

School of Education and Human Sciences

Teacher Education Program Handbook for Initial Certification Candidates

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In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources, and supports, please visit the [UAB Title IX webpage](#).

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Welcome to the School of Education and Human Sciences Teacher Education Program

Congratulations on your decision to join the Teacher Education Program (TEP) at UAB! Whether you are pursuing a Class B or Class Alternative A certification (initial certification), you are embarking on an exciting journey to become a professional educator.

The School of Education and Human Sciences oversees accreditation for all educator preparation programs at UAB, including those housed in the College of Arts and Sciences. This handbook outlines the essential requirements, policies, and opportunities to ensure your success in your program.

The purpose of this handbook is to provide you with essential information to support your journey in earning your degree and meeting the Alabama State Department of Education's requirements for educator certification. It is important to note that obtaining teacher certification is a process that goes beyond earning your degree. It ensures you are fully qualified to teach and positively impact education in Alabama.

Educator Preparation

The School of Education and Human Sciences Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Alabama State Department of Education (ALSDE) to provide initial educator certification programs across a variety of teaching fields. Candidates who meet all program requirements earn one of the following certifications:

- **Class B Certification:** Undergraduate programs leading to a bachelor's degree
- **Alternative Class A Certification:** Master's degree programs designed for individuals transitioning into teaching from other careers.

All programs are aligned with the standards established by the Alabama State Board of Education, including:

- InTASC Core Teaching Standards
- ISTE Standards, and
- Alabama-specific teaching standards.

Advising Resources

The Office of Student Services (OSS), located in the Education and Engineering Complex (Room EEC 311), provides centralized advising support for all candidates pursuing Class B certification. For candidates seeking Alternative Class A certification, advising is provided by Program Leaders, who also offer program-specific guidance tailored to individual needs.

Program	Director/Coordinator	Email
Arts Education – Visual Arts	Dr. Paulette Evans	pgevans@uab.edu
Arts Education – Music	Dr. Cara Morantz	morantz@uab.edu
Early Childhood Education	Dr. Kelly Hill	klth@uab.edu

Elementary Education	Dr. Kelly Hill	kltb@uab.edu
English as a Second Language/Teaching English as a Second Language	Dr. Josie Prado	jprado@uab.edu
Physical Education	Dr. Sandra Sims	sksims@uab.edu
Secondary Education	Dr. Paulette Evans	pgevans@uab.edu
Secondary English Language Arts	Dr. Teaira McMurtry	mcmurtry@uab.edu
Secondary Mathematics	Dr. Tim McKenzie	tmckenzie@uab.edu
Secondary Science	Dr. Paulette Evans	pgevans@uab.edu
Secondary Social Sciences	Dr. Jeremiah Clabough	jclabou2@uab.edu
Special Education – Collaborative K-6 and 6-12	Dr. Mary Rose Sallese	msallese@uab.edu
Special Education – Early Childhood Special Education	Dr. Jennifer Kilgo	jkilgo@uab.edu

Advising, Student Services, and SEHS Administration

Role	Representative	Email
Certification Officer	Dr. Tashara Walker	tawalker@uab.edu
Teacher Certification Manager	Ms. Sha'niethia Johnson-Wright	araccot@uab.edu
Director of Undergraduate Advising	Mr. Christopher Scott	cscott19@uab.edu
Undergraduate Advisor	Ms. Carina Hardy	carinahardy@uab.edu
OSS Administrative Services Associate	Ms. Mary Norwood	mnorwood@uab.edu
OSS Graduate Applications for Degree Associate	Ms. Michelle Peterson	mcarter@uab.edu
Director of Clinical Experiences	Vacant	
Director of edTPA and Partner & Completer	Dr. Allison Newton	newtona@uab.edu
Director of Assessment Management & Analysis	Dr. Damien Larkin	dlarkin@uab.edu
Curriculum & Instruction Department Chair	Dr. Kathleen Clark	kclark5@uab.edu
Human Studies Department Chair	Dr. Retta Evans	rrevans@uab.edu
Assistant Dean for Accreditation and Assessment	Dr. Lesley Sheek	lsheek@uab.edu
Dean	Dr. Teresa Taber Doughty	ttaberdo@uab.edu

Admission to the Teacher Education Program

Class B Admission Requirements

1. **Admission:** Admission to the University of Alabama at Birmingham is required. Admission to the University does not guarantee admission to an approved program in Educator Preparation.
2. **Background Clearance:** Obtain suitability clearance from the Alabama State Department of Education through ABI/FBI fingerprinting. The candidate is responsible for the nonrefundable, nontransferable fee.
3. **TEP Application:** Submit a formal application by **March 1** for fall admission or **October 1** for spring admission. The Office of Clinical Experiences conducts an admission audit for TEP applications.
4. **Additional Coursework Requirements:**
 - Complete the following courses with a grade of “C” or better:
 - ECY 300 Survey of Special Education
 - EDU 200: Education as a Profession
 - EDF 362: Foundations of Education I (Social, Historical, Philosophical)
 - EPR 363: Foundations of Education II
 - Achieve a grade of “C” or better in all
 - i. Professional studies courses
 - ii. Teaching field courses
5. **Interview:** Successfully complete the oral and written TEP interview in the semester when the application is submitted. Refer to Appendix A for details on the interview process.
6. **Liability Insurance:** Maintain documented professional liability insurance throughout all field experiences.
7. **Field Experience:** Participate in initial field experiences to assist in career decision making.
8. **Grade Point Average:** Meet the following grade point average (GPA) requirements:
 - Professional studies courses: 2.50
 - Teaching field courses: 2.50
 - Overall GPA of 2.50
 - *Note:* For any admitted cohort of students, the average GPA must be at least 3.0. Therefore, it is wise to ensure you have a GPA of 3.0. If you have questions about this accreditation rule, please ask your advisor. A cohort is the group of students admitted in a term to the same program (e.g., Fall 2025 Elementary Education group of students is a cohort, and their GPA had to average 3.0 for the students to be admitted to TEP.)
9. **Professional Dispositions:** Demonstrated the professional dispositions expected of educators.

10. **Alabama Educator Certification Testing Program:** Pass the required Praxis assessment for your major:

- **Early Childhood Education:** Praxis exam for Early Childhood Education
- **Elementary Education:** Elementary Multiple Subjects Praxis (pass all three subtests: Mathematics*, Science, and Social Studies) *Please note that beginning in 2028, the Mathematics Praxis is slated to be replaced with a Foundations of Mathematics Assessment.

Alternative Class A Admission Requirements

1. **Admission Overview:** Admission to the University of Alabama at Birmingham is required. Admission to the University does not guarantee admission to an approved program in Educator Preparation.
2. **Degree:** Hold a bachelor's degree from an accredited institution.
3. **Grade Point Average:** Provide documentation of an earned bachelor's or higher degree from a U.S. DOE accredited institution with a minimum overall grade point average (GPA) requirement of 2.5. If the applicant does not meet the GPA requirement, then the following options are available:
 - Earn the alternate score on the Alabama-prescribed Praxis subject-area test.

CAEP requires that the cohort, which is defined by the SEHS as the group of individuals admitted to an Alternative Class A program during a given semester, maintains a minimum of a 3.0 GPA. Therefore, candidates may not be admitted if their earned GPA reduces the cohort's GPA below 3.0.

4. **Liability Insurance:** Provide documentation of professional liability insurance throughout all field experiences.
5. **Background Clearance:** Obtain suitability clearance from the Alabama State Department of Education through ABI/FBI fingerprinting. The candidate is responsible for the nonrefundable, nontransferable fee.
6. **Alabama Educator Certification Testing Program:** Pass the required Praxis Subject Assessments and other components of the Alabama Educator Certification Assessment Program (AECAP) if enrolling in a teaching field OTHER than Early Childhood Education, Elementary Education, Early Childhood Special Education, Collaborative Special Education (K-6 or 6-12).

Admission Decisions

Upon successfully meeting all requirements for admission to TEP, the Program Leader will notify the candidate. Once admitted following notification, candidates may register for courses requiring TEP

admission. If admission is denied, candidates must reapply in a subsequent semester and seek guidance from their academic advisor for support.

Retention in the Teacher Education Program

Retention in the Teacher Education Program (TEP) is essential for earning a recommendation for educator certification. To remain in good standing, initial teacher candidates must meet the following expectations:

1. Academic Performance:

- GPA Requirements:
 - i. Class B Certification: Maintain a minimum cumulative GPA of 2.50 in all coursework.
 - ii. Alternative Class A Certification: Maintain a minimum cumulative GPA of 3.25 to meet ALSDE requirements.
- Achieve no less than a “C” grade in professional studies courses and required teaching field courses.
- Submit satisfactory work on all key assessments.

2. Coursework:

- Credit Hours:
 - i. Class B Certification: Complete general education, professional studies, and content-specific coursework outlined on the approved ALSDE program-specific checklists, including a teaching field of at least 30 semester hours with at least 18 hours of upper-division coursework.
 - ii. Alternative Class A Certification: Complete a teaching field of at least one-third of the total number of graduate hours of the program.
 - 1. Early Childhood Education, Elementary Education, and Collaborative Special Education (K-6) shall require no less than nine semester hours of reading or literacy coursework.
 - 2. English Language Arts, General Sciences, and General Social Studies programs shall require at least one course in two areas within the broader field.

3. Professional Dispositions:

- Consistently demonstrate professionalism, ethical conduct, and a commitment to the teaching profession.
- Engage in reflective practices to continuously improve instructional strategies and interpersonal skills.

4. Field and Clinical Experiences:

- Successfully complete all assigned field and clinical experiences with satisfactory evaluations.
- Adhere to attendance, participation, and performance expectations during fieldwork.
- Ensure the majority of fieldwork aligns with the candidate’s teaching field.
- Refer to the *Clinical Experiences Handbook* for additional details.

5. Compliance with Program Policies:

- Fulfill all program requirements, including timely submission of assignments and key assessments.
- Meet all program deadlines.
- Adhere to the Alabama Educator Code of Ethics and UAB's academic policies.

6. Alabama Educator Certification Assessment Program (AECAP):

- Successfully complete all required Praxis Subject Assessments
- Pass all program-specific assessments (e.g., Pearson Foundations of Reading Assessment)

7. Intervention and Support:

- Candidates requiring additional support will be provided targeted intervention, such as required assessment tutoring (e.g. 240 Tutoring).
- Failure to meet intervention goals within the specified period may result in dismissal from the program.

Program Completion and Certification Application

Completing the Teacher Education Program marks a major milestone, signifying your readiness to begin a professional teaching career. To complete the program and apply for educator certification, candidates must meet the following requirements:

1. **Fulfill All Program Requirements:**

- Complete all coursework with the required GPA in the program, teaching field, and professional studies.
- Successfully complete all field experiences and internships with satisfactory evaluations.

2. **Pass Required Assessments:**

- Meet all testing requirements outlined by the Alabama Educator Certification Assessment Program (AECAP), including Praxis Subject Assessments, Pearson Pedagogy Assessments, and edTPA.

3. **Submit a Graduation Application:**

- Ensure all graduation requirements are met.
- File a formal application for graduation with the University by the specified deadline.

4. **Apply for Certification:**

- Submit a completed certification application and all required documentation to the **Office of Student Services**.

5. **Adhere to Timelines:**

- Candidates who graduate without immediately applying for certification may submit their documentation to the **Office of Student Services** within **60 months** of their graduation date.
- Applications submitted after the 60-month deadline must comply with the current **certification requirements** set forth by the Alabama State Department of Education.

Assessments

The **Council for the Accreditation of Educator Preparation (CAEP)** and the **Alabama State Department of Education (ALSDE)** have established rigorous standards that all candidates must meet to qualify for educator certification. The standards are carefully aligned with course assignments to ensure comprehensive preparation for a career in teaching.

Key Assessments

Candidates are required to complete must submit **key assessments** as part of their program requirements. These assessments are used for scoring, documentation, and evaluation of progress. Each key assessment is evaluated using **standards-based rubrics** to measure the mastery of the required competencies. **Successful performance on all key assessments** is mandatory before candidates can advance to their internship

Key Assessment	Sample Assessment List
Key Assessment #1	Alabama Educator Certification Assessment Program tests—Praxis content-area assessments, Pearson Foundations of Reading 190, Foundations of Mathematics Assessment (effective 2028), and edTPA
Key Assessment #2	GPA
Key Assessment #3	Lesson Planning Portfolio
Key Assessment #4	Discipline-Specific Internship Assessment
Key Assessment #5	Impact on Student Learning
Internship Assessment	Formal Observations—Cooperating Teacher, University Supervisor
Field Assessment	Pre-Candidate Preservice Assessment of Student Teaching (Pre-CPAST)
Internship Assessment	Candidate Preservice Assessment of Student Teaching (CPAST)—mid-term and final

Professional Dispositions

Teacher candidates are expected to consistently demonstrate positive **professional dispositions** in both their coursework and field experiences, including internships. These dispositions reflect the attitudes, behaviors, and ethical standards required of professional educators. Faculty evaluate professional dispositions during specific courses listed in the program curriculum. For detailed criteria and evaluation procedures, refer to **Appendix B: Assessment of Professional Dispositions (APD) form** and **Appendix C: Candidate Preservice Assessment of Student Teaching (CPAST)**.

Class B Certification	Alternative Class A Certification
Pre-TEP Coursework Methods I Block - APD Methods II Block - APD Internship – CPAST	Methods I Block - APD Methods II Block - APD Internship – CPAST

Alabama Educator Certification Assessment Program

The Alabama Educator Certification Assessment Program (AECAP) is a comprehensive system of evaluations designed to ensure that educator candidates are fully prepared to excel in their teaching careers. To meet certification requirements, candidates must successfully complete the following assessments:

- **Praxis Subject Area Tests:** Evaluate subject-specific knowledge and teaching skills.
- **edTPA:** A performance-based assessment that demonstrates a candidate's ability to plan, instruct, and assess student learning in real-world classroom settings.

Additional assessment required for Elementary, Early Childhood, and Collaborative Special Education (K-6) candidates only:

- **Foundations of Reading test:** Assesses literacy instruction knowledge critical for teaching reading effectively.
- Effective 2028: **Foundations of Mathematics Assessment**

These assessments are integral to maintaining high standards for education in Alabama, ensuring that certified educators possess the knowledge, skills, and professional dispositions needed to foster student success.

To stay on track, candidates are strongly encouraged to meet regularly with their academic advisor to schedule and complete each assessment at the appropriate stages of their program. Proactive planning and timely completion of these requirements are essential for program success and certification eligibility.

Grievance Policy

Candidates who have concerns or grievances are encouraged to follow these steps to seek resolution:

1. Address the Concern with the Faculty Member (if the concern is with a course):

- Begin by discussing the issue directly with the faculty member involved to clarify the situation and attempt to resolve the concern.

2. Consult the Program Leader:

- If the issue is not resolved after speaking with the faculty member, or if the concern is of a more general, programmatic nature, escalate the issue to the Program Leader for further evaluation and assistance.

3. Contact the Department Chair:

- If the grievance remains unresolved, bring the matter to the appropriate Department Chair—either for Human Studies or Curriculum & Instruction.

4. Meet with the Dean:

- If prior steps do not lead to a satisfactory resolution, request a meeting with the Dean of the School of Education and Human Sciences. The Dean's decision is final, and no appeals will be accepted beyond this point.

Please note: Skipping any step in this process will result in the student being referred to complete the missed step before further action can be taken. For example, do not begin the grievance process with the Dean without first addressing the issue with the faculty member, Program Leader, and Department Chair as appropriate.

Candidates are expected to approach each step with professionalism and respect. Documentation of the grievance and actions taken at each level may be required.

Appendix A

Process for Admitting Undergraduate Teacher Candidates into the Teacher Preparation Program (TEP) for Initial Certification at the Class B Level in C&I

Interview Process for OSS Eligibility Criteria

1. **Criminal Background Clearance:** Candidates must successfully complete a criminal background check through the Alabama State Department of Education (ALSDE) prior to admission into the teacher preparation program.
2. **Minimum GPA:** Candidates must have a minimum overall GPA of 2.5, a teaching field GPA of 2.5, and a professional studies GPA of 2.5.

Minimum Credit Hours: Candidates must have earned a minimum of **41 semester hours** of Blazer Core credits with a minimum GPA of 2.5.

Secondary Majors: Candidates must have completed at least **15 semester hours** of required teaching field content courses, earning a grade of **“C” or higher**.

Early Childhood and Elementary Majors: Candidates must have completed **EEC 301** with a grade of **“C” or higher** and written a **teaching philosophy** as part of the course.

Physical Education Majors: Candidates must have completed the following field content courses, with at least **3 semester hours** taken at UAB and a grade of **“C” or higher**:

- 4 of the 8 activity courses (100 level)
- KIN 300: Organization in Physical Education and Coaching
- KIN 305: Motor Development
- KIN 323: Techniques of Teaching Fitness and Nutrition
- BY 115: Human Anatomy
- BY 116: Human Physiology

3. **Education-Related Courses Completed and Minimum GPA:** Candidates must have earned a grade of **“C” or higher** in all education-related courses and must have completed at least the following three courses prior to TEP admission: EDU 200, EDF 362, EPR 363.
4. **Alabama Educator Certification Assessment Program:** Candidates in **Early Childhood** and **Elementary Education** must meet specific Praxis testing requirements by the TEP application deadline. Candidates should consult with their advisor to confirm the specific testing requirements.
5. **Professional Dispositions:** Candidates must demonstrate positive professional dispositions as evaluated through the **Assessment of Professional Dispositions (APD)** in all pre-TEP courses where dispositions were evaluated.
6. **Field Experience:** Candidates must have completed a minimum of **10 hours** of field experience prior to TEP admission.
7. **Application Submission:** Candidates must submit a written application during the current semester.

Interview Process for OSS

1. **Eligibility:** The Office of Student Services will review each application submitted by candidates to ensure all eligibility requirements are met.
2. **APD:** The Office of Student Services will provide a list of eligible candidates to the Director of Assessment Management and Analysis.
3. **Candidate List:** The Office of Student Services will provide a list of eligible candidates to each Program Leader.
4. **Documenting Scores:** Following the interview cycle, the Office of Student Services will change the admitted candidate's status in Blazernet.

Interview Process for Program Leader

1. **APD Access:** The Program Leader will communicate with the Director of Assessment Management and Analysis to access the Pre-TEP APD forms for each eligible candidate.
2. **APD Review:** The Program Leader will carefully review all APDs, noting any areas of concern. For candidates with previous negative dispositional feedback, the Program Leader will apply a more detailed rubric to assess specific dispositional issues. For candidates without prior concerns, the standard rubric will be used.
3. **Scheduling the Interview:** The Program Leader will organize the interview events by selecting the dates, times, and coordinating with the relevant faculty members for participation.
4. **Documenting Scores:** On the day of the interview, the Program Leader will distribute scoring sheets to the faculty involved, which will include notes on specific dispositions to be evaluated based on prior APD scores.
5. **Communicating Scores:** The Program Leader will share the interview scores with the Office of Student Services for documentation and further processing.
6. **Communicating Status:** Following the interview process, the Program Leader will notify the candidate in writing regarding their status. This communication will include an invitation to the appropriate TEP Orientation, scheduled for the Thursday immediately following Labor Day and Martin Luther King, Jr., day from 4:00-6:00 p.m.

Additional Specific Guidelines for Secondary Education

1. **Scheduling the Interview:** Candidates who meet eligibility requirements will be invited by the Program Leader to schedule an interview with the program faculty. Interviews for all TEP admissions will be scheduled in April, while interviews for spring TEP admissions will be scheduled in October.
2. **Written Interview:** Candidates will be required to respond in writing to prompts provided by the Program Leader, demonstrating proficiency in written expression. Two faculty members will evaluate the written responses to assess clarity, coherence, and professional communication skills.

3. **Oral Interview:** Candidates will participate in an oral interview where they will respond to questions related to their professional and instructional experiences, as well as their teaching practices. Two faculty members will evaluate the oral responses, focusing on the candidate's ability to communicate effectively, think critically, and reflect on their teaching practices.

Additional Specific Guidelines for Early Childhood and Elementary Education

1. **Scheduling the Interview:** Candidates who meet eligibility requirements will be invited by the Program Leader to schedule an interview with the program faculty. Interviews for fall TEP admissions will be scheduled in April, and interviews for spring TEP admissions will be scheduled in October.
2. **Written Interview:** Candidates will be given a prompt to reflect on their previously written teaching philosophy and explain how it has evolved over time. This allows candidates to demonstrate growth in their understanding and practice. Two faculty members will evaluate the written response based on clarity, insight, and depth of reflection.
3. **Small Group Oral Interview:** The P-6 faculty will facilitate a small group oral interview that includes problem solving tasks observed by program faculty. Candidates will participate in small groups of 3-5, following an introduction and instructions provided at the start. Two methods or pre-TEP course instructors will serve as facilitators, guiding the group through tasks and evaluating the responses based on collaboration, critical thinking, and communication skills.

Scoring and Evaluation for the Secondary, Early Childhood, and Elementary Education Interview Process

1. **Rubric:** Faculty members will use a standardized rubric to evaluate both written and oral responses, ensuring consistency and objectivity in the assessment process.
2. **Passing Scores:** Candidates who meet or exceed all expectations in both the written and oral interview, along with fulfilling the eligibility criteria, will receive official notification of their admission to the Teacher Education Program from the Program Leader. This notification will include an invitation to attend the next TEP Orientation, held the Thursday immediately following Labor Day and Martin Luther King, Jr., day from 4:00-6:00 p.m.
3. **Failing Scores:** If a candidate's performance falls below expectations in any component of the interview process, the Program Leader will direct the candidate to follow the ***Policy on Student Interview Failure for Admission to Class B Teacher Education Program*** if they wish to continue to pursue admission to TEP.

School of Education and Human Sciences
Teacher Education Program (TEP) Admission

Process Instructions for Candidates

The interview for admission into the UAB Teacher Education Program (TEP) is a key step toward becoming a certified teacher. Once you have met all eligibility requirements for admission, you may submit your TEP Application. The Office of Student Services will review your file to confirm that you meet the necessary criteria. If you are eligible, your Program Leader will schedule an appointment for your written and oral interview.

To help you prepare for the interview process, please review the following expectations carefully.

All Candidates:

Professionalism is essential.

- Arrive on time and dress appropriately, as if you were teaching a lesson in a classroom.
- Conduct yourself in a professional manner throughout the interview.
- If you encounter a true emergency and need to reschedule, please notify your Program Leader via email as soon as possible.

The interview process will last approximately **one hour**, consisting of **30-minutes** for the written component and **30-minutes** for the oral interview.

You will be evaluated using both writing and speaking rubrics. To meet the admission requirements, you must pass **both sections** of the interview (written and oral). If you are unsuccessful in either part, your Program Leader will direct you to follow the *Policy on Student Interview Failure for Admission to Class B Teacher Education Program*, should you wish to continue pursuing TEP admission.

TEP admission decisions are made **at the end of each semester** after grades are finalized. Your Program Leader will notify you in writing regarding your status.

Secondary Majors: During the written and oral interview, you will be asked to discuss your reasons for pursuing a teaching career, your experiences in schools, and specific classroom activities you would implement. Be prepared to demonstrate your professional, instructional abilities, and content knowledge. You should also be ready to explain your rationale for entering the field of education.

Early Childhood and Elementary Majors: During the written interview, you will reflect on your philosophy paper from **EEC 301**, explaining how your teaching philosophy has developed over time. Specific prompts will guide your response. During the oral interview, you will participate in a small group discussion where you will work collaboratively to solve a problem. Be prepared to share your thinking, actively contribute to the group task, and demonstrate positive **Habits of Mind** – qualities that will be assessed during the interview.

TEP Admission Interview Process for Secondary Education

Sample Prompts for Written Interview: We suggest that each interview include three prompts that address a range of aspects relevant to an emerging professional in the teaching field. The following prompts are simply sample questions.

1. Describe a challenging situation in an educational setting that you have encountered and how you addressed it. What did you learn from this experience?
2. Discuss your philosophy of education and how it aligns with your goals as a future teacher.
3. Reflect on a time when you had to adapt your communication style to reach an individual or group. How did this experience shape your approach to teaching?
4. Explain how you would create an inclusive classroom environment that supports diverse learners.
5. Describe a lesson plan you developed or in which you participated. How did you assess its effectiveness, and what changes would you make in the future?

Sample Questions for Oral Interview: We suggest that each interview include five to seven questions that address a range of aspects relevant to an emerging professional in the teaching field. The following list is only a sample of possible questions.

1. What motivated you to pursue a career in education?
2. How do you plan to address the diverse learning needs of students in your classroom?
3. Please give an example of what you believe school leadership looks like to you from an educator's perspective.
4. How would you adapt the classroom environment or lesson for a student requiring behavioral supports?
5. Describe a time when you received constructive feedback. How did you respond, and what did you learn?
6. How do you plan to integrate technology into your teaching?
7. What strategies would you use to engage parents in their child's education?
8. How do you approach classroom management to ensure a productive learning environment?
9. What role do you believe collaboration with colleagues plays in a successful teaching career?
10. How do you stay informed about the latest developments in education?

Secondary Standard Interview Evaluation Process

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point)
Written Interview Response	Demonstrates strong facility with written expression; clear, organized, and relevant	Clear and organized with minor issues in expression	Somewhat clear but lacks organization or relevance	Unclear, disorganized, or irrelevant response
Oral Interview Response	Clear, concise, and thoroughly addresses all prompts; shows deep understanding	Addresses most prompts clearly and with understanding	Some clarity but lacks depth in responses	Unclear or does not adequately address prompts
Professional Dispositions (in Interview)	Demonstrates high levels of professionalism in communication and demeanor	Generally professional with minor lapses	Displays inconsistent professionalism	Lacks professionalism during the interview

Scoring and Evaluation

Component	Total Possible Points	Expected Score	Score Earned
Written Interview	4 points	3 points	
Oral Interview	4 points	3 points	
Professional Dispositions (in Interview)	4 points	3 points	
Total Score	12 points	9 points	

Did the Candidate earn a minimum of 9 points during the interview?

Yes: ____ Successful Completion of Interview **No:** ____ Do not admit

Signature of Interviewer #1

Date

Signature of Interviewer #2

Date

Candidate: _____

Secondary Interview Evaluation Process Including Attention to APD

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point)
Written Interview Response	Demonstrates strong facility with written expression; clear, organized, and relevant	Clear and organized with minor issues in expression	Somewhat clear but lacks organization or relevance	Unclear, disorganized, or irrelevant response
Oral Interview Response	Clear, concise, and thoroughly addresses all prompts; shows deep understanding	Addresses most prompts clearly and with understanding	Some clarity but lacks depth in responses	Unclear or does not adequately address prompts
Professional Dispositions (in Interview)	Demonstrates high levels of professionalism in communication and demeanor	Generally professional with minor lapses	Displays inconsistent professionalism	Lacks professionalism during the interview
Professional Dispositions Related to APD Scores List Concerns:	Demonstrates significant improvement in the identified area, consistently exhibiting high levels of professionalism and addressing previous concerns effectively.	Shows noticeable improvement in the identified area, generally maintaining professionalism and addressing most previous concerns.	Displays some improvement in the identified area, with occasional lapses in professionalism and partially addressing previous concerns.	Shows little to no improvement in the identified area, with frequent lapses in professionalism and failing to address previous concerns.

Scoring and Evaluation

Component	Total Possible Points	Expected Minimum	Score Earned
Written Interview	4 points	3 points	
Oral Interview	4 points	3 points	
Professional Dispositions (in Interview)	4 points	3 points	
Professional Dispositions Related to APD Score	4 points	3 points	
Total Score	16 points	12 points	

Did the Candidate earn a minimum of 12 points during the interview?

Yes: ____ Successful Completion of Interview **No:** ____ Do not admit

Signature of Interviewer #1

Date

Signature of Interviewer #2

Date

Candidate: _____

TEP Admission Interview Process for Early Childhood and Elementary Education

1. Written Interview

Candidates will receive a prompt asking them to reflect on their previously written teaching philosophy and describe how it has evolved over time. Faculty members will review both the candidate's original philosophy from EEC 301 and the written response from the interview. During the small group (comprising 3-5 candidates), faculty will assess each candidate's response, focusing on the demonstration of **Habits of Mind** (see rubric). Faculty will document evidence of these habits and make additional notes as needed to evaluate the candidate's reflective thinking and growth.

Prompts for Faculty to Engage Candidates in Analyzing Their Philosophy for the On-Demand Writing:

- What have been your strengths and weaknesses as an undergraduate student?
- State your strengths and why you consider them strengths.
- What would one of your undergraduate faculty say about you as a student?
- How has your undergraduate background prepared you for TEP?
- What courses have you enjoyed the most? Why?
- What courses have you struggled with? Why?
- Why do you think you would be a good teacher?
- Select one thing you believe you have an evolved understanding of that has impacted your philosophy of teaching. Describe and explain.

2. Oral Interview - Problem Solving Tasks (one task will be used for each semester interview)

Task A: List, Group, Label

- Provide candidates with a small box of objects.
- Ask candidates to sort the objects into groups and create labels for each category.
- Ask candidates to sort the objects into different category types and describe the reasoning.
- Faculty will observe their assigned small group of 3-5 candidates, noting various Habits of Mind (HoM) demonstrated during the discussion (see rubric). They will record observations for each category of HoM and take additional notes as necessary to provide a thorough assessment of the candidates' critical thinking and collaborative skills.

Task B: What's the Rule?

- Identify the items, one at a time, as examples or non-examples and put them in two different categories.
- Invite candidates to share initial thinking about the sorting.
- Encourage candidates to generate hypotheses and ask whether the placement of new items supports their developing hypotheses.

- As candidates figure out the rule, have them generate one or two more examples that could be added to the collection.
- *Example: Discovering states with international borders*
 - *examples Montana, Texas, Arizona, Minnesota, New Mexico*
 - *non-examples Arkansas, Oregon, Colorado, Florida, Massachusetts*
 - *Where would each of the following be placed?*
 - *Alaska, CA, Maine, Hawaii, Kentucky?*
- Faculty will observe their assigned small group of 3-5 and observe/record the different categories of HoM employed (see rubric) and take additional notes as needed.

Task C: Send the Problem

<https://activelearning.uqa.edu/send-a-problem/>

Groups of learners are presented with a teaching-related problem and work collaboratively to find a solution. After solving the problem, they pass their solution to a nearby group. The next group then attempts to solve the problem without reviewing the previous group's response. This process continues through several rounds of problem-solving as needed. In the final round, each group analyzes, evaluates, and synthesizes the solutions they received, ultimately reporting the most effective solution to the class.

Faculty will observe their assigned small group of 3-5 candidates, noting the different Habits of Mind (HoM) demonstrated throughout the problem-solving process (see rubric). They will record evidence of each HoM category and take additional notes as necessary to assess the candidates' critical thinking, collaboration, and problem-solving skills.

References

Kallick, B., Costa, A., & Zmuda, A. (2022). *The Institute for Habits of Mind*.

<https://www.habitsofmindinstitute.org/about-us/>

OpenAI. (2024). *ChatGPT* (May 15 version) [Large language model]. <https://chat.openai.com/chat>

Early Childhood and Elementary Habits of Mind Interview Evaluation Process

Habits of Mind	#1 X when observed	#2 X when observed	#3 X when observed	#4 X when observed	#5 X when observed	Add'l Notes
Questioning/Problem Posing						
Responding with Wonderment and Awe						
Thinking Flexibly						
Persisting						
Managing Impulsivity						
Striving for Accuracy						
Applying Past Knowledge to New Situations						
Thinking and Communicating with Clarity and Precision						
Gathering Data Through All Senses						
Creating, Imagining, and Innovating						
Taking Responsible Risks						
Finding Humor						
Thinking Interdependently						
Remaining Open to Continuous Learning						
Thinking About Your Thinking						
Listening with Understanding and Empathy						
Total Score = HoM observed						

Elementary and Early Childhood Candidate TEP Admission Standard
Interview Score Sheet
Written Interview Evaluation Rubric

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point)
Written Interview Response	Demonstrates strong facility with written expression; clear, organized, and relevant	Clear and organized with minor issues in expression	Somewhat clear but lacks organization or relevance	Unclear, disorganized, or irrelevant response

Elementary and Early Childhood Candidate Scoring Form		
Expectation	Yes	No
Professional Dress	Dressed appropriately according to professional standards (appeared prepared to enter a classroom to teach) – 1 point	Inappropriate or unprofessional dress for the setting – 0 points
Timing – Arrived on Time and Remained Entire Time	Arrived on time and remained engaged entire interview – 1 point	Late arrival, early departure, or disengaged, regardless of reason – 0 points
Interacted Professionally	Demonstrated respectful and professional communication with peers and faculty – 1 point	Unprofessional, disrespectful, or disengaged based on verbal or non-verbal behaviors – 0 points
Habits of Mind	Scored 8 or more points	Scored fewer than 8 points
Written Interview	Scored 3 or more points	Scored n 2 points

Scoring: Did the student receive all 5 yes responses

Yes: ____ Successful Completion of Interview **No:** ____ Do not admit

Signature of Interviewer #1

Date

Signature of Interviewer #2

Date

Candidate: _____

Elementary and Early Childhood Candidate TEP Admission Interview Score Sheet with Attention to APD

Concerns Noted in Pre-TEP APD:

During the Interview Attention to Professional Dispositions Noted in the Pre-TEP APD

Criteria	Level 4	Level 3	Level 2	Level 1
Professional Dispositions Areas of Concern in Pre-TEP APD	Demonstrates significant improvement in the identified area, consistently exhibiting high levels of professionalism and addressing previous concerns effectively.	Shows noticeable improvement in the identified area, generally maintaining professionalism and addressing most previous concerns.	Displays some improvement in the identified area, with occasional lapses in professionalism and partially addressing previous concerns.	Shows little to no improvement in the identified area, with frequent lapses in professionalism and failing to address previous concerns.

Written Interview Evaluation Rubric

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point)
Written Interview Response	Demonstrates strong facility with written expression; clear, organized, and relevant	Clear and organized with minor issues in expression	Somewhat clear but lacks organization or relevance	Unclear, disorganized, or irrelevant response

Expectation	Yes	No
Professional Dress	Dressed appropriate according to professional standards (appeared prepared to enter a classroom to teach) – 1 point	Inappropriate or unprofessional dress for the setting – 0 points
Timing – Arrived on Time and Remained Entire Time	Arrived on time and remained engaged entire interview – 1 point	Late arrival, early departure, or disengaged, regardless of reason – 0 points
Interacted Professionally	Demonstrated respectful and professional communication with peers and faculty – 1 point	Unprofessional, disrespectful, or disengaged based on verbal or non-verbal behaviors – 0 points
Professional Dispositions Related to APD Score	Scored Level 3 or 4 – 1 point	Scored Level 2 or 1 – 0 points
Habits of Mind	Scored 8 or more points	Scored fewer than 8 points
Written Interview	Scored 3 or more points	Scored 2 or fewer points

Scoring: Did the student receive 6 yes responses?

Yes: ____ Successful Completion of Interview **No:** ____ Do not admit

Signature of Interviewer #1

Date

Signature of Interviewer #2

Date

Candidate: _____

TEP Admission Interview Process for Class B Physical Education

Eligibility Criteria

1. **Criminal Background Clearance:** Candidates must have successfully completed a criminal background check through the Alabama State Department of Education (ALSDE) before being admitted into the teacher preparation program.
2. **Minimum GPA:** Candidates must have a minimum overall GPA of 2.5, a teaching field GPA of 2.5, and a professional studies GPA of 2.5.
3. **Minimum Credit Hours:** Candidates must have earned a minimum of 41 semester hours in the Blazer Core Curriculum with a minimum GPA of 2.5. Additionally, candidates must have earned a “C” or higher in all math and science courses.

Specific to Physical Education Majors: Candidates also must have completed the following required teaching field content courses with at least 3 semester hours completed at UAB with a grade of “C” or higher:

- 4 of the 8 activity courses (100 level)
 - KIN 300 Organization in Physical Education and Coaching
 - KIN 305 Motor Development
 - KIN 323 Techniques of Teaching Fitness and Nutrition
 - BY 115 Human Anatomy
 - BY 116 Human Physiology
4. **Education-Related Courses Completed and Minimum GPA:** Candidates must have earned a grade of C or above in all education-related courses and in the specified courses described below, prior to TEP admission. Additionally, they must have completed the following courses with the specific details described:

EDU 200, CHHS 200, EDF 362, EPR 363; ECY 300 and EDR 421-Any course with a grade below “C” must be retaken. Only one repeated course will be forgiven. All other repeated courses will be used when calculating the GPA for these specific courses.
 5. **Professional Dispositions:** Candidates must demonstrate positive professional dispositions based on the Assessment of Professional Dispositions (APD) in all pre-TEP courses where dispositions were evaluated.
 6. **Field Experience:** Candidates must have completed a minimum of 10 hours of field experience prior to TEP admission.
 7. **Application Submission:** Candidates must submit a written application during the current semester by the deadline set by OSS.

Application Process for OSS

1. **Eligibility:** The Office of Student Services will review each application submitted by candidates to ensure all eligibility requirements are met.
2. **APD:** The Office of Student Services will provide a list of eligible candidates to the Director of Assessment Management and Analysis.
3. **Candidate List:** The Office of Student Services will provide a list of eligible candidates to the Physical Education Program Leader.
4. **Documenting Scores:** Following the interview cycle, the Office of Student Services will change the admitted candidate's status in Blazernet.

Interview Process

1. **Scheduling the Interview:** Candidates who meet eligibility requirements will be invited to schedule an interview during December. The Physical Education Program Leader will email each candidate information during November to schedule an interview.
2. **Written Interview:** Candidates will respond in writing to prompts provided, demonstrating proficiency in written expression. The response will be evaluated by two faculty members.
3. **Oral Interview:** Candidates will participate in an oral interview, responding to questions related to pedagogy. The oral interview will be evaluated by two faculty members.

Scoring and Evaluation

1. **Rubric:** Faculty members will use a standardized rubric to evaluate both the written and oral responses.
2. **Passing Scores:** Should a candidate's performance meet all expectations for the written and oral interview in addition to the eligibility criteria, they will receive official notification of their admission to the Teacher Education Program from the Physical Education Program Leader.
3. **Failing Scores:** Should a candidate's performance fall below expectations, the Program Leader will direct the candidate to follow the *Policy on Student Interview Failure for Admission to Class B Teacher Education Program* if they wish to continue to pursue admission to TEP.

Teacher Education Program (TEP) Admission Process Instructions for Physical Education Candidates

The interview for admission into the UAB Teacher Education Program (TEP) is a key step toward becoming a certified teacher. Once you have successfully met all eligibility requirements for admission to TEP, you may submit a TEP Application. The Office of Student Services will review your file to ensure you meet eligibility requirements. If eligibility requirements are met, your Program Leader will schedule an appointment for your written and oral interview.

To prepare for the interview process, please review the following expectations carefully:

- Professionalism is crucial. Be punctual, dress appropriately, and conduct yourself professionally during the interview. In case of a true emergency requiring rescheduling, email the faculty members conducting your interview as soon as possible.
- The interview process includes two parts: a written interview and an oral interview. For the written interview, you will be given three questions to prepare for prior to interview day. On the day of the interview, you will hand write the answer to one of the questions chosen by the interviewers. You will have 30 minutes to complete this part of the interview. In the 30-minute oral interview, you will discuss your reasons for pursuing teaching, your idea of a quality physical education program, specific teaching activities you would implement, and identifying your strengths and challenges as a future physical educator. Be prepared to demonstrate your content and pedagogical knowledge and how you would apply best practices in your future teaching.
- You will be evaluated using writing and speaking rubrics provided by the Office of Student Services. If necessary, a second interview may be scheduled to address any remaining questions. Final admission decisions will be made at the end of Fall semester after grades are finalized. Contact your advisor if you have any questions about the interview process.

TEP Admission Interview Process

Written Interview:

1. Share your philosophy of physical education and how it aligns with your goals as a future teacher.
2. Explain how you would create an inclusive active environment that supports all learners.
3. Describe a challenging situation in an educational setting that you have encountered and how you addressed it. What did you learn from this experience?

Oral Interview:

1. Why do you want to be a physical educator?
2. What do you think a quality physical education program should look like?
3. How will you manage the role of being a teacher and a coach?
4. What are your strengths you will use be a good physical education teacher?
5. What do you feel are challenges you will have as a physical education teacher?
6. How can we help you improve in the areas you identified as challenges?

School of Education and Human Sciences

Physical Education Candidate: _____

Interview Evaluation Process

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point)
Written Interview Response	Demonstrates strong facility with written expression; clear, organized, and relevant	Clear and organized with minor issues in expression	Somewhat clear but lacks organization or relevance	Unclear, disorganized, or irrelevant response
Oral Interview Response	Clear, concise, and thoroughly addresses all prompts; shows deep understanding	Addresses most prompts clearly and with understanding	Some clarity but lacks depth in responses	Unclear or does not adequately address prompts
*Professional Dispositions (in Interview)	Demonstrates high levels of professionalism in communication and demeanor	Generally professional with minor lapses	Displays inconsistent professionalism	Lacks professionalism during the interview

Scoring and Evaluation

Component	Total Possible Points	Expected Score	Score Earned
Written Interview	4 points	3 points	
Oral Interview	4 points	3 points	
Professional Dispositions (in Interview)	4 points	3 points	
Total Score	12 points	9 points	

Did the Candidate earn a minimum of 9 points during the interview?

Yes: ____ Successful Completion of Interview **No:** ____ Do not admit

Signature of Interviewer #1

Date

Signature of Interviewer #2

Date

***NOTE: If candidate received an area of concern during the pre-TEP APD, interviewers will use this additional rubric to score the candidate:**

Criteria	Level 4	Level 3	Level 2	Level 1
Professional Dispositions Areas of Concern in Pre-TEP APD	Demonstrates significant improvement in the identified area, consistently exhibiting high levels of professionalism and addressing previous concerns effectively.	Shows noticeable improvement in the identified area, generally maintaining professionalism and addressing most previous concerns.	Displays some improvement in the identified area, with occasional lapses in professionalism and partially addressing previous concerns.	Shows little to no improvement in the identified area, with frequent lapses in professionalism and failing to address previous concerns.

Appendix B

Guidelines on Student Interview Failure for Admission to Class B Teacher Education Program

These guidelines outline the steps and procedures to be followed when a student fails the interview for admission to the Class B Teacher Education Program. It ensures a fair and transparent process for reassessment and appeals.

1. Notification of Interview Failure

- The student will be notified in writing within 5 business days of the interview regarding their failure to meet the admission criteria.

2. Mandatory Meeting with Faculty

- The student must meet with three faculty members within 10 business days of receiving the notification. The faculty members will include:
 - The Program Leader
 - Two members of the School of Education and Human Sciences Assessment Committee

3. Meeting Objectives

- The purpose of this meeting is to:
 - Discuss the reasons for the interview failure
 - Provide the student with constructive feedback
 - Explore potential pathways for improvement and reassessment

4. Possible Outcomes

- After the meeting, the faculty members may decide on one of the following outcomes:
 - **Reassessment Opportunity:** The student may be given specific tasks or conditions to meet before a reassessment interview is scheduled.
 - **Admission with Remediation:** The student may be admitted with specific requirements to be fulfilled within a set timeframe.
 - **Denial of Admission:** The student may be denied admission to the program.

5. Appeal Process

- If the student disagrees with the decision, they have the right to appeal:
 - **First Level of Appeal:** The student may appeal to the Department Chair within 5 business days of receiving the decision. The Department Chair will review the case and provide a decision within 10 business days.
 - **Final Level of Appeal:** If the student is not satisfied with the Department Chair's decision, they may appeal to the Dean of the School of Education and Human Sciences within 5 business days. The Dean will review the case and provide a final decision within 15 business days.

Timeline Summary

- **Notification of Interview Failure:** Within 5 business days of the interview
- **Meeting with Faculty:** Within 10 business days of notification
- **First Level of Appeal:** Within 5 business days of the faculty decision
- **Department Chair Decision:** Within 10 business days of appeal
- **Final Level of Appeal:** Within 5 business days of Department Chair decision
- **Dean's Decision:** Within 15 business days of final appeal

Reference: Microsoft. (2024). *Copilot* [Large language model]. <https://copilot.microsoft.com>

Appendix C



School of Education and Human Sciences

Assessment of Professional Dispositions (APD) for Educator Preparation Programs

PROFESSIONAL STANDARDS OF PRACTICE	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0	Comments
1. Ethics, standards, and university/P-12 school policies Adheres to ethics, standards, and university and P-12 school policies	Cannot rate	Candidate promotes ethical and policy guidelines and consistently maintains professional conduct.	Candidate adheres to all ethical and policy guidelines and seeks to maintain professional conduct.	Candidate acknowledges ethical and policy guidelines but requires ongoing support and reminders to align with ethical expectations.	Candidate violates ethical standards and/or policies, demonstrating a lack of understanding or disregard for professional conduct. Requires immediate intervention and corrective measures.	
2. Growth in professionalism Seeks accepts, and applies constructive feedback	Cannot rate	Candidate seeks feedback and makes substantial growth from applying feedback to classroom practices.	Candidate seeks, accepts and applies feedback to make substantial growth in classroom practices.	Candidate accepts feedback readily but requires ongoing support and reminders to consistently align with expectations.	Candidate does not accept constructive feedback.	
3. Professionalism in communication Addresses issues by communicating with the appropriate faculty/mentor with appropriate detail (Ex. Explains rationale for missing class but does not overshare.)	Cannot rate	Candidate addresses challenges and prompts others to do the same. Beyond a solely personal focus, candidate may also advocate for issues related to the profession.	Candidate seeks solutions to problems or challenges, without prompting, at appropriate times and with necessary personal information.	Candidate seeks solutions to problems or challenges, with prompting, at appropriate times and with appropriate levels of personal information.	Candidate often complains when encountering problems or challenges and rarely offers solutions. Candidate may address concerns at inappropriate times or does not address issues that should be discussed and may overshare unnecessary personal information.	
COLLABORATION	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0	Comments
4. Engagement Demonstrates interest in learning by actively participating in all contexts (classroom, field experience, etc.)	Cannot rate	Candidate serves as a leader and model during discussion, activities, and field experiences. Examples may include inviting others to contribute to the conversation, using electronic devices as directed, and submitting assignments early.	Candidate contributes to classroom discussions, activities, and field experiences. Examples may include contributing ideas in whole group and small group settings, using electronic devices as directed, and meeting all assignment deadlines.	Candidate engages in all class and field experiences. Examples may include only using electronic devices as directed, meeting all assignment deadlines, and appearing attentive in class and field sessions.	Candidate does not take initiative in discussions, classroom activities, and field experiences, and may intentionally distract self or others. Examples may include using electronic devices during class, not turning in assignments, and not communicating about absences.	

PROFESSIONAL LEARNING	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0
1. Self-reflection Considers potential personal biases and strives to understand the backgrounds of their students	Cannot rate	Candidate meets level 3 and advocates for equity and inclusivity in educational contexts.	Candidate reflects upon individual experiences and potential biases through actions, words, and/or written assignments, and seeks to deepen their understanding of cultural, ethnic, gender, and learning differences to work with underrepresented or disadvantaged populations.	Candidate reflects on their own individual experiences and potential biases through actions, words, and/or written assignments, and might demonstrate some understanding of cultural, ethnic, gender, or learning differences.	Candidate rarely reflects on their own individual experiences and potential biases through actions, words, and/or written assignments in the learning context where they find themselves.
2. Positive learning environment Focuses on learner strengths and develops positive relationships in the classroom (peer-to-peer as well as teacher-to-student)	Cannot rate	Candidate meets level 3 and demonstrates empathy and understanding to foster positive relationships built on the valuable background and experiences individuals possess.	Candidate communicates in language focused on learner strengths and expresses a belief that all children can learn. Candidate fosters positive peer-to-peer as well as teacher-to-learner relationships.	Candidate communicates in language focused on learner strengths. Candidate fosters positive teacher-to-learner relationships.	Candidate may focus on learner weaknesses rather than strengths.
3. Accountability for student learning Assumes accountability for student outcomes by responsive planning for specific learners	Cannot rate	Candidate meets level 3 and challenges learners to extend learning through exploration and relevant connections.	Candidate takes responsibility for the learning of all students and lesson plans include specific, differentiated accommodations.	Candidate takes responsibility for student learning outcomes and lesson plans include generic accommodations rather than student-specific variations.	Candidate does not take responsibility for student learning outcomes and provides generic lessons without attention to the learners' needs and preferences.
COLLABORATION	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0
4. Engagement Demonstrates interest in learning by actively participating in all contexts (classroom, field experience, etc.)	Cannot rate	Candidate serves as a leader and model during discussion, activities, and field experiences. Examples may include inviting others to contribute to the conversation, using electronic devices as directed, and submitting assignments early.	Candidate contributes to classroom discussions, activities, and field experiences. Examples may include contributing ideas in whole group and small group settings, using electronic devices as directed, and meeting all assignment deadlines.	Candidate engages in all class and field experiences. Examples may include only using electronic devices as directed, meeting all assignment deadlines, and appearing attentive in class and field sessions.	Candidate does not take initiative in discussions, classroom activities, and field experiences, and may intentionally distract self or others. Examples may include using electronic devices during class, not turning in assignments, and not communicating about absences.
PROFESSIONAL LEARNING	Not Observed	Exceeding – 3	Achieving – 2	Developing – 1	Unacceptable – 0

5. Self-reflection Considers potential personal biases and strives to understand the backgrounds of their students	Cannot rate	Candidate meets level 2 and advocates for equity and inclusivity in educational contexts.	Candidate reflects upon individual experiences and potential biases through actions, words, and/or written assignments, and seeks to deepen their understanding of cultural, ethnic, gender, and learning differences to work with underrepresented or disadvantaged populations.	Candidate reflects on their own individual experiences and potential biases through actions, words, and/or written assignments, and might demonstrate some understanding of cultural, ethnic, gender, or learning differences.	Candidate rarely reflects on their own individual experiences and potential biases through actions, words, and/or written assignments in the learning context where they find themselves.
6. Positive learning environment Focuses on learner strengths and develops positive relationships in the classroom (peer-to-peer as well as teacher-to-student)	Cannot rate	Candidate meets level 2 and demonstrates empathy and understanding to foster positive relationships built on the valuable background and experiences individuals possess.	Candidate communicates in language focused on learner strengths and expresses a belief that all children can learn. Candidate fosters positive peer-to-peer as well as teacher-to-learner relationships.	Candidate communicates in language focused on learner strengths. Candidate fosters positive teacher-to-learner relationships.	Candidate may focus on learner weaknesses rather than strengths.
7. Accountability for student learning Assumes accountability for student outcomes by responsive planning for specific learners	Cannot rate	Candidate meets level 2 and challenges learners to extend learning through exploration and relevant connections.	Candidate takes responsibility for the learning of all students and lesson plans include specific, differentiated accommodations.	Candidate takes responsibility for student learning outcomes and lesson plans include generic accommodations rather than student-specific variations.	Candidate does not take responsibility for student learning outcomes and provides generic lessons without attention to the learners' needs and preferences.

[Click the link to review the process for documenting unsatisfactory dispositions.](#)

Appendix D

Candidate Preservice Assessment of Student Teaching (CPAST) Domains

[Click here for a link to descriptions of each of the items assessed on the CPAST.](#)

Planning for Instruction and Assessment
A. Focus for Learning: Standards and Objectives/Targets
B. Materials and Resources
C. Assessment of P–12 learning
D. Differentiated Methods
Instructional Delivery
E. Learning Target and Directions
F. Critical Thinking
G. Checking for Understanding and Adjusting Instruction through Formative Assessment
H. Digital Tools and Resources
I. Safe and Respectful Learning Environment
Assessment
J. Data-Guided Instruction
K. Feedback to Learners
L. Assessment Techniques
Analysis of Teaching
M. Connections to Research and Theory
Professional Dispositions Form
Professional Commitment & Behaviors
N. Participates in Professional Development (PD)
O. Demonstrates Effective Communication with Parents or Legal Guardians
P. Demonstrates Punctuality
Q. Meets Deadlines and Obligations
R. Preparation
Professional Relationships
S. Collaboration
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession
Critical Thinking and Reflective Practice
U. Responds Positively to Feedback and Constructive Criticism