance Evaluation Form

Judson College Department of Education
“Teachers who are prepared for life and learning”

Directions: Please review this form with the candidate and assist in developing a plan for improvement. Any evidence you can provide during the observation would be most beneficial. Please feel free to share resources and strategies to help the developing teacher candidate.

Score for each category is based on expectations for candidate’s current progress in program.

<table>
<thead>
<tr>
<th>AQTS Standard 1 Content Knowledge &amp; Curriculum Planning</th>
<th>Evidence</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Activates learners’ prior knowledge, experiences, and interests and uses this information to plan content and to help individual students attain learning goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Designs instructional activities based on state content standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Score for AQTS Standard 1 (circle one) | Target | Emerging | Basic |
### AQTS Standard 2 Teaching and Learning

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Creates a positive climate that promotes respect and responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Creates a safe, orderly, and stimulating environment that nurtures responsibility, motivation, and engagement of learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Engages learners in developing and monitoring goals for their own learning and behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8 Uses formative assessment to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9 Uses summative assessments to measure learner attainment of specified learning targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.10 Maintains evidence and records of learning performance to communicate progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Score for AQTS Standard 2 (circle one)**  
<table>
<thead>
<tr>
<th>Target</th>
<th>Emerging</th>
<th>Basic</th>
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</table>

### AQTS Standard 3 Literacy

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Demonstrates standard oral and written communication and integrates appropriate communication strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Fosters and responds to effective verbal and nonverbal communications during instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Uses age-appropriate instructional strategies to improve learners’ skills in critical literacy components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Integrates narrative and expository reading strategies across the curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Communicates mathematical concepts, processes, and symbols within the content taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7 Identifies and integrates available emerging technologies into the teaching of all content areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8 Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency</td>
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<td></td>
</tr>
</tbody>
</table>

**Overall Score for AQTS Standard 3 (circle one)**  
<table>
<thead>
<tr>
<th>Target</th>
<th>Emerging</th>
<th>Basic</th>
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</table>
### AQTS Standard 4 Diversity

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation</td>
<td></td>
<td></td>
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<tr>
<td>4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning</td>
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<tr>
<td>4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background</td>
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<td></td>
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<tr>
<td>4.5 Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning</td>
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<tr>
<td>4.6 Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning</td>
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<tr>
<td>4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention</td>
<td></td>
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<tr>
<td>4.8 Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities</td>
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</tr>
<tr>
<td>4.9 Helps students assess their own learning styles and build upon identified strengths</td>
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<tr>
<td>4.10 Designs learning experiences that engage all learning styles and multiple intelligences</td>
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<td></td>
</tr>
</tbody>
</table>

Overall Score for AQTS Standard 4 (circle one) 

<table>
<thead>
<tr>
<th>Target</th>
<th>Emerging</th>
<th>Basic</th>
</tr>
</thead>
</table>

### AQTS Standard 5 Professionalism

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Collaborates with stakeholders to facilitate student learning and well-being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Engages in ongoing professional learning to move practice forward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Participates as a teacher-leader and professional learning community member to advance school improvement initiatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 Promotes professional ethics and integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5 Complies with local, state, and federal regulations and policies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Score for AQTS Standard 5 (circle one) 

<table>
<thead>
<tr>
<th>Target</th>
<th>Emerging</th>
<th>Basic</th>
</tr>
</thead>
</table>

| Evidence | Suggestions |
Permission to Record Child on Film or Video Form

Judson College Department of Education
“Teachers who are prepared for life and learning”

Dear Parents:

As part of our educational program at Judson College, we may record (on film or video) lessons being taught, student performances and skits, and/or group work by the students. In order for your child to participate, we request permission to videotape or photograph your child. Recordings are used for educational purposes only.

Thank you for your participation and response. Please return the form below.

____________________________________________________

I, ______________________, being the parent/legal guardian of the below named student do hereby authorize Judson College, its successors and/or assigns, its teacher candidates, and employees in the course of their employment, to record and use my child’s name, voice, or performance.

______________________________________________
(Child’s Name)

______________________________________________
(Parent’s Signature)

______________________________________________
(Date)
First Day of School Form  
Verification for Full Day Independent Observation  

Judson College Department of Education  
“Teachers who are prepared for life and learning”  

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major:</td>
<td>Date:</td>
</tr>
<tr>
<td>School:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td>Candidate’s Signature &amp; Date:</td>
<td>Cooperating Teacher’s Signature &amp; Date:</td>
</tr>
</tbody>
</table>

Please type at one-page minimum reflection about your first day of school. Reflect upon at least three of the following topics:

- How did the teacher get to know the students?
- How did the teacher develop/establish behavioral expectations in the classroom?
- What steps did the teacher take to develop a learning community?
- Describe the formal lessons taught by the teacher.
- Describe the classroom environment.
- How did the teacher handle the logistical aspects/procedures of managing the classroom (attendance, lunch count, restroom breaks, etc.)?
First Two Weeks of School Form

Judson College Department of Education
“Teachers who are prepared for life and learning”

Teacher Candidate:  
Cooperating Teacher:  

Major:  
Date:  

School:  
Grade Level:  

Candidate’s Signature & Date:  
Cooperating Teacher’s Signature & Date:

Please type a one-page minimum reflection about your learning experiences during your first two weeks of school field placement. Type a daily reflection based on ten of the following prompts:

• How did the teacher get to know the students?
• How did the teacher develop/establish behavioral expectations in the classroom?
• What steps did the teacher take to develop a learning community?
• Describe the formal lessons taught by the teacher.
• Describe the classroom environment.
• How did the teacher handle the logistical aspects/procedures of managing the classroom (attendance, restroom breaks, locker visits, tardies, etc.)?
• How did the teacher utilize formative assessment to determine students’ strengths and opportunities for growth?
• How were extracurricular or supplemental opportunities introduced to the students?
• Explain extracurricular responsibilities performed by the teacher such as club sponsorships, coaching, lunch duty, bus duty, etc.
• How did the teacher accommodate and/or modify the curriculum for students with special needs?
• How are transition times managed, and what is the teacher’s role during these times?
• How did the administrative and support staff facilitate learning?
• How were school resources (library, computer lab, tutors, etc.) introduced, made available, and utilized by the students?
Last Days of School Form

Judson College Department of Education
“Teachers who are prepared for life and learning”

Teacher Candidate:  
Cooperating Teacher:

<table>
<thead>
<tr>
<th>Major:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Grade Level:</th>
</tr>
</thead>
</table>

Candidate’s Signature & Date:  
Cooperating Teacher’s Signature & Date:

Please type a one-page minimum reflection about your learning experiences during the last days of school. Type a daily reflection based on two of the following prompts:

- Describe the responsibilities of the teacher to close the classroom experience (Files, submission of final grades, textbook inventory, etc.).
- How did the teacher celebrate the accomplishments made by the students over the course of the school year?
- Did any special ceremonies or activities occur to celebrate student educational accomplishments (Graduations, award ceremonies, field/play days, assemblies, etc.)?
- How did the teacher maintain control of the classroom over the closing days of school?
- Did interruptions prevent a sense of a closure for the learning community (Early busses, assemblies, student absences, early checkout, etc.)?
Since Judson College stresses development of strong writing skills for all of its students, the Department of Education offers the following criteria by which student work will be evaluated, ranking performance into one of five grades. These are approximations. A student may, for example, score at Level 4 in areas of grammar and documentation, but at Level 2 in terms of idea development and sense of purpose. The numerical score a student receives is the Department of Education faculty’s best judgment at the average among a student’s strengths and weaknesses. The expected minimum student performance: Level 2.

**Level 4** student writing features original and complex thought, direct response to the assignment, relevance to the audience, clear focus, persuasiveness, and effectiveness. As a whole, it demonstrates:

- Clear and forceful purpose
- Clear awareness of audience and occasion
- Control of usage and grammar with no errors
- Strong analysis of conflicting ideas/points of view
- Effective Organization
- Confident engagement with subject matter
- Ideas developed with convincing, logical analysis based on strong, clearly described, concrete evidence
- Strong analysis of conflicting ideas/points of view
- Effective Organization
- Confident engagement with subject matter

**Level 3** student writing features clear thought and is generally focused and effective. As a whole, it demonstrates:

- Clear purpose
- Some awareness of audience and occasion
- Control of usage and grammar with some errors
- Strong engagement with subject matter
- Clear Organization
- Clear thought

**Level 2** student writing is generally unfocused and mostly summary, but may demonstrate some level of analysis. As a whole it demonstrates:

- Some sense of purpose, audience, and occasion
- Underdeveloped ideas
- Frequent lapses in control of usage and grammar, though they do not significantly impede meaning
- Some organization, a minor pattern of digression from the central topic, overly broad focus
- Lapses in logic between evidence and conclusions
- Some contamination by prior judgments/biases

**Level 1** student writing lacks focus, reflection, logic, and is often personally defensive. As a whole, it demonstrates:

- Little awareness of purpose, audience, or occasion
- Lapses in usage/grammar that impede meaning
- Absence or underdevelopment of ideas
- Disorganization, severe lack of focus
- Disorganization, severe lack of focus
- Absent or irrelevant sources*

**Level 0** student writing cannot be evaluated, either due to insufficient length, plagiarism, disregard of the assignment prompt, or the fact that it wasn’t written in the first place.
Oral Examination Rubric

Judson College Department of Education
“Teachers who are prepared for life and learning”

Teacher Candidate’s Name: ___________________________________________  Date: __________
First Reviewer’s Signature: _____________________________________________  Score:_______
Second Reviewer’s Signature: ___________________________________________  Score:_______

<table>
<thead>
<tr>
<th>Unacceptable -1</th>
<th>Basic -2</th>
<th>Proficient -3</th>
<th>Exceptional -4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate demonstrates lack of proper grammar and pronunciation in oral communication.</td>
<td>The teacher candidate inconsistently uses correct grammar and pronunciation.</td>
<td>The teacher candidate communicates effectively using standard English.</td>
<td>The teacher candidate responds appropriately to a variety of questions while maintaining precise and logical language usage.</td>
</tr>
<tr>
<td>The teacher candidate does not appropriately demonstrate nonverbal skills during the interview including eye contact, facial expressions, gestures, and posture.</td>
<td>The teacher candidate inconsistently demonstrates basic nonverbal skills during the interview including eye contact, facial expressions, gestures, and posture.</td>
<td>The teacher candidate demonstrates proficient nonverbal skills during the interview including eye contact, facial expressions, gestures, and posture.</td>
<td>The teacher candidate demonstrates exceptional nonverbal skills during the interview including eye contact, facial expressions, gestures, and posture.</td>
</tr>
<tr>
<td>The teacher candidate does not demonstrate professionalism in response to interview questions.</td>
<td>The teacher candidate demonstrates basic professionalism in response to interview questions.</td>
<td>The teacher candidate demonstrates proficient professionalism in response to interview questions.</td>
<td>The teacher candidate demonstrates exceptional professionalism in response to interview questions.</td>
</tr>
</tbody>
</table>
Judson College Distance Learning Program

The information provided in the Judson College Department of Teacher Education Handbook is intended to assist teacher candidates in understanding the responsibilities, policies and procedures governing the Teacher Education Program. Other communication will be conducted through Moodle, email, and phone conversation as needed. Just as for on-campus teacher candidates, the course professor may talk with the cooperating teacher to follow up on classroom progress. Many of the forms for admission and retention to the Teacher Education Program guidelines on pages 23-28 require teacher candidates to contact the Teacher Certification Office for guidance and assistance. As the on-campus teacher candidates have an advisor, the distance learning teacher candidates will also be assigned an advisor to direct and aid as they pursue their degree.

The Unit is committed to guiding teacher candidates in their pursuit of a degree. As you review the Teacher Education Handbook, we encourage you to contact the Department of Education (334-683-5140 or 334-683-5143) and/or Dr. Kathy Chen, the Director of Distance Learning (334-683-5169 and kchen@judson.edu) with any questions or concerns.

2010 Policy for Distance Learning Students
Once accepted into the Teacher Education and Music Programs, the Distance Learning student will adhere to the Judson College regular semester system. All contracted courses must be completed during the regular semester. Contract start and end dates will reflect the 1st day of class and the last day of finals. All work must be turned in to the instructor by this end date in order for them to grade the work and provide the Distance Learning office with the student’s grade. All policies pertaining to Drop/Add, Incompletes, etc. will be based upon those stated in the Judson College Academic Catalog, Teacher Education, Music, and Distance Learning Student handbooks.