

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B

Guidelines for Employed Candidates

Occasionally, Alternative Master's degree students are employed by local superintendents through the Interim Emergency Certification (IEC) process. To ensure that eligibility for UM program completion and recommendation for certification are not compromised, students should closely review the following guidelines prior to accepting employment:

- P-12, Secondary, Elementary, Collaborative (Special Education), and Education of the Deaf and Hard of Hearing students must be employed on an Interim Employment Certificate (IEC) in a Teaching Field approach.
- Students must be employed at a SACS (Southern Association of Colleges and Schools) accredited school and be employed full-time at the grade level(s) and teaching field area for which certification/program completion is sought.
- P-12 or K-12 students must be employed at the middle grades (grades 6, 7, and 8). P-12 or K-12 students whose employment is limited to one level (example – elementary) are required to complete 90 hours at the other level (example – secondary) to meet UM and ALSDE requirements for program completion and certification.
- Even when employed on an IEC, students must meet all UM and state department internship requirements prior to the internship semester.
- Interns employed outside of the standard forty mile radius, may be required to pay for supervisor travel expenses beyond the standard forty miles.

The following information is needed to complete your internship documentation:

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

Frequently Asked Questions

- *May I accept a regular teaching position BEFORE my internship semester begins?* Yes, only if you are an Alternative Master's Degree student and meet the guidelines shown above
- *I am an undergraduate student. May I accept a regular teaching position before I graduate?* No, you must have a bachelor's degree and be admitted to an Alternative Master's Teacher Education Program in order to obtain the necessary IEC.

Additional questions or concerns should be directed to Mary Howard at mhoward2@montevallo.edu

**Appendix C
Candidate Professional Development Plan**

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

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

Appendix D

Alternative Certificate Approaches

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

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

Appendix E

Beginning Teacher Quality Assurance Program

Beginning in 1991, graduates of the College of Education and Human Development Teacher Education Program at the University of Montevallo who complete the professional internship with at least a C and who are recommended for certification will be covered by the Teacher Quality Assurance Program during their first two years of teaching. The program is an affirmation of the College's confidence in the quality of its successful graduates--their preparation and their potential.

The CEHD faculty is confident that its successful graduates are ready to begin regular classroom teaching and will stand behind their performance during the first year of teaching. Any school system in Alabama who hires one of our graduates and subsequently identifies a lack of professional or academic competence will be able to request that the CEHD aid with remedying the problem. The Dean of the CEHD or a designee will visit the school in order to verify the need for and to plan appropriate assistance.

The College's Teacher Quality Assurance Program should serve as evidence of the College faculty's diligence in screening, instruction, and assessment designed to identify and prepare the best prospective teachers for the children of Alabama and as a confirmation of these graduates; however, it also should contribute to the larger purpose of improving the relationships between the CEHD and the public schools of Alabama.

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

To CEHD graduates, the Teacher Quality Assurance Program represents our pride in their accomplishments, our acknowledgement that a strong support system is important in their first two years of teaching, and our desire to be a part of their continuing professional development.

To the schools boards in Alabama, the Teacher Quality Assurance Program represents the CEHD faculty's diligence in screening, instruction, and assessment designed to prepare the best prospective teachers for our children. We believe that school boards can appoint our graduates with a high degree of confidence that they are ready to begin teaching and that College of Education personnel stand behind them.

If problems arise in the performance of one of our graduates in the first and second years of teaching, and if these problems have resulted from shortcomings in the pre-service teacher preparation program, the CEHD faculty will help to correct them.