

TROY

UNIVERSITY

COLLEGE OF EDUCATION



**TEACHER EDUCATION PROGRAM
HANDBOOK**

Table of Contents

Americans with Disabilities Act.....	3
Dispositions, Student Learning Outcomes, & 39 Indicators.....	4
Alabama Educator Code of Ethics	12
Teacher Education Program Admission Requirements.....	18
Teacher Education Graduate Program Admission Requirements	19
Teacher Education Program Admission Requirements.....	20
Exams	22
Field Experiences	23
Field Experiences & Internship Dress Code	26
Applying for Teacher Certification.....	30
Teacher Education Handbook Signature Page	31

Implementation of additional requirements may be mandated by the Alabama State Department of Education and will supersede a student’s stated program requirements.

AMERICANS WITH DISABILITIES ACT

Any candidate whose disabilities fall within ADA must inform the instructor and the Office of Certification and Field Experience at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course. If you have any questions, contact the Office of Counseling Services on your campus.

DISPOSITIONS, STUDENT LEARNING OUTCOMES (SLO's) & 39 INDICATORS

The ultimate goal of the College of Education at Troy University is the effective initial and continuing preparation of candidates, teachers, and other school personnel. The conceptual framework evolved from research based models (Carnegie Commission on Higher Education, 1973, Colton and Sparks-Langer, 1993) and is aligned with nationally accepted standards.

Since founded in 1887, Troy University has been recognized for the quality of its academic programs and its focus on the individual student. The small college atmosphere provided at each of its campuses fosters close relationships between students and teachers.

Our commitment lies in training educators whose formal preparation meets federal and state requirements and responds to the expectations and needs of the communities we serve. The teachers and school personnel we train leave our University with a confidence grounded in dedicated instruction and rich field experiences. Furthermore, they take with them the assurance that the College of Education faculty will continue to provide them with leadership and support in their professional careers.

Through its various campuses, Troy University is uniquely structured to craft high-quality preparation that addresses the needs of both the candidates enrolled and the communities they will serve. To articulate the elements of the goals of the University, the College of Education conceptual framework reflects the commitment to produce innovative, informed, and reflective decision makers. To achieve this goal, we are committed to proven fundamentals, diligent in the continuous review of practice and research, and open to program modification and improvement.

We believe that to be effective, teachers must demonstrate exceptional abilities and skills in their knowledge, their pedagogy, and their dispositions. While the successful, engaging educator possesses these characteristics in an inextricable combination, the elements can be isolated for clarification.

Knowledge

Candidates demonstrate knowledge of:

- Content area
- Educational philosophies and theories
- Characteristics and needs of all learners
- Instructional technologies

All Troy University candidates develop the necessary knowledge of educational theories, content, assessment, and emerging technologies they will apply in tomorrow's classrooms through prescribed coursework in the Colleges of Education, Arts and Sciences, Communication and Fine Arts, and Health and Human Services. Candidates demonstrate effectiveness as communicators, facilitators, pedagogues,

and scholarly practitioners through coursework, field experiences, internships, practica, and interactions with diverse learning populations. Candidate's knowledge is measured through an assessment system that includes, yet is not limited to the following: end-of-course examinations, portfolio requirements, internships, comprehensive examinations, and licensure/certification examinations.

Pedagogy

Candidates demonstrate competency through

- Research-based teaching practices and methodologies appropriate to the learner and the content area
- Appropriate assessment of P-12 student performance
- Collaborative partnerships and participation in mentoring relationships
- The development of appropriate learning environments

Candidates will demonstrate and apply an understanding of pedagogical (and andragogical, where appropriate) theory in methods, materials and experiences in their practice for all learners.

Candidates learn to build multi-faceted and multi-level collaborative partnerships and mentoring relationships while demonstrating professional qualities that build safe, supportive, creative, and stimulating learning environments. The Unit stresses the concept of teaching as an art. Faculty emphasizes the development of pedagogical skills by having candidates engage in the practice of critical self-appraisal through activities such as in-class writings, reflective journals, and professional laboratory experience debriefings. Knowledge of pedagogy is documented through activities such as journals, case studies, portfolios, internships, and practica.

Professional Dispositions

Professional dispositions must be identified and nurtured within each candidate and modeled by all faculty. Candidates are given opportunities to demonstrate proactive leadership and professional conduct. Candidates become autonomous classroom teachers and instructional support personnel who recognize the importance of collaboration, a spectrum of values, and the richness of cultural diversity. They practice authentic self-assessment, critical and reflective thinking, and the continual monitoring of their own progress and development.

The overlapping elements of knowledge, pedagogy, and professional dispositions create a sum greater than its parts. The professional educator is an innovative, informed, and reflective decision maker.

DISPOSITIONS

Standard 1. Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2. Learning Differences

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

Standard 7. Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

Standard 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**DIVISION OF EDUCATION
TRADITIONAL UNDERGRADUATE AND ALTERNATIVE A
STUDENT LEARNING OUTCOMES (SLOs)**

Student Learning Outcomes (SLO'S)	Descriptors
1. Content Knowledge	Candidates demonstrate an in-depth knowledge of the subject matter they are being prepared to teach at the elementary, middle, and high school levels.
2. Professional Knowledge and Skills	Candidates demonstrate the knowledge of and ability to effectively apply content, professional, and pedagogical knowledge, including effective communication strategies and the use of appropriate technologies, in a manner that ensures all students learn.
3. Professional Literacy	Candidates demonstrate knowledge about ethical, pedagogical, philosophical and psychological understandings of schooling, education, data-driven decision-making, and the roles and responsibilities of the profession of teaching
4. Diversity	Candidates believe in their responsibility to promote learning among all students. They demonstrate the knowledge of and ability to address learning requisites of students from different ethnicities, SES groups, races, genders, religions and geographical areas, as well as of students with exceptionalities.
5. Professionalism	Candidates demonstrate ethical and dispositional verbal and non-verbal behaviors expected of teachers and pursue their own their professional development.

Alabama Quality Teaching Standard 1: To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Indicators:

- 1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills
- 1.2 Activates learners' prior knowledge, experiences, and interests and uses this information to plan content and to help individual students attain learning goals

- 1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance
- 1.4 Designs instructional activities based on state content standards
- 1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

Alabama Quality Teaching Standard 2: To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Indicators:

Organization and Management of Learning Environment

- 2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior
- 2.2 Creates a positive climate that promotes respect and responsibility
- 2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners

Using Instructional Strategies to Engage Learners

- 2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development
- 2.5 Engages learners in developing and monitoring goals for their own learning and behavior
- 2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies
- 2.7 Creates learning activities that optimize each individual's growth and achievement within a supportive environment

Assessment of Learning

- 2.8 Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction
- 2.9 Uses summative assessments to measure learner attainment of specific learning targets
- 2.10 Maintains evidence and records of learning performance to communicate

progress

- 2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes

Alabama Quality Teaching Standard 3: To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Indicators:

Oral and Written Communications

- 3.1 Demonstrates standard oral and written communications and integrates appropriate communication strategies
- 3.2 Fosters and responds to effective verbal and nonverbal communications during instruction

Development of Reading Skills and Accessing K-12 Literary Resources

- 3.3 Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components
- 3.4 Integrates narrative and expository reading strategies across the curriculum

Development and Application of Mathematical Knowledge and Skills across Content Areas

- 3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions
- 3.6 Communicates mathematical concepts, processes, and symbols within the content taught

Utilizing Technology

- 3.7 Identifies and integrates available emerging technologies into the teaching of all content areas
- 3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency

Alabama Quality Teaching Standard 4: To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing,

and academic performance.

Indicators:

Cultural, Ethnic, and Social Diversity

- 4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status
- 4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation
- 4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning

Language Diversity

- 4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background
- 4.5 Guides second-language acquisition and utilizes English Language Proficiency (ELP) strategies to support learning
- 4.6 Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning

Special Needs

- 4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention
- 4.8 Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities

Learning Styles

- 4.9 Helps students assess their own learning styles and build upon identified strengths
- 4.10 Designs learning experiences that engage all learning styles and multiple intelligences

Alabama Quality Teaching Standard 5: To increase the achievement of all students, teachers engage in continual learning and self-improvement; collaborate

with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

Indicators:

- 5.1 Collaborates with stakeholders to facilitate student learning and well-being
- 5.2 Engages in ongoing professional learning to move practice forward
- 5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives
- 5.4 Promotes professional ethics and integrity
- 5.5 Complies with local, state, and federal regulations and policies

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 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.

Teacher Education Program Admission Requirements

Admission to the Teacher Education Program (TEP) is not automatic upon admission to the University. A candidate must formally apply for admission to the Teacher Education Program in the College of Education. This application process begins in EDU 3310.

An undergraduate candidate must fulfill the following requirements in order to be considered for admission to the Teacher Education Program:

- Completion of 40 semester hours (or at least 80%) of required general studies courses including a C or better in the two English composition courses and a grade of C or better in the required general studies mathematics course(s) for the teacher education major. Prior to admission to TEP, Elementary and Collaborative teacher education candidates must complete 6 of the 12 hours of required mathematics. The following courses must be completed with a C or better: MTH 1110 and MTH 1112 or higher.
- A minimum grade point average (GPA) of 2.75 overall, in professional studies, and in the teaching field(s). Candidates who fail to meet the required GPA may repeat courses. The University Academic Policy will be applied in calculating grade point averages.
- A passing score on all parts of the Basic Skills/AECTP Test.
- Candidates are required to successfully complete a speech and interview in the Introduction to Education EDU 3310 course. Specific information about the requirements will be listed in the course syllabus.
- Successful completion of an impromptu essay is written as part of the course requirements for EDU 3310.
- Completion of a minimum of 12 clock hours of classroom participation in a P-12 setting.
- Present proof of having and maintaining professional liability insurance of at least one million dollars.
- Submit proof of fingerprint clearance/suitability letter from the Alabama State Department (ALSDE). (www.alsde.edu)
- All admission requirements will be submitted in LiveText.
- It is the candidate's responsibility to make sure all completed coursework is reflected correctly on the Program Evaluation prior to this meeting.

Formal admission to the Teacher Education Program will NOT occur until all requirements have been successfully fulfilled and submitted. Finalization of the admission process must be completed by Office of Certification and Field Experience admission personnel.

Teacher Education Graduate Program Admission Requirements

An Alternative A Graduate candidate must fulfill the following requirements to be considered for admission into the Graduate Teacher Education Program.

- Must have a Baccalaureate degree or higher from a regionally accredited institution with a minimum cumulative graduating GPA of 2.5 out of 4.0 and an overall GPA of 2.75 is required at the completion of undergraduate prerequisite courses (as per the Alabama State Code).
- Submit a passing score on the Basic Skills/AECTP test.
- Candidates are required to successfully complete a speech and interview in the Introduction to Education EDU 3310 course. Specific information about the requirements will be listed in the course syllabus. Successful completion of an impromptu essay must be written as part of the course requirements for EDU 3310.
- Completion of 12 clock hours of classroom participation in a P-12 setting.
- Present proof of having and maintaining professional liability insurance of at least one million dollars.
- Submit proof of fingerprint clearance/suitability letter from the ALSDE. (www.alsde.edu)
- All prerequisite courses must be completed, prior to taking graduate courses.
- All admission requirements will be submitted in LiveText.

After all above requirements have been met and forms submitted to the Office Certification and Field Experience, a GTEP Admission meeting can be set up with the Graduate Programs Coordinator.

Exams

Candidates must take all exams required by the Troy University College of Education and Alabama State Department of Education (ALSDE). Undergraduate and Alternative A Masters candidates must submit a passing score on all parts of the Basic Skills/AECTP for TEP/GTEP admission. Prior to internship, all candidates must take and pass the prescribed Praxis II exams required by the ALSDE. In addition to the above, Alternative A candidates must take and pass the comprehensive exams, prior to internship.

Candidates must submit copies of all score reports to the Office of Certification and Field Experience, via LIVETEXT. At the time of registration for the Praxis II exam, candidates must request that Praxis II scores be submitted electronically to Troy University and ALSDE. Candidates must indicate that they want electronic Praxis II scores reported to Troy University and the Alabama State Department of Education, *at the time of registration for the exam.*

Beginning academic year 2016-2017, all Elementary and Collaborative K-6 majors must pass all parts of the PRAXIS II elementary multiple subjects, prior to TEP admission.

Field Experiences

Field experiences include direct and simulated activities, which illustrate and demonstrate the practice involving the application and testing of teaching and learning theory. Field Experiences (as defined by CAEP): “Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.”

Candidates must have professional liability insurance to observe, participate or teach in a school. This coverage should be at least a one million dollar coverage and maintained throughout the candidate’s programs. Several methods are available to obtain professional liability insurance. Professional liability insurance must be obtained prior to participating in partner schools and maintained throughout internship.

An FBI and an ABI background check is required prior to participation in any field experiences. Information regarding this process can be found on the Troy University COE website.

How many hours of Field Experiences are required prior to internship?

Each candidate must have on record in the Office of Certification and Field Experience, a minimum of 150 clock hours of documented diverse field experiences before he or she can be assigned an internship position. Ninety of the minimum 150 hours shall be in increments of at least three hours each. The majority of the hours will occur in P-12 settings. Field experience hours are counted as actual time in the classroom. Travel time is not considered part of the field experiences.

How are the Field Experiences reported?

Each candidate is expected to track field experiences hours on the appropriate form differentiated by major. Please check with the Office of Certification and Field Experience for information for obtaining this form.

Application for internship is made two semesters prior to the internship experience. The field experience forms should be submitted to LiveText upon completion. It is your responsibility to keep a copy of the field experiences form for your records.

The privilege of participating in field experiences is given with the understanding that the candidate will act in an ethical and professional manner. The following requirements should be carefully observed in all situations **except** when, under special circumstances, requirements are changed by the school principal, the Coordinator of Teacher Education, and/or your University instructor.

The College of Education faculty and staff will arrange for your field experience in conjunction with each class you take which has a field experience component. These field experiences will be assigned in the LiveText Field Experience Module. You will be assigned to one or more teachers within our partner school systems to complete all the hours you will need.

PROCEDURES:

- The proper procedure for attending partner schools will be discussed by the College of Education faculty and staff.
- Each field experience is to be reported in LiveText on the Field Experience form.
- Candidates are reminded they are guests in the schools and must abide by the rules and regulations of the school and the University.
- Candidates must submit proof of having a professional liability policy of at least one million dollars of insurance coverage.

INSTRUCTIONS FOR ATTENDING PARTNER SCHOOLS:

- Once security clearance has been granted by ASBI/FBI (www.alsde.edu),
- the candidate must obtain a Field Experience ID badge at the home campus location. Take your Troy University ID badge with you to the schools.
- Always report directly to the office of the principal as a matter of courtesy and security.
- Candidates must comply with all school policies. Schools may have policies regarding sign-in logs, visitor's badges, or parking regulations, you will be expected to observe. Additionally, your professor for the experience may have requirements concerning sign in logs, attendance dates and times, etc.
- Go directly to the classroom or area designated by the principal. Do not go to any other areas unless the principal has given prior approval.
- Upon concluding your visit, you should again report to the principal's office to let the office personnel know you are leaving the premises and sign-out if required.
- **Dress appropriately.** The principal will not permit you to wear anything that will disrupt the class or call undue attention to your presence. Candidates are not permitted to wear shorts, jeans, warm-up clothing, T-shirts, sundresses, tank tops, baseball caps, tennis shoes, flip flops, halter tops, visible body piercing except conservative earrings, etc. Candidates are not permitted to display visible tattoos. CANDIDATES ARE NOT PERMITTED TO WEAR BLUE JEANS OR SHORTS FOR ANY SCHOOL ACTIVITY UNLESS SPECIFIED AS APPROPRIATE DRESS BY THE CAMPUS COORDINATOR OF TEACHER EDUCATION

- **Drive slowly and carefully in a school area.** Be sure to park in an area reserved for visitors or the area specified by the school's principal.
- **Do not fraternize with the students, (including digital communications).**
- **Move in and out of classrooms during class breaks** or at the end of a period. Movement at other times may be disruptive.
- **Introduce yourself** to the teacher in charge of the classroom activity.
- **Do not use any tobacco products, vaping products or chewing gum** on the school premises.
- **Act in a dignified and reserved manner.** Keep in mind that your field experiences are professional in nature.
- **Avoid commenting on any pupil.** Remember, you are a guest.
- Also, remember the FERPA laws and the Alabama Educator Code of Ethics laws concerning the privacy of student information and records!
- **Use discretion** in the kinds of reactions you demonstrate with regard to the school or its facilities, learners, faculty, etc. Answer questions tactfully. Remember, you are there to learn.
- **Cell phone** use is prohibited in schools.
- **Drugs, alcohol, guns, and weapons** are prohibited. Make sure that none of these items are on your person or in your vehicle.
- **Remember** that success as a teacher and as a person is related to how you react to situations you observe. Keep in mind that you are a "late comer" to the scene and that you do not have all the facts which have prompted the action you are observing.

*A copy of the Dress Code, found in the Form Section, will be signed and placed in your candidate file, as indication that you agree to abide by this code, throughout the duration of your program. The Dress Code will be reviewed again, prior to internship, to ensure candidates are aware of the standard to which they will continue to be held.

**TROY UNIVERSITY
COLLEGE OF EDUCATION
FIELD EXPERIENCE AND INTERNSHIP DRESS CODE**

The professional status of a pre-service teacher is, in part, determined and reinforced by appropriate dress and appearance. Research has proven that there is a direct correlation between appropriate dress and how others perceive the individual, as well as the organization you are representing. Students will learn from the example you set. Your professional dress should promote a working and learning environment that is conducive to accelerated levels of student performance. Inappropriate clothing, paraphernalia, grooming, jewelry, accessories or bodily adornments that are in any way disruptive or potentially disruptive to the learning environment are prohibited.

Examples of disruptive or potentially disruptive items include, but are not limited to:

- Visible Tattoos and/or body piercings (except earrings).
- Undergarments, which can be readily seen through clothing or the lack of undergarments. Underwear for males, panties and bras for females, must be worn at all times and completely covered by outer garments.
- See-through clothing or fishnet fabrics, halter-tops, spaghetti strap tops, off the shoulder or low-cut tops, and bare midriff.
- Excessively tight or form-fitting clothing, such as leggings and spandex slacks.
- Flip-flops, crocs, heels of more than 2.5 inches, shoes with cleats or house shoes.
- T-shirts, unless containing your host school's insignia or the insignia of another school deemed appropriate by your host school and worn in conjunction with a school sponsored event. These must be worn on days designated as appropriate by school administration.
- Sweatsuits/pants, windsuits /pants, and scrubs. Windsuits are only acceptable or Physical Education majors who have previously gained clearance through the appropriate channels at their host school. Appropriate channels are defined as school administration and cooperating teachers.
- Jeans, unless worn on a day designated appropriate by school administration.
- Shorts of any kind. Physical Education majors may wear shorts in accordance with host school policy.
- Excessive jewelry which may become distracting to students in the learning environment.
- Fingernails and/or hair which are disruptive in appearance.
- Tattered, frayed, ripped or excessively worn and faded clothing, which are not considered professional dress regardless of the current style or trends.

Internship marks the beginning of your professional career. The Troy University College of Education recognizes this and thus sets standards which we feel will both benefit and prepare you for the realities you will face upon entrance into the classroom. Upon entrance into internship you become your host school's reflection of Troy University and begin an unofficial interview as a potential hire. Everything done throughout your internship will affect this. It is up to you to determine the effect you wish for your actions to have on your future. It is up to the Office Certification and Field Experience to step in and assist in modifying those actions, when deemed necessary. You are entering a profession, not a club.

INTERNSHIPS

All internships will be full-time assignments for a minimum of sixteen weeks. Interns will be required to teach a minimum of ten full days in each placement. These days must be consecutive.

Pre-internship meetings must be attended at least two semesters prior to the internship term. Due dates are posted throughout the College of Education.

The application package must be completed and returned prior to the deadline or your internship will be delayed by one or more semesters. The package lists all prerequisites for internship and contains all instructions and deadlines for the internship application.

Notes regarding filing an Intent to Graduate:

- In order to fill out the Intent of Graduate form you must be able to access your TROY e-mail account. All information regarding your Intent to Graduate and graduation information will be sent to your TROY e-mail. If you cannot access your TROY e-mail account, please contact the IT Help Desk for assistance.
- Intent to Graduate forms can only be filed online.
- Plan to file your Intent to Graduate by the published deadlines. These deadlines typically fall a semester and a half prior to your intended graduation date.
- A \$60 fee will be charged to your student account within three Troy University working days after you complete the Intent to Graduate form. Please note: Each time you complete the Intent to Graduate form you will be charged a \$60 fee. In order to access your account, please log in to the Trojan Web Express.

Re-filing your Intent to Graduate:

If you are unable to complete the requirements prior to your intended graduation date you will need to re-file to graduate the following semester. You will receive an e-mail with all the re-file instructions, which will be sent to your TROY e-mail account. If you do not received this e-mail please contact the appropriate Records office as soon as possible.

It is your responsibility to inform the Registrar if you delay internship for academic or personal reasons once graduation application has been made. Failure to do so will require payment of an additional fee.

Prior to Admission to Internship:

- Copies of test results must be presented to the Office of Certification and Field Experience prior to application for TEP Admission.
- Take and pass appropriate PRAXIS II exam for Alabama prior to internship. Copies of test results must be presented to the Office of Certification and Field Experience when application for internship is submitted. Electronic copies must be sent to Troy University and the ALSDE.
- Must obtain Adult and Child CPR and First Aid Training prior to internship.
- All internship placements are arranged by the Internship Coordinator. **Students are not allowed to contact school systems, principals, or individual teachers on their own.** Students are not guaranteed an internship in a particular school system, school, or with a specific teacher. Due to individual school system requirements, student needs as determined by faculty, and Alabama State Department of Education requirements, some placements may not be possible.
- Students are not permitted to intern in schools in which they have children enrolled or family members employed.
- Students will not be permitted to schedule any course work during an internship semester except for the appropriate Internship Seminar.
- Students must attend the mandatory orientation meetings prior to the semester in which they plan to intern. Students are encouraged to pre-register for internship.
- Internships will be completed in the following grades:

Early Childhood Interns: ECE interns will complete their work in grades P-3. Placements will be in grades P-1 and 2-3.

Elementary Interns: ELE interns will complete their work in grades K-6. Placements will be in grades K-3 and 4-6.

Secondary Education Interns: SED interns will complete their work in grades 6-12. You cannot teach a class which is not part of your teaching field.

Collaborative Education Interns: SPE interns will complete their work in a K-6 or 6-12 placement. Each placement will be designed to allow the intern to work in inclusive settings when appropriate.

APPLYING FOR TEACHER CERTIFICATION

Upon successful completion of the Teacher Education Program at Troy University, candidates are eligible to apply for teacher certification. During the internship seminar candidates will be given the necessary information for applying for teacher certification in the State of Alabama.

This process requires candidates to submit the following:

- Official transcripts from all prior institutions of higher learning
- Complete certification application
- Online payment or US Postal Money Order made payable to Alabama State Department of Education (ALSDE)
- US Postal Money Order or personal check made payable to Troy University for an Official transcript after degree is posted along with the Release Form

Questions about certification in other states may be discussed with the Coordinator of Certification. However only Alabama and Georgia certifications are processed through this office. For certification in other states it is best to contact that state's Board of Education for regulations. Most states accept reciprocity which means you receive your Alabama certificate, then apply for certification in that state.

After Troy University recommends you for your certificate you are responsible for keeping your certificate current. Every 5 years you must renew your AL Certification. There are several options and the guide on how to do this can be located on the ALSDE website. Go to www.alsde.edu and search for "Certificate Renewal". If your certificate lapses there are additional requirements to be reinstated. This can also be found on the above website and under Certificate Renewal select "Expired Certificate".



COLLEGE OF EDUCATION TEACHER EDUCATION PROGRAM (TEP) HANDBOOK

I have read the Teacher Education Program Handbook and understand that it is my responsibility to continue to update myself with new standards set by the College of Education at Troy University and the Alabama State Department of Education. I also realize that I have certain requirements and rules that I must follow while completing my program of study.

Signed by: _____

Date: _____

****This form must be completed and handed in to your advisor on the date that your interview is scheduled for admission to the Teacher Education Program (TEP).**

Implementation of additional requirements may be mandated by the Alabama State Department of Education and will supersede a student's stated program requirements.

