Field Experience Handbook
for
Teacher Education Candidates, Faculty, Cooperating Teachers and Administrators

Division of Education
5500 Myron Massey Boulevard
Fairfield, AL 35064

Dr. George T. French Jr., President
Dr. Emmanuel Chekwa, Dean and Vice President of Academic Affairs
Dr. Sharon J. Porterfield Miller, NCATE Coordinator and Division Chairperson

Revised 2015
# TABLE OF CONTENTS

The President’s Cabinet/Division of Education Faculty/Staff………………………………..3
Division of Education Mission Statement…………………………………………………………..4
The Conceptual Framework…………………………………………………………………………5
Alabama Educator Code of Ethics………………………………………………………………..7
Model Code of Ethic for Educators……………………………………………………………..12
Field Experience ……………………………………………………………………………………..18
Field Experience Observation Hours……………………………………………………………….20
Roles of Division of Education Faculty and School Partners………………………………..22
Key Assignments, Rubrics and Documentation Forms…………………………………………24
P-12 Partnerships…………………………………………………………………………………….35
Retention in the Teacher Education Program…………………………………………………36
Student Grievance Procedure……………………………………………………………………37
Dispositions/Dispositions Procedures……………………………………………………………38
Student Organizations……………………………………………………………………………….41
Glossary…………………………………………………………………………………………….42
Required Signature Forms…………………………………………………………………………45
Student and Employee Nondiscriminatory Policy……………………………………………….51
Miles College is governed by a Board of Trustees which appoints the college president. The president is assisted by cabinet members who oversee six areas of the college. The six positions in the President’s cabinet are:

Dr. George T. French, Jr.  President  
Dr. Emmanuel Chekwa  Dean and Vice President, Academic Affairs  
Mrs. Diana Knighton  Senior Vice President, Finance and Administration  
Dr. Ba-Shen T. Welch  Vice President, Strategic Initiatives  
Mrs. Cherise Y. Peters  Vice President, Enrollment Management  
Reverend Larry Batie  Dean of Chapel and Vice President, Student Life and Engagement

Mr. Charles Crockrom, Sr.  Vice President, Alumni Affairs and Constituent Engagement

Division of Education (DOE) Faculty/Staff

Full-Time Faculty:  
Dr. Sharon J. Porterfield Miller, Division Chair and NCATE Coordinator  
Dr. Aubretta Curry, Reading Specialist  
Dr. Anthony C. Greene, Exceptional Education Specialist  
Dr. Anitra Hampton Pace, Director of Field Experience and Clinical Practice  
Dr. Annette Mahon, Early Childhood Education Specialist  
Dr. Yvette McPherson Richardson, Elementary Education Specialist  
Mrs. Yolanda Duff-Newsome, Early Childhood  
Mrs. Veronica Salary, Elementary Education  
Mrs. Ashley Tyson, General Psychology

Full-Time Administrative Staff:  
Ms. Monique Camp, Administrative Assistant and Publications Specialist  
Mrs. Fannie Holmes, Data Base Manager and Education Lab Coordinator  
Mrs. Carolyn Jordan, Administrative Assistant and Certification Officer

Adjunct Faculty:  
Ms. Vernandi Greene, Assessment  
Mrs. Carolyn Studdard, Health and Physical Education  
Dr. Theresa Thomas, Instructional Technology Specialist  
Dr. Walter Gonsoulin, Secondary  
Dr. Jameah Gardner, Assessment  
Ms. Kia Boyd, Psychology
Division of Education Mission Statement:

The mission of the Division of Education (DOE) follows the mission of the college to ensure that teacher education candidates “seek holistic development that leads to intellectual, ethical, spiritual, and service oriented lives.” This includes providing a liberal arts curriculum along with content mastery courses and teaching pedagogy that maximize the diversity and creativity essential to teacher education. Faculty professional involvement with candidates contributes to a learning environment that stimulates the life-long learning that undergirds teaching effectiveness. The Division manifests this concept by providing opportunities for candidates to develop the knowledge, skills and professional dispositions they will need to work effectively with students in P-12 schools.

Division of Education Diversity Statement:

Candidates from all diverse backgrounds and perspectives will be well-served by this course. Candidates’ learning needs will be addressed both in and out of class, and the diversity that candidates bring to this class will be viewed as a resource, strength, and benefit. All content, materials and activities will be presented in a manner that is respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics.

Division of Education Clinical and Field Experience Statement:

Clinical and Field Experience is the beginning of a training experience that offers the Teacher Candidates a supervised environment in which to observe. This experience will develop and polish the professional skills already acquired by each teacher candidate. Each Teacher Candidate will be assigned to a school or center for a school-site observation by The Director of Field Experience and Clinical Practices. The Alabama State Department of Education requires documented clock hours for field experience. Teacher Candidates are expected to be timely, dress professionally, and behave and speak in a professional manner at all times.

Advisement: Students interested in pursuing a degree and/or certification in teacher education should seek the advice of the Certification Officer at Miles College. Due to the Alabama State Department of Education certification requirements, it is imperative that students take all courses on the state approved checklist for selected certification programs.

The Certification Officer is readily accessible for academic advisement throughout a student’s college years. The Certification Officer also provides assistance in meeting all course requirements for Certification at the Class B level.
The Conceptual Framework

The theme of the Conceptual Framework for the Division of Education is The Educator: “A Facilitator of Learning.” The Educator is a catalyst for learning. He/She acquires the knowledge needed to transfer to the students, creates the climate for learning, initiates activities that are meaningful to the students and provides encouragement for student learning in P-12 schools. The course work and performance based activities allow the Education Candidates to enhance their abilities in the four overarching tenets. The knowledge, skills, and professional dispositions are identified in the Conceptual Framework along with the expected proficiencies outcomes (EPO). The Conceptual Framework has been developed using theoretical concepts and with input from representatives of all stakeholders including candidates, Cooperating Teachers, principals, and Professional Education Unit (PEU). Measures to assess the Candidates’ progress are maintained as they matriculate through their program of study. This ensures that all teacher education candidates who completed the programs in their major demonstrate the knowledge, skills and professional dispositions that are outlined in the Conceptual Framework.

Conceptual Framework Overarching Tenets Alignment:

(Candidate Expected Proficiency Outcomes/Dispositions/ Indicators/Skills)

1.0 Acquiring Knowledge is the integration of understanding and mastery of procedural skills and experience gained through coursework and performance based activities to promote life-long learning with students in P-12 schools.

Each student: (Indicators) (Candidate Expected Outcomes)

1.1 Knows, analyzes and synthesizes subject content using historical and philosophical perspectives. (knowledge) (EPO: Plan Instruction)
1.2 Uses problem-solving processes and learning strategies to enhance student learning and development. (skill) (EPO: Communication)
1.3 Implements curriculum that exemplifies equity and diversity. (professional disposition) (EPO: Diversity)

2.0 Creating a Climate for Learning is the commitment to the awareness, knowledge, and acceptance of human diversity which leads to the ability to form relationships to sustain learning with students in P-12 schools.
Each student:

2.1 Demonstrates self-awareness, self-confidence and an understanding of the cultural differences of others that could impede or enhance student learning. (professional disposition) (EPO: Diversity)
2.2 Manages an appropriate classroom environment for maximum learning to take place. (skill) (EPO: Impact Student Learning)
2.3 Implements curriculum that includes methods and strategies for applying technology to maximize learning (skill) (EPO: Impact Student Learning)

3.0 Initiating Meaningful Activities is the use of state-of-the-art materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments and evaluation in P-12 schools.

Each student:

3.1 Integrates various subject matter to facilitate learning. (skill)
   (EPO: Assessment / Evaluation)
3.2 Evaluates and uses data effectively to assess the needs of all students. (skill)
   (EPO: Assessment/ Evaluation)

4.0 Providing Encouragement is modeling values and beliefs that guide thought, activities and attitudes which create a more just and humane world and are expressive of the worth and value placed on all beings to instill high expectations for all P-12 students.

Each student:

4.1 Motivates all students to become life-long learners and change agents in society. (professional disposition)
   (EPO: Model Professionalism)
4.2 Uses appropriate oral and written communication and body language to enhance student learning. (skill)
   (EPO: Communication)
Alabama Educator Code of Ethics

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

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

Code of Ethics Standards

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

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

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

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

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

Unethical conduct includes, but is not limited to, the following:
• Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal,
state, and/or other governmental agencies.

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

**Standard 3: Unlawful Acts**

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

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

**Standard 4: Teacher/Student Relationship**

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

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

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

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

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

**Standard 5: Alcohol, Drug and Tobacco Use or Possession**

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

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

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

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

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

**Standard 6: Public Funds and Property**

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

Ethical conduct includes, but is not limited to, the following:
- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:
- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

**Standard 7: Remunerative Conduct**

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

Ethical conduct includes, but is not limited to, the following:
- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:
- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**

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

Ethical conduct includes, but is not limited to, the following:
- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:
- Sharing confidential information concerning student academic and disciplinary records, health and
medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.

- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

**Standard 9: Abandonment of Contract**

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

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

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

**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 Ala. 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.
Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

The professional educator demonstrates responsibility to oneself as an ethical professional by:
1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one’s position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:
1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:
1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one’s professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.
Principle II: Responsibility for Professional Competence
The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence. 
A. The professional educator demonstrates commitment to high standards of practice through:
   1. Incorporating into one’s practice state and national standards, including those specific to one's discipline;
   2. Using the Model Code of Educator Ethics and other ethics codes unique to one’s discipline to guide and frame educational decision-making;
   3. Advocating for equitable educational opportunities for all students;
   4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one’s position;
   5. Reflecting upon and assessing one’s professional skills, content knowledge, and competency on an ongoing basis; and
   6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:
   1. Appropriately recognizing others’ work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
   2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
   3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
   4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
   5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one’s research and practice, in accordance with district policy, state and federal laws; and
   6. Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:
   1. Increasing students’ access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
   2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
   3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students
The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.
A. The professional educator respects the rights and dignity of students by:
   1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
   2. Interacting with students with transparency and in appropriate settings;
   3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one’s interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator’s career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:
   1. Seeking to understand students’ educational, academic, personal and social needs as well as students’ values, beliefs, and cultural background;
   2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
   3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:
   1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
   2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
   3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community
The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.
A. The professional educator promotes effective and appropriate relationships with parents/guardians by:
   1. Communicating with parents/guardians in a timely and respectful manner that represents the students’ best interests;
   2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
   3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
   4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, Cooperating Teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students’ opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students’ best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

**Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

**A. The professional educator uses technology in a responsible manner by:**

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one’s interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district’s policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

**B. The professional educator ensures students’ safety and well-being when using technology by:**

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students’ presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

**C. The professional educator maintains confidentiality in the use of technology by:**

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and

3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;

2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and

3. Promoting technological applications (a) that are appropriate for students’ individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.
Field Experience: Mandatory cleared background check/fingerprint

Field experiences are vital components of the Teacher Education Program. Students enroll in teacher education courses which contain a field component. These experiences represent the link between theory and practice. These experiences ensure that Education Candidates are equipped to be “Facilitators of Learning.”

In order to achieve the most satisfactory results in Field Experience, certain principles should govern the choice of experiences offered to the teacher education candidates. Field Experiences should include a variety of diverse placements. Students are required to participate in experiences that include students with exceptionalities and students from racial, gender, language, diverse ethnic and socioeconomic backgrounds. Urban, suburban, and rural placements are required. Diversity in the faculty, Cooperating Teachers, and teacher candidates are considered as factors in choosing school sites.

Field Experience should:

- Be well planned with consideration of the child’s welfare who is to be taught and the procedures of the college, the school, and the school system
- Be continuous and unified, integrating the various Transition Points as the Teacher Education Candidate progresses from one environment in which he/she is placed
- Encourage initiative, originality, and innovation
- Provide for the candidate’s reflection, feedback from peers and supervisors
- Provide for the observation of a variety of quality teaching experiences to help the candidate continue to develop the content, professional, and pedagogical knowledge, skills and professional dispositions outlined in standards
- Encourage open-mindedness and willingness to become aware of and accept change
- Instill awareness that professional growth never ends, and
- Develop a caring and supportive relationship between the Teacher Education Candidate, the veteran teacher, and the P-12 students being served, thus producing a successful field experience.
Transition Point I and Transition Point II of Field Experiences are vital components of the Teacher Education Program. These experiences represent the link between theory and practice and will ensure that Teacher Candidates are equipped to be Facilitator of Learning.

### Professional Education Unit

(DIVISIONS OF EDUCATION AND ARTS AND SCIENCES)

**Transition Points and Key Assessments**

<table>
<thead>
<tr>
<th>Professional Education Unit (PEU) Initial Teacher Preparation Programs</th>
<th>Transition Point 1 Admission to Teacher Education Program (TEP)</th>
<th>Transition Point 2 Admission to Student Internship</th>
<th>Transition Point 3 Completion of Student Internship &amp; Program</th>
<th>Transition Point 4 Post Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Timeline for 4 year course of study</td>
<td>End of Sophomore Year</td>
<td>End of Junior Year</td>
<td>End of Senior Year</td>
<td>1-3 years after graduation</td>
</tr>
<tr>
<td>Programs: Early Childhood Education (P-3)</td>
<td>* ≥2.80 GPA</td>
<td>*Completion of all pre-requisite Professional Studies courses with a grade of &quot;C&quot; or better ED209; ED300; ED319; ED350; PSY 301</td>
<td>* ≥2.80 GPA</td>
<td>*Pre/Post evaluations of the Alabama Quality Teacher Standards (AQTS) for Class B and specific content areas by College Supervisors and Cooperating Teachers</td>
</tr>
<tr>
<td>Elementary Education (K-6)</td>
<td>*Successfully pass the Miles College English Proficiency Exam (EPE)</td>
<td>*Successfully pass the Basic Skills Test of the Alabama Educator Certification Testing Program (AECTP)</td>
<td>*Successfully pass appropriate Praxis II Content Knowledge examination and Principal of Learning and Teaching (PLT)</td>
<td>*Disposition Survey ED449&amp;450</td>
</tr>
<tr>
<td>Secondary Education (7-12)</td>
<td>*Background Check</td>
<td>*Successful completion of 60 semester hours</td>
<td>*A favorable letter of recommendation from the respective division</td>
<td>*Final presentation of e-Portfolio of the Student Internship experience evaluated by the Student Intern Advisory Committee, including presentation of Action Research Projects &amp; E-portfolio with Mini Lesson</td>
</tr>
<tr>
<td>*Biology Education</td>
<td>*Submission of candidate work samples (an autobiographical sketch, philosophy of education, and a &quot;best sample&quot; from TEP courses)</td>
<td>*Successful completion of all Teaching Field coursework with a grade of &quot;C&quot; or better</td>
<td>*Successfully pass Praxis II Reading (Elementary and Early Childhood Education Majors only)</td>
<td>*Exit Interview</td>
</tr>
<tr>
<td>*Chemistry Education</td>
<td>*A minimum of 70 hours Field experience documentation progression toward 150 required observation hours</td>
<td>*Disposition Survey ED 319</td>
<td>*Completed Senior Checklist</td>
<td></td>
</tr>
<tr>
<td>*General Science Education</td>
<td>Membership in SAEA (Effective Fall 2015)</td>
<td>*Completion of all 150 required observation hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*English/Language Arts Education</td>
<td>*Disposition Survey ED209</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*History/Social Science Education</td>
<td>*Recommendation from major advisor and Teacher Education Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Mathematics Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Music Education (Choral)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Music Education (Instrumental)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* ≥2.80 GPA

*Completion of all Teaching Field coursework with a grade of "C" or better

*Successfully pass appropriate Praxis II Content Knowledge examination and Principal of Learning and Teaching (PLT)

*Disposition Survey ED449&450

*Final presentation of e-Portfolio of the Student Internship experience evaluated by the Student Intern Advisory Committee, including presentation of Action Research Projects & E-portfolio with Mini Lesson

*Exit Interview

*Completed Senior Checklist
# FIELD EXPERIENCE OBSERVATION HOURS

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Number of Clock Hours Required</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 209 Intro To Teaching</td>
<td>60</td>
<td>1 week prior to Final Examination</td>
</tr>
<tr>
<td>MU 303 Intro to Music</td>
<td>60</td>
<td>1 week prior to Final Examination</td>
</tr>
<tr>
<td>ED 440 Field Study in Early Childhood</td>
<td>60</td>
<td>1 week prior to Final Examination</td>
</tr>
<tr>
<td>ED 350 Foundations of Education</td>
<td>15</td>
<td>1 week prior to Final Examination</td>
</tr>
</tbody>
</table>

**Fingerprint Information and Background Check**  
**MANDATORY**

ATC Healthcare Service, Inc.  
100 Shadow Wood Park Suite 200A  
Birmingham, AL 35244  
205-879-9381  
(Fingerprinting)  

[www.cogentid.com/AL](http://www.cogentid.com/AL)
<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Number of Clock Hours Required</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 302</td>
<td>5</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 341</td>
<td>5</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 407</td>
<td>5</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 407</td>
<td>5</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 325</td>
<td>10</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 448</td>
<td>15</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>MU 347</td>
<td>15</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>MU 356</td>
<td>30 (per course)</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 319</td>
<td>15</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 400</td>
<td>15</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
<tr>
<td>ED 423</td>
<td>30 (per course)</td>
<td>Due 2 weeks after Mid-Term or earlier</td>
</tr>
</tbody>
</table>
PROCEDURES FOR PLACEMENT FOR FIELD EXPERIENCE:

In accordance with the Conceptual Framework, the Alabama Quality Teacher Standards, InTASC Standard, the Mission of the Miles Division of Education and Standard Three of the National Council for the Accreditation of Colleges of Teacher Education (NCATE) the Director of Field Experience and Clinical Practices abides by the following procedure in the placement of Field Experience Candidates, working in conjunction with the following:

ROLE OF THE DIRECTOR OF FIELD EXPERIENCE AND CLINICAL PRACTICES:

The Director may choose from a myriad of schools as potential placements. If possible, schools are chosen in rural, urban, and suburban areas throughout the Teacher Education Program. An analysis of the demographics of the schools is conducted to determine the diversity of the faculty and school body. Schools with levels of diversity are chosen. The selection of schools gives Teacher Education Candidates the chance to work with a variety of diverse learners. It is imperative that Teacher Education Candidates are prepared to teach in a variety of school settings. The Director also keeps a file on the number of hours each Teacher Candidate spends in the field. Each Teacher Candidate must complete the required number of hours in order to graduate.

ROLE OF THE SUPERINTENDENT:

- The Director of Field Experience and Clinical Practices contacts the Superintendent of the School System to secure the approval of placements in particular school in the school district.
- When the Memorandum of Agreement or partnership is in place, the Superintendent contacts the school principal to seek approval of the Teacher Education Candidate’s placement in that particular school.

ROLE OF THE PRINCIPAL:

- With the approval of the superintendent, the Director of Field Experience and Clinical Practices discusses the placements of Teacher Education Candidates.
- A list of prospective placements with requested grade level or subject matter is presented to the principal. The principal must agree to accept Teacher Candidates in order for a placement to be secured.
- The principal and the Faculty Supervisor of the Teacher Education Candidate plan a time to meet with the principal for an orientation. Teacher Education Candidates are required to attend the meeting.
- During the meeting, the principal will make available important information and materials that will enable the Teacher Candidate to understand the students with whom they will be observing, pointing out that materials are to be treated in a confidential and professional manner. The principal will also indicate staff meetings, professional meetings, and committee meetings that will be open to the Teacher Candidate. The principal facilitates the acceptance of teacher candidates by the faculty of the school in which they are working, and keeps the Faculty Supervisor informed about the progress of the Teacher Candidates in the school.
- Principals are asked to recommend specific teachers as Cooperating Teachers. Faculty members and the Professional Education Unit (PEU) at the Division of Education do not contact the teacher directly at this point. Communication is initiated with the Cooperating Teacher AFTER approval is granted by the principal. Reliance is placed on the professional judgment of the principal.
The principal contacts the Cooperating Teacher to obtain his or her consent to have a Teacher Candidate in his or her classroom.

**ROLE OF THE Cooperating Teacher:**
- After the Cooperating Teacher agrees to supervise the placement of the Teacher Education Candidate, the principal calls an orientation meeting with the Cooperating Teachers to explain policies and procedures. These include dates of the observations, responsibilities, activities of the Teacher Education Candidate, and the role of the Cooperating Teacher in the evaluation of the candidate.
- The Cooperating Teacher has the responsibility to treat the Student Teaching/Internship/Intern Candidate with dignity and respect. A welcoming attitude is paramount.
- The Cooperating Teacher will introduce the Student Teaching/Internship/Intern Candidate to the class.
- Cooperating Teachers have varying expectations. Some may want the Teacher Candidate to participate actively in classroom activities and be of general service to the teacher. However, it is realized that some Cooperating Teachers do not feel at ease with this situation. The Cooperating Teacher has the final “say-so” in the classroom. As observers in the classroom, Student Teaching/Internship/Interns Candidates are guests in both the classroom and the school. We value and respect varying opinions as to the level of participation Cooperating Teachers feel comfortable.
- Cooperating Teachers have the responsibility to work with the supervisor in the completion of the Observation Log and the assessment of professional dispositions.

**ROLE OF THE MILES Division Of Educational Supervisor:**
**Professional Education Unit (PEU) Supervisor:**
- The College Supervisor has the responsibility of cooperating fully with the Director of Field Experience and Clinical Practices placements.
- The College Supervisor sets up a meeting with the principal. The Teacher Candidates must attend this orientation. The principal explains the procedures and policies of the school.
- The College Supervisor of the Teacher Candidate sets up a meeting with Cooperating Teachers. The College Supervisor has the responsibility to discuss policies and procedures with the Cooperating Teacher.
- The College Supervisors maintains close contact with the Cooperating Teacher throughout the duration of the semester. The Cooperating Teacher should feel free to contact the College Supervisor at any point if there are questions or concerns.
- The College Supervisor may sit in on lessons that pertain to the particular subject matter the Teacher Candidate is instructed to observe. In addition, the College Supervisor may speak with the principal concerning a classroom where she or he may meet with the Teacher Candidate assigned to the school.

**Responsibilities Of The Field Experience Teacher Candidate:**
- The Teacher Candidate will receive an assignment from faculty members and PEU faculty at Miles College (in the course you are taking).
- The Teacher Candidate will receive a Field Experience and Teacher Candidate Internship Handbook. Keep one copy and submit one copy to the Cooperating Teacher.
- The Teacher Candidate will read the Field Experience and Teacher Candidate Internship Handbook thoroughly.
- The Teacher Candidate will provide his/her Cooperating Teacher with a personal data sheet.
- The Teacher Candidate will obtain information about the school (In-Service days, Professional Development days, Mission of the school, school regulations, etc.).
• With discretion, the Teacher Candidate will exercise initiative in the classroom.
• The Teacher Candidate will solicit ongoing feedback from the Cooperating Teacher regarding his/her personal strengths and weaknesses and strategies for self-improvement.
• The Teacher Candidate will make-up for time lost due to illness.
• The Teacher Candidate will develop and maintain a complete observation journal to submit to the professor of the course.
• The Teacher Candidate will attend class meetings regularly and promptly.
• The Teacher Candidate will dress professionally (No jeans, no flip flops, no sheer blouses/dress, no earrings for males).
• The Teacher Candidate will participate actively.
• The Teacher Candidate will determine exact times and dates for observations (in cooperation with the Cooperating Teacher).
• The Teacher Candidate will observe in a systematic and purposeful manner, remembering to be analytical and not judgmental in your observation. Learning through reflection and analysis (not critical evaluation) is the goal of the Field Experience.
• During Transition Point I and Transition Point II, the Teacher Candidate will gradually increase the level of interaction with the Cooperating Teacher and the students in the P-12 schools.
• The Teacher Candidate will make themselves available for regular conferences with their Cooperating Teacher.
• The Teacher Candidate will become involved in school activities, time permitting that extends beyond the classroom setting (recess, field trips).
• The Teacher Candidate will take initiative to get involved with the students in the class, under the direction of the Cooperating Teacher.
• The Teacher Candidate will have the Cooperating Teacher complete the Field Experience Observation Documentation Form with his/her signature and submit the original hard copy of the Field Experience Observation Documentation Form to the professor.
• The Teacher Candidate will maintain an ethical and professional attitude toward all members of the school community.
• The Teacher Candidate will recognize and accept that the welfare of the students is the ultimate concern and that the Cooperating Teacher has the final responsibility for what occurs in the classroom.
• Upon arrival at the school, The Teacher Candidate will report directly to the main office and sign-in.
• The Teacher Candidate will wear the Miles College ID badge (mandatory).
• The Teacher Candidate will be punctual.
• The Teacher Candidate must reschedule an observation; the candidate should e-mail or phone your College Supervisor and Cooperating Teacher to make up the absence.
• The Teacher Candidate should check on the availability of the parking spaces at the school. Many teachers have to pay for their parking spaces and do not appreciate having any one parking in their space.
• The Journal of Field Experience Observation is required for all courses. The Journal of Field Experience Observation generally includes what a teacher candidate observes in the classroom. Various components may include the following: the role of the teacher, the role of the student, the role of the principal, classroom management, exceptional education, the instructional strategies, educational philosophy of the teacher, classroom environment, and procedures.
Three Key Assignments
in the Division of Education

- Journal of Field Experience Observation should include the following:
  1. Classroom procedures/routines
  2. Classroom setting (whole group etc.)
  3. Classroom engagement
  4. P-12 student engagement

- Field Experience Observation Documentation via TK 20
  - When submitting via TK20 use correct grammar/spelling
  - Submit on time. You do not want to be locked out.

- Article Critique

Beginning with the first course, each candidate shall participate in extended and supervised field experiences with specific purposes and assessment at a minimum. Each candidate in a Class B program shall have participated in 150 clock hours prior to internship.

(b) Field Experiences in Class B and Alternative Class A programs

1. Field experiences shall facilitate candidates’ development as professional educators by providing opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings and participating in education-related community events prior to the internship.

2. Beginning with the first professional course, each candidate shall participate in extended and supervised filed experiences with specific purposes and assessment. At a minimum, each candidate in a Class B or Alternative Class A program shall have participated in 150 clock hours prior to the internship. Ninety of these 150 hours shall be in increments of three hours each. The majority of field experiences must occur in P-12 schools.

3. Field experiences must span all of the grades for which certification is sought. At least half of the field experiences shall be in the candidate’s teaching field.
## Oral Presentation Rubric

Teacher Candidate _________________________________________  Date _______________  Assignment ________________________________

Instructor: ________________________________________________  Peer Evaluator ___________________________________________________

### Category

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The Teacher Candidate is completely prepared and has obviously rehearsed.</td>
<td>The Teacher Candidate seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The Teacher Candidate is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>The Teacher Candidate does not seem at all prepared to present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The Teacher Candidate is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>The Teacher Candidate is able to accurately answer most questions posed by classmates about the topic.</td>
<td>The Teacher Candidate is able to accurately answer a few questions posed by classmates about the topic.</td>
<td>The Teacher Candidate is unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaks Clearly</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Speaks clearly and distinctly all the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly most of the time.</td>
<td>Speaks clearly and distinctly some of the time.</td>
<td>Often mumbles or cannot be understood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enthusiasm</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manipulatives</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Uses several manipulatives/mnemonic device (could include costume) that show considerable work/creativity and which make the presentation better.</td>
<td>Uses one manipulatives/mnemonic device that shows considerable work/creativity and which make the presentation better.</td>
<td>Uses one manipulative/mnemonic device which makes the presentation better, but shows little work/creativity.</td>
<td>Uses no manipulatives/mnemonic or the props chosen distract from the presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stays on Topic</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Stays on topic all of the time.</td>
<td>Stays on topic most of the time.</td>
<td>Stays on topic some of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses Complete Sentences</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Always speak in complete sentences.</td>
<td>Mostly speaks in complete sentences.</td>
<td>Sometimes speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attire</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Business attire, very professional look.</td>
<td>Casual business attire.</td>
<td>Casual business attire, but wore sneakers or seemed somewhat wrinkled.</td>
<td>General attire not appropriate for audience (jeans, t-shirt, shorts).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Presentation includes all material needed to gain a comfortable understanding of the topic.</td>
<td>Presentation includes most material needed to gain a comfortable understanding of the topic.</td>
<td>Presentation is missing more than two key elements.</td>
<td>Presentation is lacking several key components and has inaccuracies.</td>
</tr>
</tbody>
</table>

---

Conceptual Framework Expected Outcome: Communication  Points ________
NCATE: 1 Content Knowledge
InTASCS: Standard 4: Content Knowledge
AQTS: 3 Literacy
# Field Experience Observation Documentation Form (TK20)

**Miles College**

**The Educator: A Facilitator of Learning**

<table>
<thead>
<tr>
<th>Student’s Name: _____________________</th>
<th>Semester: _________</th>
<th>Date Submitted: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s Name: ___________________</td>
<td>Course/Class:_________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criterion</strong></th>
<th><strong>Performance Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total 12 Points</strong></td>
<td><strong>3 points maximum in each area</strong></td>
</tr>
<tr>
<td><strong>Writing/Organization</strong></td>
<td><strong>Exceeds Expectations 3 points</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Meets Expectations 2 points</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Emerging 1 point</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Developing 0 points</strong></td>
</tr>
</tbody>
</table>

- **Writing/Organization**
  - 3 points: All entries have a clear beginning, middle, and ending. All entries are written in complete sentences.
  - 2 points: Almost all entries have a clear beginning, middle, and ending. Almost all entries are written in complete sentences.
  - 1 point: Some entries have a clear beginning, middle, and ending. There appears to be a lack of continuity in written entry.
  - 0 points: Entries do not have a clear beginning, middle, and ending. Some of the are written in incomplete sentences and information is confusing.

- **Content**
  - 3 points: The Teacher Candidate demonstrates a thorough understanding of the Field Experience Observation. The content is relevant and compelling. The reader sustains a high level of interest throughout the entry. There is an excellent flow of the Field Experience documentation throughout the entry.
  - 2 points: The Teacher Candidate demonstrates a good understanding of the Field Experience Observation. Most of the time the content is relevant and compelling throughout the entry. There is a good flow of the Field Experience documentation throughout the entry most of the time and the reader sustains interest in the entry most of the time.
  - 1 point: The Teacher Candidate demonstrates a satisfactory understanding of the Field Experience Observation. The content somewhat relevant and compelling throughout the entry most of the time. There is a good flow of the Field Experience documentation throughout the entry most of the time. The reader sustains a satisfactory interest in the entry most of the time.
  - 0 points: The Teacher Candidate’s documentation lacks an understanding of the Field Experience Observation. The content is not compelling to read by the reader and there is an unsatisfactory flow of the Field Experience documentation throughout the entry. The reader sustains very little interest in reading the documentation.

- **Knowledge**
  - 3 points: The Field Observation Documentation includes all key components needed to gain a full understanding of the Field Experience.
  - 2 points: The Field Observation Documentation includes almost all key components needed to gain a full understanding of the Field Experience.
  - 1 point: The Field Observation Documentation includes a satisfactory amount of all key components needed to gain a full understanding of the Field Experience.
  - 0 points: The Teacher Candidate does not include key elements required to gain a full understanding of the Field Experience.
| Mechanics ______ points | Field Experience Journal includes all key elements required to gain a detailed understanding of the student’s experiences and contains hardly any errors in spelling, grammar, punctuation, sentence structure and mechanics. | Field Experience Journal includes most key elements required to gain a detailed understanding of the student’s experiences and contains few errors in spelling, grammar, punctuation and mechanics. | Field Experience Journal includes some key elements required to gain a detailed understanding of the student’s experiences and some errors in spelling, grammar, punctuation and mechanics. | Field Experience Journal contains very few key elements required to gain a detailed understanding of the student’s experiences. |

Alabama Quality Teaching Standards: 3.1  
NCATE: Standard 3 Field Experience and Clinical Practice  
Miles College DOE: Conceptual Framework Indicator 4.2  
EPO: Communication  
InTASC: Standard 4 – Content Knowledge #6 Assessment

**Correlation to Miles College Grading Scale**

- **Grade A** = 12 points = 100
- **Grade B** = 11 points = 92
- **Grade C** = 10 points = 83
- **Grade D** = 9 points = 75
- **Grade F** = Below 8 points

<p>| Total Points ______ Grade______ |</p>
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
<th>Total 12 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Organization</td>
<td>All entries have a clear beginning, middle, and ending. There is an excellent flow of the topic throughout the journal entries.</td>
<td>3 points maximum in each area</td>
</tr>
<tr>
<td>Graph</td>
<td>Exceeds Expectations 3 points</td>
<td>Meets Expectations 2 points</td>
</tr>
<tr>
<td>Course Specific Content/Topic(s)</td>
<td>Content is free or almost free of errors related to spelling, grammar, punctuation, sentence structure and mechanics.</td>
<td>_____ points</td>
</tr>
<tr>
<td>Graph</td>
<td>Student demonstrates a thorough understanding of the content/topic(s) presented in the course. The entries are relevant and correlate field experiences with course content/topics.</td>
<td>_____ points</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Field Experience Journal includes all key elements required to gain a detailed understanding of the student’s experiences.</td>
<td>_____ points</td>
</tr>
</tbody>
</table>

Alabama Quality Teaching Standard: Standard 1 – Content Knowledge Rule Number: (1)(c)1.(i)
NCATE: Standard 1 - Candidate knowledge, skills, and professional dispositions
Miles College DOE: Conceptual Framework Indicator 1.1 / EPO: Plan Instruction
In TASC: Standard 4 – Content Knowledge Standard 6 - As points

<table>
<thead>
<tr>
<th>Correlation to Miles College Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 -11 points = A</td>
</tr>
<tr>
<td>10 = B</td>
</tr>
<tr>
<td>9 points = C</td>
</tr>
<tr>
<td>8 points = D</td>
</tr>
<tr>
<td>7 points or below = F</td>
</tr>
</tbody>
</table>

TOTAL POINTS =12 ____/12 GRADE ____
# Article Critique

## Miles College

### The Educator: A Facilitator of Learning

<table>
<thead>
<tr>
<th>Student’s Name: ______________________________</th>
<th>Semester: ___________________________</th>
<th>Date Submitted: ___________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s Name: __________________________</td>
<td>Course/Class: ________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total 12 Points</strong></td>
<td>3 points maximum in each area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summary of Content</strong></th>
<th>Exceeds Expectations 3 Points</th>
<th>Meets Expectations 2 Points</th>
<th>Emerging 1 Point</th>
<th>Developing 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Point(s)</td>
<td>The writer summarizes 4 or more major highlights from the article.</td>
<td>The writer summarizes only 3 major highlights from the article.</td>
<td>The writer summarizes no more than 2 highlights from the article.</td>
<td>The writer fails to summarize any highlights from the article.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Author’s Main Focus</strong></th>
<th>Exceeds Expectations 3 Points</th>
<th>Meets Expectations 2 Points</th>
<th>Emerging 1 Point</th>
<th>Developing 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Point(s)</td>
<td>The writer does an excellent, detailed job of identifying the author’s main idea or message presented in the article.</td>
<td>The writer satisfactorily identifies the author’s main idea or message presented in the article.</td>
<td>The writer somewhat identifies the author’s main idea or message, but not fully.</td>
<td>The writer inadequately identifies the author’s main idea or message, or completely misses the main idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Reaction</strong></th>
<th>Exceeds Expectations 3 Points</th>
<th>Meets Expectations 2 Points</th>
<th>Emerging 1 Point</th>
<th>Developing 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Point(s)</td>
<td>The writer uses critical thinking to develop an excellent, detailed personal reaction that relates to the course.</td>
<td>The writer uses critical thinking to develop a satisfactory personal reaction that relates to the course.</td>
<td>The writer somewhat uses critical thinking to develop a personal reaction, which somewhat relates to the course.</td>
<td>The writer does not use critical thinking to develop a personal reaction that relates to the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing Mechanics</strong></th>
<th>Exceeds Expectations 3 Points</th>
<th>Meets Expectations 2 Points</th>
<th>Emerging 1 Point</th>
<th>Developing 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Point(s)</td>
<td>Content is free or almost free of errors related to spelling, grammar, punctuation, and mechanics.</td>
<td>Content contains a few occasional errors related to spelling, grammar, punctuation, and mechanics.</td>
<td>Content contains several errors related to spelling, grammar, punctuation, and mechanics.</td>
<td>Content contains many errors related to spelling, grammar, punctuation, and mechanics.</td>
</tr>
</tbody>
</table>

Alabama Quality Teaching Standard: Standard 1 – Content Knowledge Rule Number: (1)(c)1.(i)
NCATE: Standard 1 - Candidate knowledge, skills, and professional dispositions
Miles College DOE: Conceptual Framework Indicator 1.1 / EPO: Plan Instruction
InTASC: Standard 4 – Content Knowledge   Standard 6 - Assessment

**TOTAL POINTS = 12**  _____/12  **GRADE _____**

Correlation to Miles College Grading Scale

- 12 -11 points = A
- 10 points = B
- 9 points = C
- 8 points = D
- 7 points or below = F
BULLETIN BOARD RUBRIC – DIVISION OF EDUCATION
The Educator: A Facilitator of Learning

Student’s Name: _____________________  Semester: _________  Date Submitted: __________________
Instructor’s Name: ___________________  Course/Class: __________________

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
<th>Total Points (12)</th>
<th>Correlation to Miles College Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
<td>3 points maximum in each area</td>
<td>12 - 11 points = A</td>
</tr>
<tr>
<td>Point(s)</td>
<td></td>
<td></td>
<td>10 points = B</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td></td>
<td></td>
<td>9 points = C</td>
</tr>
<tr>
<td>3 points</td>
<td></td>
<td></td>
<td>8 points = D</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td></td>
<td></td>
<td>7 points or below = F</td>
</tr>
<tr>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 point</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 points</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alabama Quality Teaching Standards: (2)(c)(vi) and (1)(a)(v)
NCATE: Standard 1 Candidate Knowledge, Skills, and Professional Dispositions
Miles College DOE: Conceptual Framework Indicator 1.0  EPO: Communication
InTASC: Standard 4(a)  Content Knowledge

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Effectiveness</th>
<th>Originality</th>
<th>Attractiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose is extremely clear and precise.</td>
<td>Project includes all materials needed to gain a comfortable understanding of the topic including correct spelling, grammar, and mechanics.</td>
<td>Bulletin Board shows considerable originality (authentic) and creativity. The content and ideas are all created in a unique and interesting way. All graphics are related to the topic.</td>
<td>Bulletin Board is exceptionally attractive in terms of design, layout, and neatness.</td>
</tr>
<tr>
<td>The purpose is generally understandable.</td>
<td>Project includes most materials needed to gain a comfortable understanding of the topic including correct spelling, grammar, and mechanics.</td>
<td>Bulletin Board shows satisfactory level of originality (authentic) and creativity. The content and ideas are satisfactorily created in a unique and interesting way. Most graphics are related to the topic.</td>
<td>Bulletin Board shows a satisfactory level of attractiveness in terms of design, layout, and neatness.</td>
</tr>
<tr>
<td>The purpose is somewhat understandable.</td>
<td>Project includes some materials needed to gain a comfortable understanding of the topic including correct spelling, grammar, and mechanics.</td>
<td>Bulletin Board shows some level of originality (authentic) and creativity. The content and ideas are created in a somewhat interesting way. Some graphics are related to the topic.</td>
<td>Bulletin Board is somewhat attractive in terms of design and layout. Bulletin Board is lacking in neatness.</td>
</tr>
<tr>
<td>The purpose is not understandable.</td>
<td>Project does not include materials needed to gain a comfortable understanding of the topic including correct spelling, grammar, and mechanics.</td>
<td>Bulletin Board does not demonstrate any originality (authentic) and/or creativity. The content and ideas are not very creative or interesting. Graphics do not relate to the topic.</td>
<td>Bulletin Board is not attractive in terms of design, layout, or neatness.</td>
</tr>
</tbody>
</table>

Total Points (12) ___/12 points  Grade ___
# DOCUMENTATION OF FIELD EXPERIENCE OBSERVATION HOURS (ED 319 ONLY)

Teacher Candidate Name & Student Number: _______________________________  Major: _______________________________

Date Completed: ___________________________  Faculty Signature: ____________________________________________

(Required at conclusion of observation assignment)

Total Hours Required: ________ Hours  ED 319 Education of the Exceptional Child

<table>
<thead>
<tr>
<th>Date</th>
<th>Setting (S, U, R)</th>
<th>Time In</th>
<th>Time Out</th>
<th>Diversity</th>
<th>Exceptionalities</th>
<th>ASSIGNED P-12 School Center or Site</th>
<th>Signature ASSIGNED P-12 Teacher / Supervisor / Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suburban = S; Urban = U; Rural = R

TOTAL HOURS COMPLETED: __________

The student should submit the original form to the Instructor of the class. The instructor will submit the Original Form to the Field/Clinical Director and the Data Base Manager

Revised Summer 2015

32
**DOCUMENTATION OF FIELD EXPERIENCE OBSERVATION HOURS**

Teacher Candidate Name & Student Number: _______________________________ Major: _______________________________

Date Completed: _______________________________ Faculty Signature: ____________________________________________

(Required at conclusion of observation assignment)

Total Hours Required: ________ Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Setting (S, U, R)</th>
<th>Time In</th>
<th>Time Out</th>
<th>Diversity</th>
<th>ASSIGNED P-12 School Center or Site</th>
<th>Signature Assigned P-12 Teacher / Supervisor / Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Suburban = S; Urban = U; Rural = R

**TOTAL HOURS COMPLETED __________**

Revised Summer 2015

The student should submit the original form to the Instructor of the class. The instructor will submit the Original Form to the Field/Clinical Director and the Data Base Manager.
### Diversity Documentation

**Teacher Candidate Name & Student Number:** ____________________________  **Major:** ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>ELL Learners</th>
<th>Gender M F</th>
<th>Socioeconomic Status</th>
<th>Ethnic/Racial Group</th>
<th>Disabilities</th>
<th>Signature P-12 Teacher / Supervisor / Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Suburban = S; Urban = U; Rural = R|

**Disabilities**

- Autism
- Emotional Disability
- Intellectual Disability
- Orthopedic Impaired
- Visual Impairment
- Deaf-Blindness
- Gifted
- Multiple Disability
- Specific Learning Disability
- Developmental Delayed
- Hearing Impaired
- Other health Impaired
- Traumatic Brain Injury

**Ethnic/Racial Group**

- African
- African-American/Black
- Caucasian
- Other
- Asian
- French
- Hispanic
- Native American
- Latino
- Pacific Islander

**Socioeconomic**

- L – Low
- M – Middle
- H – High

Revised Fall 2015

The student should submit the original form to the Instructor of the class. The instructor will submit the Original Form to the Field/Clinical Director.
P-12 PARTNERSHIPS

Collaborative relationships with P-12 partners are integral parts of the unit. Professional Education Faculty and P-12 public school personnel collaborate to design, implement, and evaluate programs for the preparation of teachers. Focus groups and surveys are conducted to determine the strengths and needs of the current program. The unit has maintained close working relationships with a variety of schools in the surrounding area. These partnerships are dedicated to improving the quality of instruction in the schools and the quality of the pre-service teaching experience.

Some of the ongoing partnership sites are Leeds Elementary, Leeds Middle, Leeds High, Central Park Elementary, Glen Oaks, Robinson, Fairfield High Preparatory School, C.J. Donald Elementary, Jonesboro Elementary, Bessemer City High School, Hemphill Elementary, and Pleasant Grove High School. Other collaborative partnerships are secured with area school systems. Miles Division of Education has partnerships with several school systems, including Jefferson County Schools, Shelby County Schools, Mountain Brook City Schools, Homewood City Schools, Vestavia Hills City Schools, Hoover City Schools, and Birmingham City Schools.

Bessemer City Schools (U)  Birmingham City Schools (U)
Abrams Elementary School  Brown Elementary School
Bessemer Alternative School  Central Park Elementary School
Bessemer City High School  EPIC Elementary School* (D)
Hard Elementary School  Hemphill Elementary School
Jonesboro Elementary School  Hudson Elementary School
Westhills Elementary School  A.H. Parker High School (M)
Fairfield City Schools (U)  Ramsey Alternative School (M)
C. J. Donald Elementary School  Oxmoor Valley Elementary (U)
Glen Oaks Elementary School  Hoover City Schools
Robinson Elementary School  C. J. Donald Elementary School
Fairfield High Preparatory School  Edgewood Elementary School
Hoover City Schools (S)  Homewood City Schools (D)
Berry Middle School  Edgewood Elementary School
Hoover High School  Homewood High School
Spain Park High School  Hoover High School
Leeds City Schools (S)  Jefferson County Schools (R/S/U)
Leeds Elementary K-5  Adamsville Elementary School
Hudson Elementary School  Alabama State University (R)
Westhills Elementary School  A.H. Parker High School (M)
Bessemer Alternative School  Ramsey Alternative School (M)
Hemphill Elementary School  Oakwood Elementary School (D)
Jonesboro Elementary School  Ramona Elementary School (S)
Central Park Elementary School  Ramona Elementary School (S)
Fairfield High Preparatory School  Ramona Elementary School (S)
Hoover City Schools  Ramona Elementary School (S)
Spain Park High School  Ramona Elementary School (S)
Leeds City Schools (S)  Ramona Elementary School (S)
Leeds Elementary K-5  Ramona Elementary School (S)

Legend:  Diverse (D)  Magnet (M)  Parochial (P)  Rural (R)  Suburban (S)  Urban (U)
Listed below are the requirements for the Teacher Education Program.

<table>
<thead>
<tr>
<th>Documentation in Portfolio</th>
<th>Yes/No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Transcript with 60 hours including transfer credits and the last full semester in the Division of Education at Miles College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed program checklist documenting course placements from transcript including the five prerequisite education courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative average 2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Studies GPA 2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Field GPA 2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passage of EPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of Alabama's Basic Skills Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Fingerprint Information and Background Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Member of SAEA or Kappa Delta Pi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation from major advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autobiographical Sketch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful TEP Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation from TEP Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Disposition Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of observation hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notice of Approved or Disapproved

- Each candidate is notified by his/her advisor that the TEP application has been approved, which means teacher education candidates may continue the program and make satisfactory progress or
- **Disapproved** – Candidates are informed of deficiencies and advised that they should apply at a later date after working with their advisors to remove the deficiencies.
- **Remediation** to remove deficiencies may include, but is not limited to:

The candidate enrolling in additional course work, resubmitting the portfolio and/or completing another interview or candidates are referred to the Counseling, Advising and Testing Center (CAT) for advising concerning selecting another major.

If Teacher Education Candidates are approved, they must contact their advisors for a check sheet outlining course to be taken in their selected program of study. The Professional Studies Course for Evaluations and Measurements is taken during Phase II – Admission to TEP. This course must be completed prior to internship.

**Retention in the Teacher Education Program**

Candidates are expected to continue to meet the requirements of the education program when admission is granted. Failure to maintain a 2.8 GPA on a 4.0 scale in the major courses, the professional courses, and overall, places the candidate on probation. No grade below a “C” in any course is permitted. In case of a lower grade, the course must be repeated.

Any candidate who, in the opinion of their instructors, is judged to have developed undesirable characteristics for the profession, academic or otherwise, may be dropped from the program after appropriate review. For comprehensive details and an understanding of values, violations and sanctions, refer to the Miles College Student Catalog.

**Criteria for Correction or Removal from the Teacher Education Program**

In order to monitor a formally admitted teacher education student’s conduct and professional behavior when a problem is identified, the following criteria shall be used by the Division of Education as a means of correction or dismissal of the student from the teacher education programs.

1. An initial conference shall occur between the supervising professors, teacher/s and the student. If the unsatisfactory behavior still occurs the student and supervising teacher/s shall:

2. Conference with the Chair of Teacher Education. If the unsatisfactory behavior continues then the Chair of Teacher Education shall, within one week:

3. Present information concerning the behavior of the student to a Chair-appointed behavior review panel consisting of three faculty members who are not involved in the situation. Within two weeks, this panel, based on its findings, has the authority to recommend placement of the student on probation for a period of not less than one full semester and loss of formal admittance status to teacher education.

4. The Chair has the authority to overrule or modify the decision of the faculty panel. If the Chair agrees with the panel decision then the student shall be sent registered mail by the Division’s office, within 30 days, a letter stating the issuance of probation and loss of admittance status.

5. At the end of the probationary period, the Division Chair shall review the student’s status, and a recommendation will be made as to whether the student should be re-admitted to teacher education or be permanently removed from the program.
A Student’s Right to Appeal - Student Grievance Procedure

A student has a right to appeal if he or she disagrees with a probation decision in regard to conduct or misbehavior or is removed from the program due to unsatisfactory conduct or misbehavior. This right to appeal is the same process used when appealing academic disputes. Steps are outlined in the Miles College Student Catalog.

290-3-3-.02(4)(a)2.

(5) Criminal History Background Check.
(a) ... Any candidate applying for admission to a State-approved teacher education program shall be required to be fingerprinted for criminal 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 2002-467.

Student Grievance Procedure

The Division of Education strives to provide a fair, consistent, and positive experience for all Teacher Candidates pursuing program degrees; and, thereby, provide the grievance procedure below for candidates who encounter situations that warrant the filing of a complaint.

Level 1

Coursework Grievances - The Teacher Candidate should address the grievance in writing or in person with the faculty member who teaches the course in which he/she is enrolled.

Program Grievances - The Teacher Candidate should address the grievance with the faculty advisor in writing.

Level 2

If the grievance is not resolved at Level 1, the Teacher Candidate may present the grievance to the Advisor or the Division Chairperson. If the grievance pertains to the faculty member or faculty advisor, their participation in Level 2 is encouraged.

Level 3

If the grievance is not resolved at Level 2, the Teacher Candidate may present the grievance to the Dean and Vice President of Academic Affairs. The Dean and Vice President of Academic Affairs may request the participation of Level 1 and Level 2 participants in the decisions regarding the Teacher Candidate's grievance.

Level 4

If the grievance is not resolved at Level 3, the Teacher Candidate may appeal the grievance to the Miles College Grievance Committee.

A Teacher Candidate may request the presence of the Advisor and/or the Division Chair at Level 1 - the initial conversation with the faculty member or faculty advisor.

The faculty member or faculty advisor may request the Advisor and/or Division Chair at Level 1 - the initial conversation with the Teacher Candidate once he/she is apprised of the concern.
A written record of all meetings and correspondences regarding the Teacher candidate’s grievance is maintained for the Teacher Candidate’s grievances that move to **Level 2** and **beyond**, with documentation of grievance resolution.

**Dispositions**

The Teacher Education Chapter 290-3-3 Rules of the Alabama State Board of Education define DISPOSITIONS as the commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility. For example, dispositions might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

The National Council for the Accreditation of Colleges of Education (NCATE) defines DISPOSITIONS as: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

The Division of Education has adopted the following dispositions, which are essential for all candidates to demonstrate across their programs of study.

1.4 Implement curriculum that exemplifies equity and diversity
2.1 Demonstrates self-awareness, self-confidence and an understanding of the cultural differences of others that could impede or enhance student learning
4.1 Motivates all students to become life-long learners and change agents in society

**Dispositions Code of Personal Conduct Operational Definition:**

The values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and that impact student learning, motivation, and development, as well as, the educator’s own professional growth.

Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

The teacher education division faculty believes as a part of their conceptual framework, that dispositions are for students’ welfare. Those dispositions included in the document are in alignment with the standards set forth by NCATE, INTASC, employers, and education professionals.
Dispositions Procedures

Each semester students enrolled in ED 209: Intro. To Teaching, ED 319: Education of the Exceptional Child and ED 449 and ED 450 will receive a dispositions assessment from the Professors in the classes where they are enrolled: Introductory, Early Childhood, Elementary, or Secondary. These assessments will be kept on file by the Certification Officer.

At any time during the Teacher Education Program a student may receive a report for poor demonstration of dispositions. Such a report will be handled in the following manner:

1. First Incident

You will receive written notification of the incident(s) report from the Unit Specialist and the Chair of the Division of Education. Development of a personal plan of action will be required detailing how the incident(s) will be resolved, how it could have been handled differently, and what steps will be taken to ensure that the incident(s) will not occur again.

2. Second Incident

(I.) The incident(s) report will be presented to the student in a formal hearing before a board of three faculty/staff members. The faculty/staff members filing the report will not be in the hearing, but will be available to present information, documentation, and/or clarification during the proceedings.

(II.) The student will be given two weeks to respond to the report in both oral and written form.

(III.) The faculty/staff members who filed the report will be given two weeks to respond to the student’s oral and written responses.

(IV.) The hearing board will consider the oral and written responses from the parties involved with the student and faculty/staff members available for questions and/or additional explanations. Following clarifications and summaries, the board will make their final deliberations as to whether or not the student should be allowed to remain the Teacher Education Program.

(V.) The decision of the review board will be final and a record of this hearing and subsequent action taken becoming a part of the student’s file.

Letters of Concern

A letter of concern may also be submitted to the Chair of the Teacher Education Department from any Miles College faculty or staff member. This letter will be placed in the student’s file and will be taken into consideration when the student’s disposition evaluation is prepared at the end of the semester.
Student Organizations

The Student Alabama Education Association and Alabama Education Association (SAEA/AEA) is the largest education association in the state of Alabama. The SAEA and AEA is an advocate organization that leads the movement for excellence in education and is the voice of education professionals in Alabama. The mission is to promote educational excellence.

The Student Alabama Education Association and Alabama Education Association provide legal assistance, professional development opportunities, great member benefits, and a strong voice for education in the Alabama Legislature. The SAEA/AEA serves as the advocate for its members and leads in the advancement of equitable and quality public education for Alabama’s diverse population.

Its mission is to promote educational excellence; the SAEA and AEA shall serve as the advocate for its members and shall lead in the advancement of equitable and quality public education for a diverse population.

After entering the Teacher Education Program, teacher candidates may join Kappa Delta Pi, the honorary association for educators. The association was established to foster excellence in education and promote fellowship among those dedicated to teaching. The founders chose the name from the Greek words to represent knowledge, duty, and power. Pioneering from its beginning by including men as well as men, Kappa Delta Pi grew from a local chapter to the international organization it is today, comprising 620 chapters and more than 40,000 members. In order to become a member, a student must meet the following requirements:

- Have earned at 3.0 grade point average;
- Secure two letters of recommendation;
- Be interviewed by two professors;
- Be of excellent moral character;
- Be willing to participate in at least three activities each semester (workshops, field trips, and community projects);
- Checklist
Glossary

- **Boundaries:**
  The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

- **District/school district:**
  This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

- **Culture:**
  The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time.

- **Educator:**
  Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

- **Ethic of care:**
  Responding with compassion to the needs of students.

- **Ethical Decision-Making Model:**
  A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

- **Fiduciary relationship:**
  A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys.

---

1 http://www.merriam-webster.com/dictionary/culture
Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

- **Implicit or Explicit Demands of an Organization:**
  - Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

- **Harm:**
  - The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

- **Learning Community:**
  - A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

- **Multiple Relationships:**
  - Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person’s family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

- **New Educators:**
  - New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

- **Professional educator:**
  - A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

- **Proprietary materials:**
  - Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

- **Safe environments/Safety and well-being:**
  - A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm.

- **School Community:**
  - This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff.

---

2 [http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y](http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y)
members, students, their parents and families, school board members and other community members.³

- **Sensitive Information:**
  - This includes but is not limited to student information and educational records, including medical or counseling records.

- **Student:**
  - A learner attending a P-12 school.

- **Technology:**
  - Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

- **Transparency:**
  - Openness and accountability *with* respect to one’s behaviors, actions and communications as an educator.

³ [http://edglossary.org/school-community/](http://edglossary.org/school-community/)
DRESS CODE

I, the undersigned, _________________________________________ understand that as an academic institution, Miles College engages students in pre-professional, academic and social learning experiences. It stimulates the student’s awareness and appreciation of accepted societal expectations with regard to professional and personal preparation, appearance, and judgment. In accordance with the goals and objectives of Miles College, to prepare students to competitively compete in the professional work force upon graduation, the College sets forth the following Policies, which govern appearance and dress for all associations in the Miles College Community.

- Male Teacher Education Candidates are required to wear professional attire.
- No T-shirts are allowed at any time (except in the physical education setting).
- Skirts AND dresses of varied lengths may be worn. Skirts, and/or dresses should never expose the upper thighs or lower buttocks. Length of the shorts, skirts, and dresses can be determined be extending the arm down toward the knee. No hemline should be shorter than fingertips when the arm is extended.
- Splits in skirts and dresses may be worn. The fingertip must meet the split when the arm is extended and meet the fingertip when extended down the body.
- Hats and caps are not permitted while in an academic or residential building. Hats and caps may be worn during athletic events.
- All shirts, tops, and blouses must fully cover the upper body. Muscle shirts may not be worn. Necklines, however, should not expose cleavage.
- No clothing may be worn with cutouts or holes in the garment.
- Clothing which displays messages or illustrations of a profane or violent nature or which has sexual connotations, or which advertise or suggest statements concerning drugs, alcohol, illegal substances, and weapons may not be worn.

Teacher Education Candidate_________________________________________ Date_________
MILES COLLEGE DIVISION OF EDUCATION
FIELD TRIP
ASSUMPTION OF RISK AND LIABILITY RELEASE

I, the undersigned participant, desire to participate in a field trip to ______________________
located in ______________________ on the ____ day of __________________________, ______

I understand that there are certain dangers, hazards, and risks inherent in field trip
participation and voluntarily agree to assume all risks and responsibilities that I might
encounter or sustain as a result of my participation in this trip. I have read, understand, and
do hereby agree to abide by all rules and directions under which this trip is to be made. I
promise not to sue and further release, hold harmless, and indemnify the Miles College, its
Board of Trustees, employees, and agents, for any damage or harm, mental or physical,
should any occur, during the course of, as a result of, or in any way related to this trip,
regardless of the College’s carelessness or negligence. This waiver and release extends to
the trip in its entirety, including, but not limited to, travel to and from the destination
regardless of the mode of transportation.

In the event of accident or sickness, I consent to being provided with emergency medical
care and treatment as offered by medical or paramedical personnel and agree to be
transported as necessary for such purposes. I understand that I am responsible for any and
all expenses related to any such medical care.

I am over the age of 19 and have read this release. I understand that there are risks
associated with my participation in this trip, and consent to all its terms. I voluntarily sign this
release with full knowledge of its significance.

Dated this the ____ day of __________________________, ______

______________________________________________________
Printed Name

______________________________________________________
Signature

______________________________________________________
Signature of Witness
Permission to Use Student Assignments

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

Signature_____________________________________________Date________________________________
As a student enrolled in teacher education courses at Miles College Division of Education, I agree to adhere to the following standards included in the following:

Adapted from the Alabama Educator Code of Ethics:

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

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

Standard 3: Unlawful Acts
An educator must abide by federal, state, and local laws and statutes.

Standard 4: Teacher/Student Relationship
An educator must always maintain a professional relationship with all students, both in and outside the classroom.

Standard 5: Alcohol, Drug, and Tobacco Use or Possession
An educator must refrain from the use of alcohol, tobacco, or both during the course of professional practice and should never use illegal or unauthorized drugs.

Standard 6: Public Funds and Property
An educator entrusted with public funds and property must honor that trust with a high level of honesty, accuracy, and responsibility.

Standard 7: Remunerative Conduct
An educator must maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Standard 8: Maintenance of Confidentiality
An educator must comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test materials, and other information covered by confidentiality agreements.

Standard 9: Abandonment of Contract
An educator must 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.

Student’s Name (Print): _____________________________________________________________

Student’s Signature: _____________________________________________________________

Date: _____________________________
Teacher Candidate Informed Agreement

Please read each statement. Afterwards, write your initials in the blank before each item to signify agreement and compliance with the statements.

_____ I have read the entire Teacher Candidate Handbook and understand all of the guidelines and policies it contains.

_____ I understand that I must provide a copy of the Teacher Candidate Handbook to my Cooperating Teacher.

_____ I have been given the opportunity to ask questions about any guidelines or policies that I do not understand.

_____ I understand that all guidelines and policies in the Teacher Candidate Handbook apply to me, and that I am expected to adhere to them.

Student Name (Print)_________________________________________

__________________________________ ________________________
Student’s Signature Date
Field Experience Handbook Acknowledgement Form

- I have received a copy of the Field Experience Handbook for ___________________ – __________________

- I have read the Field Experience Handbook and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the handbook.

Print Name _____________________________________________________________

Signature_________________________ Student #_________________________

Major ____________________________ Date______________________________
NOTICE OF Nondiscriminatory Policy to Students and Employees

Miles College is an affirmative action/equal opportunity institution. The College provides equal opportunity without regard to race, sex, color, national or ethnic origin, religion, age, disability, or veteran status in its admissions policies, educational programs, employment and personnel policies, financial aid, and other College programs. Moreover, Miles College prohibits discrimination on the basis of such factors, including sexual harassment of anyone by faculty, staff, or students. Miles College seeks and welcomes applications for admission and for employment by members of minority groups. Miles College and individuals and agencies with which it contracts are subject to the provisions of fair labor laws; the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment act of 1967, as amended; Executive Orders 11246 and 11375; the Equal Pay Act of 1963; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973; the Vietnam-era Veterans’ Readjustment Act of 1974; the Immigration Reform and Control Act of 1986; the Drug-Free Workplace Act of 1988; and the Americans with Disabilities Act of 1990.