



**MILES COLLEGE**



**THE EDUCATOR**  
A FACILITATOR OF LEARNING  

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MILES COLLEGE  
DIVISION OF EDUCATION

**Field Experience Handbook  
for the  
Educator Preparation Program Candidates, Faculty,  
Cooperating Teachers and Administrators**

Division of Education  
5500 Myron Massey Boulevard  
Fairfield, AL 35064

Mrs. Bobbie Knight., President  
Dr. Jarralynne Agee, Provost and Vice President, Academic Affairs  
Dr. Anthony C. Greene, Division Chairperson, CAEP Coordinator and Professor

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Miles College is governed by a Board of Trustees which appoints the college president. The president is assisted by cabinet members who oversee six areas of the college. The six positions in the President's cabinet are:

Mrs. Bobbie Knight	President
Dr. Jarralynne Agee	Provost and Vice President, Academic Affairs
Mrs. Diana Knighton	Senior Vice President, Finance and Administration
Reverend Larry Batie	Dean of Chapel and Vice President, Student Life and Engagement
Dr. Arthur Brigati	Vice President of Institutional Advancement

Division of Education (DOE) Faculty/Staff

Full-Time Faculty:

- Dr. Anthony C. Greene, Division Chairperson, CAEP Coordinator, Secondary Specialist
- Dr. Sandra Harrell, Reading Specialist
- Dr. Damita Pitts, Director of Field Experience and Clinical Practice
- Dr. Yvette McPherson Richardson, Elementary Education Specialist
- Dr. Calvin Moore, Early Childhood
- Mrs. Veronica Salary, Elementary Education
- Ms. Vernandi Greene, Assessment

Full-Time Administrative Staff:

- Ms. Monique Camp, Publications Specialist, Data Base Manager Education Lab Coordinator
- Mrs. Carolyn Jordan, Certification Officer

Adjunct Faculty:

- Mr. John Douglas, Health and Physical Education
- Mrs. Dominga Gardner, Instructional Technology

### Educator Preparation Program Mission Statement:

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

### Educator Preparation Program Diversity Statement:

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

### Educator Preparation Program Clinical and Field Experience Statement:

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

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

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



## Miles Conceptual Framework Revised

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

### **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.

**Indicator 1.1 - Uses problem-solving processes and learning strategies to enhance student learning and development**

**Indicator 1.2 - Motivates all students to become life-long learners and change agents in society**

### **Standard # 2 - Diversity and Learning Differences**

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

**Indicator 2.1 - Implements curriculum that exemplifies equity and diversity**

**Indicator 2.2 - Demonstrates self-awareness, self-confidence and an understanding of the cultural differences of others that could impede or enhance student learning**

### **Standard #3 - Learning Environments**

The candidate commits to the awareness, knowledge, and acceptance of human diversity which leads to the ability to form relationships to sustain learning with students in P-12 schools.

**Indicator 3.1 - Manages an appropriate classroom environment for maximum learning to take place**

**Indicator 3.2 - Uses methods and strategies that reflect individual differences**

#### **Standard #4 - Content Knowledge and Application**

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.

**Indicator 4.1 - Integrates various subject matter to facilitate learning**

**Indicator 4.2 - Uses state-of-the-art materials, equipment, and strategies that enhance curriculum, curriculum instruction, field experiences, clinical experiences, assessments and evaluation in P-12 schools**

#### **Standard #5 - 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.

**Indicator 5.1 - Evaluates and uses data effectively to assess the needs of all students**

**Indicator 5.2 - Uses formative and summative assessments**

#### **Standard #6 - Planning for Instruction and Teaching Strategies**

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 community context.

**Indicator 6.1 - Uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving**

**Indicator 6.2 - Plans and implements instruction based on students' knowledge and curricular goals**

#### **Standard # 7 - Professional Learning, Ethics, and Leadership**

The candidate engages in ongoing professional learning and uses evidence to continually evaluate and adapt his/her practices, spiritual needs, ethics, and effects of his/her choices and actions on others (learners, families, professionals, and community).

**Indicator 7.1 - Uses appropriate oral, written, and non-verbal communication to enhance student learning and develop an awareness of P12 organizations that build leadership**

**Indicator 7.2 - Models ethical values and beliefs that guide thought, activities and attitudes which create a more just and humane world and are expressive of the worth and value placed on all beings to instill high expectations for all P-12 students**

#### **Standard #8 - Technology**

The candidate motivates students to become life-long learners and change agents in society and includes methods and strategies for applying technology to maximize learning.

**Indicator 8.1 - Implements curriculum that includes methods and strategies for applying technology to maximize learning**

**Indicator 8.2 - Models effective use of technology in teaching**

## ***Alabama Educator Code of Ethics***

### **Introduction**

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

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

### **Code of Ethics Standards**

#### ***Standard 1: Professional Conduct***

***An educator should demonstrate conduct that follows generally recognized professional standards.***

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

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

#### ***Standard 2: Trustworthiness***

***An educator should exemplify honesty and integrity in the course of professional practice.***

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

- Properly representing facts concerning an educational matter in direct or indirect public expression.

- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

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

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

### **Standard 3: Unlawful Acts**

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

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

### **Standard 4: Teacher/Student Relationship**

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

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

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

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

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

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

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

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



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

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

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

**Standard 6: Public Funds and Property**

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

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

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

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

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

**Standard 7: Remunerative Conduct**

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

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

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

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

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**

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

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

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

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

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

### **Standard 9: Abandonment of Contract**

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

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

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

### **Reporting**

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

### **Alabama Administrative Code 290-3-2-.05**

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

### **Disciplinary Action**

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

*Alabama Administrative Code 290-3-2-.05*

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

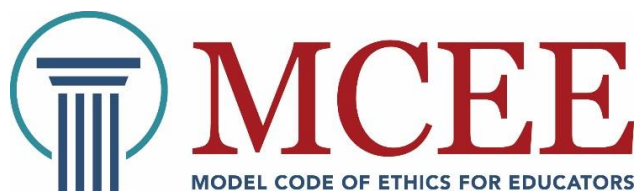
1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23-5 (1975).

2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.



## **Principle I: Responsibility to the Profession**

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

*The professional educator demonstrates responsibility to oneself as an ethical professional by:*

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

*B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*

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

*C. The professional educator promotes and advances the profession within and beyond the school community by:*

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

### **Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. *The professional educator demonstrates commitment to high standards of practice through:*

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. *The professional educator demonstrates responsible use of data, materials, research and assessment by:*

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

C. *The professional educator acts in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

### **Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of students by:*

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

B. *The professional educator demonstrates an ethic of care through:*

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

C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

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

#### **Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. *The professional educator promotes effective and appropriate relationships with parents/guardians by:*

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

*B. The professional educator promotes effective and appropriate relationships with colleagues by:*

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

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

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

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

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;

3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

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

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

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

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

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

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

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

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and



3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

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

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

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

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

## **Field Experience: Mandatory cleared background check/fingerprint**

The candidate is responsible for this non-transferable, non-refundable fee.

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

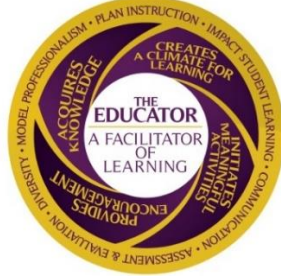
In order to achieve the most satisfactory results in Field Experience, certain principles should govern the choice of experiences offered to the teacher education candidates. Field Experiences should include a variety of diverse placements. Students are required to participate in experiences that include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

### **Field Experience should:**

- Be well planned with consideration of the child’s welfare who is to be taught and the procedures of the college, the school, and the school system
- Be continuous and unified, integrating the various Transition Points as the Teacher Education Candidate progresses from one environment in which he/she is placed
- Encourage initiative, originality, and innovation
- Provide for the candidate’s reflection, feedback from peers and supervisors
- Provide for the observation of a variety of quality teaching experiences to help the candidate continue to develop the content, professional, and pedagogical knowledge, skills and professional dispositions outlined in standards
- Encourage open-mindedness and willingness to become aware of and accept change
- Instill awareness that professional growth never ends, and

- Develop a caring and supportive relationship between the Teacher Education Candidate, the veteran teacher, and the P-12 students being served, thus producing a successful field experience.

Transition Point I and Transition Point II of Field Experiences are vital components of the Educator Preparation Program (EPP). These experiences represent the link between theory and practice and will ensure that Teacher Candidates are equipped to be Facilitator of Learning.



# THE EDUCATOR

## A FACILITATOR OF LEARNING

### MILES COLLEGE

### EDUCATION PREPARATION PROGRAM

#### TRANSITION POINTS, UNIT KEY ASSESSMENTS, UNIT KEY ASSIGNMENTS

Educator Preparation Program (EPP)	<u>Transition Point 1</u> Admission to Educator Preparation Program (EPP)	<u>Transition Point 2</u> Admission to Student Internship	<u>Transition Point 3</u> Completion of Student Internship & Program	<u>Transition Point 4</u> Post Program Completion
Typical Timeline for 4 year course of study	End of Sophomore Year	End of Junior Year	End of Senior Year	1-3 years after graduation

<p>Programs:</p> <p>Early Childhood Education (P-3)</p> <p>Elementary Education (K-6)</p> <p>Secondary Education (7-12)</p> <p>*Biology Education</p> <p>*Chemistry Education</p> <p>*General Science Education</p> <p>*English/Language Arts Education</p> <p>*History/Social Science Education</p> <p>*Mathematics Education</p> <p>*Music Education (Instrumental)</p>	<p>* <math>\geq 2.80</math> GPA</p> <p>*Completion of all pre-requisite Professional Studies courses with a grade of "C" or better ED209; ED300; ED319; ED350; PSY 301</p> <p>Article Critique</p> <p>*Successfully pass the Miles College English Proficiency Exam (EPE)</p> <p>*Background Check</p> <p>*Successful completion of 60 semester hours</p> <p>*Submission of candidate work samples (an autobiographical sketch, philosophy of education, and a "best sample" from EPP courses)</p> <p>*Field Experience Documentation Form and Journal of Field Experience</p> <p>*A minimum of 70 hours Field experience documentation progression toward 150 required observation hours</p> <p>Membership in SAEA (Effective Fall 2015)</p> <p>*Disposition Survey ED209</p> <p>*Recommendation from major advisor and EPP Committee</p>	<p>* <math>\geq 2.80</math> GPA</p> <p>*Completion of all Teaching Field coursework with a grade of "C" or better</p> <p>Article Critique</p> <p>* Successfully pass Praxis II Reading (Elementary and Early Childhood Education Majors only)</p> <p>*A favorable letter of recommendation from the respective division</p> <p>*Field Experience Documentation Form and Journal of Field Experience</p> <p>*Disposition Survey ED 319</p> <p>*Completion of all 150 required observation hours</p>	<p>* <math>\geq 2.80</math> GPA</p> <p>*Pre/Post evaluations of the Alabama Quality Teacher Standards (AQTS) for Class B and specific content areas by College Supervisors and Cooperating Teachers</p> <p>Article Critique</p> <p>*Completion of the 16-week student internship ED 450 with a grade of "B" or better</p> <p>*Disposition Survey ED449&amp;450</p> <p>* Final presentation of e-Portfolio of the Student Internship experience evaluated by the Student Intern Advisory Committee, including presentation of Action Research Projects &amp; E-portfolio with Mini Lesson</p> <p>*Exit Interview</p> <p>*Completed Senior Checklist</p> <p>*Completion of edTPA</p>	<p>* Employer Satisfaction Survey</p> <p>*Follow-up Graduate Survey</p>
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Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

## FIELD EXPERIENCE OBSERVATION HOURS

Course	Minimum Number of Clock Hours Required	Completion Date
<p>ED 209</p> <p>Introduction To Teaching</p>	<p>30 hours</p> <p>60 for Secondary Majors</p>	<p>1 week prior to Final Examination</p>
<p>MU 303</p>	<p>30</p>	<p>1 week prior to Final Examination</p>

<b>Intro to Music</b>		
<b>ED 440</b> <b>Field Study in</b> <b>Early Childhood</b>	<b>30</b>	<b>1 week prior to Final Examination</b>
<b>ED 350</b> <b>Foundations of Education</b>	<b>15</b>	<b>1 week prior to Final Examination</b>

**Mandatory: Fingerprint Information and Background Check**

**Website: [www.alsde.edu](http://www.alsde.edu)**

- 1. Click on Certification tab**
- 2. Click on Background tab and follow the directions**

**Fingerprint/Background Check Location Address:**

**Houston-Latimore and Associates**

**127 52nd Street, North**

**Birmingham, AL 35212**

**Customer Service: 1-866-220-9240**

## **FIELD EXPERIENCE OBSERVATION HOURS**

<b>Course</b>	<b>Minimum Number of Clock Hours Required</b>	<b>Completion Date</b>
<b>MU 356 MU 357</b> <b>ED 420 ED 421</b> <b>ED 423 ED 424</b>	<b>30</b>	<b>1 week prior to Final Examination</b>

<b>ED 405 ED 406 ED 407</b>	<b>5</b>	<b>Due at Mid-Term</b>
<b>ED 408 HPE 324</b>		
<b>ED 319 ED 350</b>	<b>15</b>	<b>Due at Mid-Term</b>
<b>ED 400 ED 412 ED 445</b>		
<b>ED 448</b>		
<b>ED 302 ED 306 ED 325</b>	<b>10</b>	<b>Due at Mid Term</b>
<b>ED 341 ED 401</b>		
<b>ED 409 ED 413</b>		

## PROCEDURES FOR PLACEMENT FOR FIELD EXPERIENCE:

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

### ROLE OF THE DIRECTOR OF FIELD EXPERIENCE AND CLINICAL PRACTICES:

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

### ROLE OF THE SUPERINTENDENT:

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

### ROLE OF THE PRINCIPAL:

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

## **ROLE OF THE COOPERATING TEACHER:**

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

## **ROLE OF THE EDUCATOR PREPARATION PROGRAM SUPERVISOR:**

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

## **RESPONSIBILITIES OF THE FIELD EXPERIENCE TEACHER CANDIDATE:**

- The **Teacher Candidate** will receive an assignment from faculty members and EPP faculty at Miles College (in the course you are taking).
- The **Teacher Candidate** will receive a Field Experience and Teacher Candidate Internship Handbook. Keep one copy and submit one copy to the Cooperating Teacher.
- The Teacher Candidate will read the Field Experience and Teacher Candidate Internship Handbook thoroughly.
- The **Teacher Candidate** will provide his/her Cooperating Teacher with a personal data sheet.
- The **Teacher Candidate** will obtain information about the school (In-Service days, Professional Development days, Mission of the school, school regulations, etc.).
- With discretion, the **Teacher Candidate** will exercise initiative in the classroom.
- The **Teacher Candidate** will solicit ongoing feedback from the Cooperating Teacher regarding his/her personal strengths and weaknesses and strategies for self-improvement.
- The Teacher Candidate will make-up for time lost due to illness.



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

## EPP Five Key Assignments

- **Journal of Field Experience Observation should include the following:**
  1. **Classroom procedures/routines**
  2. **Classroom setting (whole group etc.)**
  3. **Classroom engagement**
  4. **P-12 student engagement**
  
- **Field Experience Observation Documentation should be submitted in TK 20**
  - **When submitting in TK20 use correct grammar/spelling**
  - **Submit on time. You do not want to be locked out.**
  
- **Lesson Plan**
- **Research Paper**

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

SUPP. NO. 12-2  
290-3-3.02(6)(a)10.

TEACHER EDUCATION

290-3-3.02(6)(c)5.

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

1. **Field experiences shall facilitate candidates' development as professional educators by providing opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings and participating in education-related community events prior to the internship.**
  
2. **Beginning with the first professional course, each candidate shall participate in extended and supervised field experiences with specific purposes and assessment. At a minimum,, each candidate in a Class B or Alternative Class A program shall have participated in 150 clock hours prior to the internship. Ninety of these 150 hours shall be in increments of three hours each. The majority of field experiences must occur in P-12 schools.**
  
3. **Field experiences must span all of the grades for which certification is sought. At least half of the field experiences shall be in the candidate's teaching field.**

## Oral Presentation Rubric

Teacher Candidate \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

Instructor: \_\_\_\_\_ Peer Evaluator \_\_\_\_\_

	4 Exceeds Expectations	3 Meets Expectations	2 Emerging	1 Developing
Category	10 points	08 points	06 points	04 points
Preparedness _____ 10	The Teacher Candidate is completely prepared and has obviously rehearsed.	The Teacher Candidate seems pretty prepared but might have needed a couple more rehearsals.	The Teacher Candidate is somewhat prepared, but it is clear that rehearsal was lacking.	The Teacher Candidate does not seem at all prepared to present.
Content _____ 10	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension _____ 10	The Teacher Candidate is able to accurately answer almost all questions posed by classmates about the topic.	The Teacher Candidate is able to accurately answer most questions posed by classmates about the topic.	The Teacher Candidate is able to accurately answer a few questions posed by classmates about the topic.	The Teacher Candidate is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly _____ 10	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly most of the time.	Speaks clearly and distinctly some of the time.	Often mumbles or cannot be understood.
Enthusiasm _____ 10	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Manipulatives _____ 10	Uses several manipulatives/mnemonic device (could include costume) that show considerable work/creativity and which make the presentation better.	Uses one manipulatives/mnemonic device that shows considerable work/creativity and which make the presentation better.	Uses one manipulative/mnemonic device which makes the presentation better, but shows little work/creativity.	Uses no manipulatives/ mnemonic or the props chosen distract from the presentation.
Stays on Topic _____ 10	Stays on topic all of the time.	Stays on topic most of the time.	Stays on topic some of the time.	It was hard to tell what the topic was.
Uses Complete Sentences _____ 10	Always speak in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
Attire _____ 10	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
Effectiveness _____ 10	Presentation includes all material needed to gain a comfortable understanding of the topic.	Presentation includes most material needed to gain a comfortable understanding of the topic.	Presentation is missing more than two key elements.	Presentation is lacking several key components and has inaccuracies.

Conceptual Framework Expected Outcome: Communication

Points \_\_\_\_\_

CAEP Standard: Pedagogical Knowledge

100

InTASCS: Standard 4: Content Knowledge



**FIELD EXPERIENCE OBSERVATION DOCUMENTATION FORM (TK20)**  
**MILES COLLEGE**

The Educator: A Facilitator of Learning

Candidate's Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Course/Class: \_\_\_\_\_

<b>Total 16 Points</b> <b>4 points maximum in each area</b>	<b>Exceeds Expectations</b> <b>4 points</b> <b>16 -13 points = A</b>	<b>Meets Expectations</b> <b>3points</b> <b>12-10 points = B</b>	<b>Emerging</b> <b>2 point</b> <b>9-7 points = C</b>	<b>Developing</b> <b>1 point</b> <b>6-4 points = D</b> <b>3 points and below = F</b>
<b>Writing/Organization</b>  _____ points	All entries have a clear beginning, middle, and ending. All entries are written in complete sentences.	Almost all entries have a clear beginning, middle, and ending. Almost all entries are written in complete sentences.	Some entries have a clear beginning, middle, and ending. There appears to be a lack of continuity in written entry.	Entries <b>do not have</b> a clear beginning, middle, and ending. Some of the are written in incomplete sentences and information is confusing.
<b>Content</b>  _____ points	The Teacher Candidate demonstrates a thorough understanding of the Field Experience Observation. The content is relevant and compelling. The reader sustains a high level of interest throughout the entry. There is an excellent flow of the Field Experience documentation throughout the entry.	The Teacher Candidate demonstrates a good understanding of the Field Experience Observation. Most of the time the content is relevant and compelling throughout the entry. There is a good flow of the Field Experience documentation throughout the entry most of the time and the reader sustains interest in the entry most of the time.	The Teacher Candidate demonstrates a satisfactory understanding of the Field Experience Observation. The content somewhat relevant and compelling throughout the entry most of the time. There is a good flow of the Field Experience documentation throughout the entry most of the time. The reader sustains a satisfactory interest in the entry most of the time.	The Teacher Candidate's documentation lacks an understanding of the Field Experience Observation. The content is not compelling to read by the reader and there is an unsatisfactory flow of the Field Experience documentation throughout the entry. The reader sustains very little interest in reading the documentation.
<b>Knowledge</b>  _____ points	The Field Observation Documentation includes all key components needed to gain a full understanding of the Field Experience.	The Field Observation Documentation includes almost all key components needed to gain a full understanding of the Field Experience.	The Field Observation Documentation includes a satisfactory amount of all key components needed to gain a full understanding of the Field Experience.	The Teacher Candidate does not include key elements required to gain a full understanding of the Field Experience.
<b>Mechanics</b>  _____ points	Field Experience Journal includes all key elements required to gain a detailed understanding of the student's experiences and contains hardly any errors in spelling, grammar, punctuation, sentence structure and mechanics.	Field Experience Journal includes most key elements required to gain a detailed understanding of the student's experiences and contains few errors in spelling, grammar,	Field Experience Journal includes some key elements required to gain a detailed understanding of the student's experiences and some errors in spelling, grammar, punctuation and mechanics.	Field Experience Journal contains very few key elements required to gain a detailed understanding of the student's experiences.

CAEP Standard 2: Clinical Partnerships and Practice

Miles College DOE: Conceptual Framework Indicator 4.2 EPO: Communication

InTASC: Standard 4 – Content Knowledge #6 Assessment

\*\*The EPP takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.\*\*

**JOURNAL OF FIELD EXPERIENCE  
MILES COLLEGE**

**The Educator: A Facilitator of Learning**

Candidate's Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Class/Course: \_\_\_\_\_

Total 16 Points 4 points maximum in each area	Exceeds Expectations 4 points 16 -13 points = A	Meets Expectations 3 points 12-10 points = B	Emerging 2 points 9-7 points = C	Developing 1 point 6-4 points = D 3 points and below = F
<b>Writing/Organization</b> _____ points	All entries have a clear beginning, middle, and ending. There is an excellent flow of the topic throughout the journal entries.	Almost all entries have a clear beginning, middle, and ending. There is a good flow of the topic throughout the journal entries.	Some entries have a clear beginning, middle, and ending. There is a satisfactory flow of the topic throughout the journal entries.	Most entries <b>do not have a</b> clear beginning, middle, and ending. There is unsatisfactory flow of the topic throughout the journal entries.
<b>Content</b> as related to spelling, grammar, punctuation & mechanics _____ points	Content is free or almost free of errors related to spelling, grammar, punctuation, sentence structure and mechanics.	Content contains a few occasional errors related to spelling, grammar, punctuation, sentence structure and mechanics.	Content contains several errors related to spelling, grammar, punctuation, sentence structure and mechanics.	Content contains many errors related to spelling, grammar, punctuation, sentence structure and mechanics.
<b>Course Specific Content/Topic(s)</b> _____ points	Student demonstrates a thorough understanding of the content/topic(s) presented in the course. The entries are relevant and correlate field experiences with course content/topics.	Student demonstrates a good understanding of the content/topic(s) presented in the course. The entries are relevant and correlate the field experiences with course content/topics most of the time.	Student demonstrates a satisfactory understanding of the content/topic(s) presented in the course. The entries are relevant and correlate the field experiences with course content/topics some of the time.	Student demonstrates very little understanding of the content/topic(s) presented in the course. The entries are not relevant and do not correlate the field experiences with course content/topics.
<b>Effectiveness</b> _____ points	Field Experience Journal includes all key elements required to gain a detailed understanding of the student's experiences.	Field Experience Journal includes a good understanding of key elements required to gain a detailed understanding of the student's experiences.	Field Experience Journal includes some key elements required to gain a detailed understanding of the student's experiences.	Field Experience Journal contains very few key elements required to gain a detailed understanding of the student's experiences.

CAEP: Standard 1 – Content and Pedagogical Knowledge

Miles College DOE: Conceptual Framework Indicator 1.1 / EPO: Plan Instruction

In TASC: Standard 4 – Content Knowledge Standard 6 - Assessment

\*\*The EPP takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.\*\*

**Article Critique**  
**Miles College**  
The Educator: A Facilitator of Learning

Candidate's Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Date Submitted: \_\_\_\_\_  
Instructor's Name: \_\_\_\_\_ Course/Class: \_\_\_\_\_  
Research Essay Grade \_\_\_\_points/16 Grade \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_

Title of Article

<b>Criterion</b> Total 16 Points 4 points maximum in each area	<b>Exceeds Expectations</b> <b>4 Points</b>  16 -13 points = A	<b>Meets Expectations</b> <b>3 Points</b>  12-10 points = B	<b>Emerging</b> <b>2 Points</b>  9-7 points = C	<b>Developing</b> <b>1 Point</b> 6-4 points = D 3 points and below = F
<b>Summary of Content</b>  _____ Point(s)	The writer summarizes 4 or more major highlights from the article.	The writer summarizes only 3 major highlights from the article.	The writer summarizes no more than 2 highlights from the article.	The writer fails to summarize any highlights from the article.
<b>Author's Main Focus</b>  _____ Point(s)	The writer does an excellent, detailed job of identifying the author's main idea or message presented in the article.	The writer satisfactorily identifies the author's main idea or message presented in the article.	The writer somewhat identifies the author's main idea or message, but not fully.	The writer inadequately identifies the author's main idea or message, or completely misses the main idea.
<b>Personal Reaction/Societal Implications</b>  _____ Point(s)	The writer uses critical thinking to develop an excellent, detailed personal reaction that relates to the course.	The writer uses critical thinking to develop a satisfactory personal reaction that relates to the course.	The writer somewhat uses critical thinking to develop a personal reaction, which somewhat relates to the course.	The writer does not use critical thinking to develop a personal reaction that relates to the course.
<b>Writing Mechanics</b>  _____ Point(s)	Content is free or almost free of errors related to spelling, grammar, punctuation, and mechanics.	Content contains a few occasional errors related to spelling, grammar, punctuation, and mechanics.	Content contains several errors related to spelling, grammar, punctuation, and mechanics.	Content contains many errors related to spelling, grammar, punctuation, and mechanics.

CAEP: Standard 1 – Content and Pedagogical Knowledge  
Miles College DOE: Conceptual Framework Indicator 1.1 / EPO: Plan Instruction  
In TASC: Standard 4 – Content Knowledge Standard 6 - Assessment

\*\*The EPP takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.\*\*

# Research Paper Rubric

Candidate's Name \_\_\_\_\_

Instructor's Name \_\_\_\_\_

Date \_\_\_\_\_

Course Name and Number \_\_\_\_\_

Research Paper Grade \_\_\_\_\_ points/40

\_\_\_\_\_

Title of Research Paper

CATEGORY	Exceeds Expectations 4 points each category  40--32 points = A	Meets Expectations 3 points each category  31-25 points =B	Emerging 2 points each category  24-17 points = C	Developing 1 point each category  16-10 points = D    9 points and below = F
<b>Format Title Page</b>	Includes all requirements completed, per DOE APA instructions	Includes almost all title page requirements, per instructions	Includes several title page requirements, per instructions	Missing all or almost all title page requirements, per instructions
<b>APA: In-Text Citations</b>	<u>All sources are accurately documented</u> in the proper DOE/APA instructions	All sources <u>are documented</u> ; only a few of the sources are not <u>documented</u> in the proper DOE/APA instructions	<u>Several sources</u> are documented; However, these sources are not <u>documented</u> in the proper DOE/APA instructions	<u>Sources are not accurately documented</u> , and APA format is not attempted in the proper DOE/APA instructions
<b>APA: References</b>	<u>All sources</u> on "References" page follow proper DOE/APA instructions	<u>Most sources</u> on "References" page follow proper DOE/APA instructions	<u>Few of the sources</u> on "References" page follow proper DOE/APA instructions	<u>None of the sources</u> on "References" page follow proper DOE/APA instructions
<b>Content</b>	Content is <u>exceptionally well-presented</u> and argued; ideas are detailed, well- developed, supported with specific evidence and facts, as well as examples of specific details	Content is <u>well-presented</u> and argued; <u>adequate evidence</u> to support evidence; ideas are detailed, developed and supported with evidence and details, mostly specific	Content has <u>some development</u> but lacks sufficient evidence; evidence is not sound and solid; contains irrelevant details that do not develop a clear sense of purpose	Content is <u>not sound</u> ; very few ideas are present and are not developed or supported; there is a lack of evidence; research paper needs more details at every level
<b>Paragraph I/Opening Paragraph Introduction includes</b>  <ul style="list-style-type: none"> <li>• Introductory Statement that grabs reader's attention</li> <li>• Thesis statement</li> <li>• Minimum of three supporting topics (sub-topics)</li> <li>• Concluding statement</li> </ul>	<u>Exceptional</u> introduction that clearly includes:  <ul style="list-style-type: none"> <li>• Introductory statement that grabs reader's attention</li> <li>• Thesis statement</li> <li>• Minimum of three supporting topics that will be discussed in research paper</li> <li>• Concluding statement to opening paragraph</li> </ul>	<u>Proficient</u> introduction that includes:  <ul style="list-style-type: none"> <li>• Introductory Statement that <u>somewhat</u> grabs reader's attention</li> <li>• Thesis statement</li> <li>• Minimum of three supporting topics</li> <li>• Concluding statement to opening paragraph</li> </ul>	<u>Basic</u> introduction:  <ul style="list-style-type: none"> <li>• Introductory statement <u>does not immediately grab</u> interest of reader</li> <li>• Thesis (topic) is too broad for scope of this assignment</li> <li>• Minimum of three supporting topics are weakly stated and are not well-developed/understandable to the reader</li> <li>• Concluding statement is not well-developed to support introductory paragraph</li> </ul>	<u>Weak or no introduction that lacks the following:</u>  <ul style="list-style-type: none"> <li>• Introductory statement not included or does not grab reader's attention</li> <li>• Thesis statement not included or is not clear to reader – not on target</li> <li>• Minimum of three or less supporting sentences are not included or are vaguely written and/or understandable to the reader</li> <li>• There is not a concluding statement or concluding statement does not relate to thesis and overall paragraph</li> </ul>



<b>Body</b>	Supporting sub-topics located in the body of the research paper are <b>exceptionally</b> well developed;	Supporting sub-topics located in the body of the research paper are <b>well developed</b>	Supporting sub-topics located in the body of the research paper are <b>satisfactorily</b> developed	Supporting sub-topics located in the body of the research paper <b>not included or very poorly written</b> in order for the reader to understand/determine the focus of the entire paper
<b>Concluding Paragraph</b> <ul style="list-style-type: none"> <li>Includes closing statement</li> <li>Restates thesis</li> </ul>	<b>Excellent summary</b> of topic with concluding statements that impact reader; restates thesis	<b>Good summary</b> of topic with clear concluding statements that impact reader; restates thesis	<b>Basic summary</b> of topic with some final concluding statements that impact reader; restates thesis	<b>Lack of summary</b> of topic that does not contain clear, concluding statements that impact reader; thesis statement is not restated
<b>Thesis Supporting Details within the paper</b>	Thesis (topic) is <b>exceptionally clear</b> , arguable /if applicable; well-developed; contains 3 clearly stated sub-topics that will be discussed throughout research paper to expand, clarify, and/or develop the thesis (topic)	Thesis is <b>clear and contains</b> arguable statement of position; <b>focus could have been sharper</b> ; 3 related sub-topics <b>lack clear direction</b> that expand, clarify, and /or develop the thesis (topic)	Thesis (topic) is <b>not clearly specified</b> ; thesis (topic) is <b>somewhat</b> clear and arguable; 3 related sub-topics are too broad and are not clearly worded in order to expand, clarify, and /or develop the thesis (topic)	Thesis is <b>weak or missing</b> ; paper's purpose is unclear and not clearly defined
<b>Organization (Overall)</b>	<b>Exceptionally organized and well-thought out throughout entire paper</b> ; includes title, introduction, statement of main idea, paper contains 3 clearly stated sub-topics to expand, clarify, and/or develop the thesis (topic) throughout the paper; contains smooth transitions, and conclusion	<b>Good</b> overall organization; there is some good sense of the organizational tools; subtopics are stated sub-topics that expand, clarify, and/or develop the thesis (topic) throughout the paper; transitions and conclusion are weak	There is <b>some sense of organization</b> , although some of the organizational tools are used weakly or are missing; <b>does not contain</b> 3 clearly stated sub-topics that expand, clarify, and/or develop the thesis (topic) throughout the paper; transitions and conclusion are weak	<b>No sense of organization</b> ; introduction, body, and conclusion of research paper <b>lack</b> organization, continuity, and clear discussion of topic
<b>Conventions of English Grammar; Mechanics; Usage; Sentence Formation</b>	<b>Exceptional</b> use of conventions of English, grammar; mechanics; usage; sentence formation; <b>Entirely free</b> of mechanical and usage errors that include spelling, punctuation, sentence structure, and grammatical errors; essay demonstrates mastery of the basics in sentence completeness, structure, variety, and word choice,	<b>May contain a few errors</b> in use of conventions of English, grammar; mechanics; usage; sentence formation; <b>minimal</b> mechanical and usage errors that include spelling, punctuation, and grammatical errors; essay demonstrates good mastery over the basics in sentence completeness, structure, variety, and word choice could be a lack of proofreading.	<b>Contains several</b> mechanical and usage errors that include spelling, punctuation, sentence structure, and grammatical errors; essay <b>somewhat demonstrates</b> mastery of the basics in sentence completeness, structure, variety, and word choice	<b>Contains so many</b> mechanical and usage errors that include spelling, punctuation, sentence structure, and grammatical errors; essay does not demonstrate any mastery over the basics in sentence completeness, structure, variety, and word choice; paper is difficult to comprehend in numerous places or throughout paper

Total Points = \_\_\_/40= \_\_\_\_\_ Grade

**Bias Statement:** The EPP takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its procedures.

**InTasc:** Standard 4 – Content Knowledge

**Miles College DOE:** Conceptual Framework Indicator 1.0 EPO: Communication

**CAEP Standard 1.** Content and Pedagogical Knowledge Provider Responsibilities: 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

Revised: 4/9/20

# EPP Lesson Plan Rubric

Candidate's Name \_\_\_\_\_ Course \_\_\_\_\_ Semester /Date: \_\_\_\_\_

Evaluator \_\_\_\_\_ Title of Lesson \_\_\_\_\_ Score \_\_\_\_\_

LEVELS OF ACCOMPLISHMENT Total Pts: 32	4	3	2	1
	EXCEEDS EXPECTATIONS	Meets Expectations	Emerging	Developing
<b>ACCOMMODATIONS</b>	Specific, meaningful accommodations for student differences, interests, and needs are listed. These may include differences in culture, gender, abilities, and multiple intelligences.	General accommodations are listed. Most of these address student differences, interests, and needs (see above). The accommodations seem to be effective.	Few accommodations are listed. The lesson does not appear to make adjustments for diverse students.	No accommodations are listed.
<b>ALSDE / CCRS</b>	The state common core curriculum standards support and connect to the objectives and the assessment.	The objectives are generally connected to the core curriculum standards and the assessment.	There is little connection between the standards, objectives and the assessment.	The common core standards are missing.
<b>OBJECTIVES/ OUTCOMES</b>	Clear and age appropriate objectives are stated using measurable terms. These are appropriately challenging for the children. Language objectives are included.	Objectives are listed but may not be the most appropriate for the targeted skills. Measurable terms are used for the objectives. Language objectives are somewhat included.	Objectives are nearing appropriate for students. There is little connection between the objectives and the assessment. Weak inclusion of language objectives.	The objectives/ intended outcomes and language objectives are missing.
<b>MULTICULTURAL AND DEVELOPMENTALLY APPROPRIATE APPROACHES</b>	Plan includes strong multicultural anti-bias educational aims and approaches. Developmentally effective approaches are listed and utilized with children. The approach to the lesson engages students in meaningful and active ways.	Plan includes multicultural anti-bias educational aims and approaches. Most of the lesson utilizes developmentally effective approaches but some aspects of the lesson are limited. Students are asked to be actively involved in the lesson.	Plan offers very little connection to anti-bias, multicultural education. The lesson is based on procedures or activities that are inconsistently developmentally appropriate. Students do not have enough of an active role in the lesson.	Anti-bias, developmentally appropriate, or multicultural education are not addressed.

**BIAS Statement:** The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its procedures.

**CAEP Standard 1: Content and Pedagogical Knowledge**

**Miles College DOE: Conceptual Framework Indicator1.0 EPO: Communication**

**InTasc: Standard 4: Content Knowledge**

# EPP Lesson Plan Rubric

LEVELS OF ACCOMPLISHMENT	4	3	2	1
	EXCEEDS EXPECTATIONS	Meets Expectations	Emerging	Developing
<b>Instructional Support/MATERIALS AND RESOURCES</b>	Materials and resources take into account the children's ages, abilities, languages, and cultures. A detailed list of all needed materials is provided. A variety of materials are used to actively engage the children with the content and each other.	Essential materials and resources are listed. Some of the materials take into account the children's ages, abilities, languages, and cultures. Materials and resources make the lesson content interesting and engaging.	Some materials and/or resources are not age appropriate. Materials/resources do not match the needs of the children for the lesson.	Materials and resources are missing for lesson.
<b>Language Discourse/Syntax COMMUNICATION SKILLS</b>	Written plan is clear, well organized, professional, and free of grammatical and spelling errors.	Writing is acceptable and professional. Written plan contains one or more grammatical or spelling errors.	Written plan contains some errors and is unclear or uses unprofessional language. Professional appearance is lacking.	Written plan does not follow required lesson plan format
<b>INSTRUCTIONAL PROCEDURES</b>	Specific procedures are outlined that include building excitement (anticipatory set), purpose of the lesson, reviewing previous learning, and lesson closure. The sequence is logical and reflects appropriate pacing and knowledge of student needs. Procedures address early and late finishers. The instruction is strongly aligned with the lesson objectives /standards and assessment. Content is accurate and actively engages children in the learning process.	Procedures are outlined but one or more aspects are missing. The sequence is logical, paced appropriately, and meets the needs of students. Accommodating for early and late finishers is missing or lacks meaning. The procedures are tied to lesson objective, standards and/or assessment.	Procedures are sometimes sketchy and lack details. Steps may be missing. The sequence is out of order and does not meet the needs of students. There is no plan for early or late finishers.	There are no procedures to guide instruction.
<b>ASSESSMENT</b>	Assessment rubrics, questions asked, checklists, etc. are attached with criteria for evaluation. Informal observation assessments include questions or descriptions of student expectations (What is being observed?). The assessment is tightly linked to the objectives/standards.	The assessment is generally linked to the objectives/standards. The assessment is described and some evidence is attached.	The assessment is somewhat developmentally or culturally appropriate. There is no connection to the objectives/standards.	The assessment is missing.

**Language Discourse:** The meaningful exchange of ideas, either written or oral.

32 Pts. -29= **A**

25 Pts.-20 =**B**

**Syntax:** The arrangement of words, phrases, or symbols to create meaning

19 Pts. – 14 =**C**

13 Pts. -8 = **D**

7 Pts below= **F**



Revised 4/9/2020

## DOCUMENTATION OF FIELD EXPERIENCE (ED 319 Only)

Teacher Candidate Name & Student Number: \_\_\_\_\_ Major: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Total Hours Required: 15 Semester/Year: \_\_\_\_\_

### ED 319 Education of the Exceptional Child

Date	Type Setting (S,U, R)	Time In	Time Out	Socioeconomic Diversity	Education-Related Activities Active Engagement	Disabilities Exceptionalities	Ethnicity Racial Group of Cooperation Teacher	Assigned P-12 School/ Center/ Site	Signature P-12 Cooperating Teacher/ Supervisor/Director

Total Hours Completed \_\_\_\_\_

\*Suburban=S; Urban=U; Rural=R  
**Education-Related Activities**

Revised Spring 2020

Newsletter: NWS  
Parent Teacher Association: PTA  
Faculty Meeting: FM  
Grading Paper: GP  
DOE Cloaking: DOE/C  
Chat w/the Chair: CC

Community Events: CE  
Parent Teacher Organization: PTO  
Small Group Instruction: SGI  
Tutoring Students: TS  
Miles College Chapel Programs: MC/CP

Grade Level meetings: GLM  
School Board meetings: SBM  
Direct Instruction: DI  
Whole Group Instruction: WGI  
B'ham Education Foundation: BED

Autism: AUT  
Emotional Disability: ED  
Intellectual Disability: ID  
Orthopedic Impaired: OI

**Disabilities/Exceptionalities**  
Deaf-Blindness: DB  
Gifted: GT  
Multiple Disability: MD

Developmental Delayed: DD  
Hearing Impaired: HI  
Other Health Impaired: OHI

Visual Impairment: VI  
African: AF  
Asian: A  
Pacific Islander: PI

**Ethnic/Racial Group**  
Specific Learning Disability: SLD  
African-American/Black: AFB  
French: FR  
Native American: NA

Traumatic Brain Injury: TBI  
Caucasian: CA  
Hispanic: H  
Other: O  
Latino: L

Low: L

Middle: M

High: H

CFW: 1. Acquiring Knowledge (EPO): Plan Instruction

CAEP: Standard 2: Clinical Partnerships and Practice

InTasc: Standard 4: Content Knowledge



## DOCUMENTATION OF FIELD EXPERIENCE

Date: \_\_\_\_\_ Course Title/Section/Semester: \_\_\_\_\_

Teacher Candidate Name/Student No. : \_\_\_\_\_ Faculty Signature: \_\_\_\_\_

Student Number: \_\_\_\_\_ Major: \_\_\_\_\_ Total Hours Required: \_\_\_\_\_

Grade Level				Cooperating Teacher/Supervisor/Director Name (Please print)				
Date	Type Setting (S,U, R)	Time In	Time Out	Socioeconomic Diversity	Education-Related Activities Active Engagement	Ethnicity of Cooperating Teacher	Assigned P-12 School, Center or Site	Signature P-12 Cooperating Teacher/Supervisor/Director

Total Hours Completed \_\_\_\_\_

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

Revised Fall 2019

Bulletin Board: BB  
 Parent Teacher Association: PTA  
 Faculty Meeting: FM  
 Grading Paper; GP  
 WGI  
 DOE Cloaking: DOE/C  
 Chat w/ the Chair: CC  
 Autism: AUT  
 Emotional Disability: ED  
 Intellectual Disability: ID  
 Orthopedic Impaired: OI  
 Visual Impairment: VI

**Education-Related Activities**  
 Community Events: CE  
 Parent Teacher Organization: PTO  
 Small Group Instruction: SGI  
 Tutoring Students: TS

Grade Level meetings: GLM  
 School Board meetings: SBM  
 Direct Instruction: DI  
 Whole Group Instruction:

Miles College Chapel Programs: MC/CP

B'ham Education Foundation: BED

**Disabilities/Exceptionalities**  
 Deaf-Blindness: DB  
 Gifted: GT  
 Multiple Disability: MD  
 Specific Learning Disability: SLD

Developmental Delayed: DD  
 Hearing Impaired: HI  
 Other Health Impaired: OHI  
 Traumatic Brain Injury: TBI

African: AF  
 Asian: A  
 Pacific Islander: PI

**ETHNIC/RACIAL GROUPS**  
 African-American/Black: AFB  
 French: FR  
 Native American: NA  
**Socioeconomic/School Diversity**

Caucasian: CA  
 Hispanic: H  
 Other: O  
 Latino: L

Low: L

Middle: M

High: H

CFW: 1. Acquiring Knowledge (EPO): Plan Instruction

CAEP: Standard 2: Clinical Partnerships and Practices



## DIVERSITY DOCUMENTATION

Teacher Candidate Name & Student Number: \_\_\_\_\_ Major: \_\_\_\_\_

Date	Time In	Time Out	ELL Learners	Gender		Socioeconomic Status	Ethnic/ Racial Group	Disabilities	Signature ASSIGNED P-12 Teacher / Supervisor / Director
				M	F				

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

### Disabilities

Aut- Autism  
 ED- Emotional Disability  
 ID- Intellectual Disability  
 OI- Orthopedic Impaired  
 VI- Visual Impairment

DB- Deaf-Blindness  
 GT- Gifted  
 MD- Multiple Disability  
 SLD- Specific Learning Disability

DD- Developmental Delayed  
 HI- Hearing Impaired  
 OHI- Other health Impaired  
 TBI- Traumatic Brain Injury

### Ethnic/Racial Group

African  
 Asian  
 Latino

African-American/Black  
 French  
 Pacific Islander

Caucasian  
 Hispanic  
 Native American  
 Other

### Socioeconomic

L -Low

M- Middle

H- High

Revised Fall 2015

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

## P-12 PARTNERSHIPS

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

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

### Bessemer City Schools (U)

Abrams Elementary School  
Bessemer Alternative School  
Bessemer City High School  
Hard Elementary School  
Jonesboro Elementary School  
Westhills Elementary School

### Birmingham City Schools (U)

Brown Elementary School  
Central Park Elementary School  
EPIC Elementary School\* (D)  
Hemphill Elementary School  
Hudson Elementary School  
A.H. Parker High School (M)  
Ramsey Alternative School (M)  
Oxmoor Valley Elementary (U)

### Fairfield City Schools (U)

C. J. Donald Elementary School  
Glen Oaks Elementary School  
Robinson Elementary School  
Fairfield High Preparatory School

### Homewood City Schools (D)

Edgewood Elementary School  
Homewood Middle School  
Homewood High School

### Hoover City Schools (S)

Berry Middle School  
Hoover High School  
Spain Park High School

### Jefferson County Schools (S/U)

Adamsville Elementary School  
Center Point High School  
Pleasant Grove High School (D)  
Crumbly Elementary School (P)  
Minor Community School  
McAdory Middle School  
Grantswood Middle School  
Pleasant Grove Elementary School (D)  
Shades Valley High School  
Brighton Elementary (S)  
Lipscomb Elementary (S)

### Leeds City Schools (S)

Leeds Elementary K-5

### Trussville City Schools (S)

Paine Primary School

### Midfield City Schools (S)

Midfield Elementary School  
Rutledge Middle School

### Walker County Schools (R)

Walker County High School

### Holy Family High School (P)

Legend: Diverse (D) Magnet (M) Parochial (P) Rural (R) Suburban (S) Urban (U)

Listed below are the requirements for the Education Preparation Program.



# THE EDUCATOR

## A FACILITATOR OF LEARNING

### MILES COLLEGE

Documentation in Portfolio	Yes/No	Comments
Official Transcript with 60 hours including transfer credits and the last full semester in the EPP at Miles College		
Completed program checklist documenting course placements from transcript including the five prerequisite education courses.		
Cumulative average 2.8		
Professional Studies GPA 2.8		
Teaching Field GPA 2.8		
Passage of EPE		
Completed Fingerprint Information and Background Check		
Current Member of SAEA or Kappa Delta Pi		
Recommendation from major advisor		
Autobiographical Sketch		
Philosophy of Education		
Successful EPP Interview		
Recommendation from EPP Committee		
Completed Disposition Survey		
Total number of observation hours		

### Notice of Approved or Disapproved

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

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

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



## **Retention in the Education Preparation Program**

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

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

## **Criteria for Correction or Removal from the Education Preparation Program**

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

1. An initial conference shall occur between the supervising professors, teacher/s and the student. If the unsatisfactory behavior still occurs the student and supervising teacher/s shall:
2. Conference with the Chair of EPP. If the unsatisfactory behavior continues then the Chair of EPP shall, within one week:
3. Present information concerning the behavior of the student to a Chair-appointed behavior review panel consisting of three faculty members who are not involved in the situation. Within two weeks, this panel, based on its findings, has the authority to recommend placement of the student on probation for a period of not less than one full semester and loss of formal admittance status to EPP.
4. The Chair has the authority to overrule or modify the decision of the faculty panel. If the Chair agrees with the panel decision then the student shall be sent registered mail by the EPP office, within 30 days, a letter stating the issuance of probation and loss of admittance status.
5. At the end of the probationary period, the EPP Chair shall review the student’s status, and a recommendation will be made as to whether the student should be re-admitted to EPP or be permanently removed from the program.

## **A Student's Right to Appeal - Student Grievance Procedure**

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

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

#### **(5) Criminal History Background Check.**

**(a) ... Any candidate applying for admission to a State-approved Education Preparation Program shall be required to be fingerprinted for criminal background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-467.**

### **Student Grievance Procedure**

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

#### **Level 1**

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

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

#### **Level 2**

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

#### **Level 3**

If the grievance is not resolved at **Level 2**, the Candidate may present the grievance to the Provost. The Provost may request the participation of **Level 1** and **Level 2** participants in the decisions regarding the Candidate's grievance.

#### **Level 4**

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

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

The faculty member or faculty advisor may request the Advisor and/or Division Chair at **Level 1** - the initial conversation with the Candidate once he/she is apprised of the concern.

A written record of all meetings and correspondences regarding the candidate's grievance is maintained for the Candidate's grievances that move to **Level 2** and **beyond**, with documentation of grievance resolution.

## **Dispositions**

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

The Council for the Accreditation of Educator Preparation (CAEP) defines DISPOSITIONS as: The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

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

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

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

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

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

The EPP faculty believes as a part of their conceptual framework, that dispositions are for students' welfare. Those dispositions included in the document are in alignment with the standards set forth by CAEP, INTASC, employers, and education professionals.

## Dispositions Procedures

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

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

### 1. First Incident

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

### 2. Second Incident

- (I.) The incident(s) report will be presented to the candidate in a formal hearing before a board of three faculty/staff members. The faculty/staff members filing the report will not be in the hearing, but will be available to present information, documentation, and/or clarification during the proceedings.
- (II.) The candidate will be given two weeks to respond to the report in both oral and written form.
- (III.) The faculty/staff members who filed the report will be given two weeks to respond to the candidate's oral and written responses.
- (IV.) The hearing board will consider the oral and written responses from the parties involved with the candidate and faculty/staff members available for questions and/or additional explanations. Following clarifications and summaries, the board will make their final deliberations as to whether or not the student should be allowed to remain the Education Preparation Program.
- (V.) The decision of the review board will be final and a record of this hearing and subsequent action taken becoming a part of the student's file.

## Letters of Concern

A letter of concern may also be submitted to the Chair of the Education Preparation Program from any Miles College faculty or staff member. This letter will be placed in the candidate's file and will be taken into consideration when the candidate's disposition evaluation is prepared at the end of the semester.

## Student Organizations



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

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

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



ALPHA DELTA NU at  
MILES COLLEGE

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A KAPPA DELTA PI CHAPTER

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

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

# CAEP GLOSSARY

## **Ability**

Competence in an activity or occupation because of one's skill, training, or other qualification. For CAEP purposes it is the demonstrated competence to be hired in one's field of preparation.

## **Accreditation**

(1) A process for assessing and enhancing academic and educational quality through voluntary peer review. CAEP accreditation informs the public that the educator preparation provider (EPP) has met state, professional, and institutional standards of educational quality. (2) The decision rendered by CAEP when an EPP meets CAEP's standards and requirements.

## **Accreditation Action Report**

The final report completed by the Accreditation Council and official record of an educator preparation provider (EPP) accreditation status. It informs the EPP of the decision of the Accreditation Council, including the EPP's accreditation status, standards met or unmet, any cited areas for improvement and/or stipulations, and the Accreditation Council's rationale for its decisions.

## **Accreditation Council**

The governance body that grants or withholds accreditation of an educator preparation provider (EPP), based on the review of findings of an initial review panel and a joint review team. The Council also certifies whether or not the accreditation process followed CAEP's policies and procedures.

## **Accreditation Cycle**

The length of time between site visits, generally two to seven years, based on the Educator Preparation Provider's (EPP) accreditation status.

## **Accreditation Eligible**

One of the two statuses of an educator preparation provider (EPP) upon completion of the CAEP application process. Accreditation eligible indicates that an EPP is seeking accreditation for the first time and will submit its self-study and engage in its accreditation review within a five year period.

## **Accreditation Information Management System (AIMS)**

CAEP's data collection and management system used by (1) educator preparation providers (EPPs) to submit and access reports and forms; (2) CAEP staff to monitor the accreditation process, site visitor assignments and reports, program reviews, annual reports, and state partnership agreements; and (3) CAEP site visitors and Accreditation Council members as a workspace to review and complete assignments related to accreditation and/or governance.

## **Accreditation Pathways**

The three approaches to the accreditation process available to educator preparation providers (EPPs) that guide the format of the self-study, the process of formative evaluation, and the emphasis of a site visit. The three pathways available under CAEP are: Inquiry Brief (IB), Selected Improvement (SI), and Transformation Initiative (TI).

## **Accreditation Plan**

An educator preparation provider's (EPP's) identification of sites outside of the main campus or administrative headquarters and the programs for the preparation of educators that are offered at each site. This information is used by CAEP staff and site visit team chairs/leads to plan the site visit, including the sites that will be visited by team members in-person or via technology.

## **Accreditation Status**

The public recognition that CAEP grants to an Educator Preparation Provider (EPP) to indicate the outcome of (1) an EPP's application to CAEP, or (2) the accreditation review. The outcome of an application to CAEP can be either accreditation eligible or candidate for accreditation. The outcome of an accreditation review can be accreditation for five or seven years, probation, denial, or revocation.

## **Accredited**

The accreditation status of an educator preparation provider (EPP) that meets all of CAEP's standards and other requirements. The term for a fully accredited EPP is seven years.

## **Actionable**

Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal.

## **Add-on Programs**

Add-on programs are designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s); Or, Programs that lead to licensure but for which the licensing authority (e.g., state or country) does not require completion of an internship for eligibility. Add-on programs do not lead to a degree (but may lead to a certificate). Add-on programs require a licensure examination or an assessment of candidate proficiency to understand and apply knowledge and skills in the specialty licensure area that provides access to employment in a P-12 setting. Add-on programs will be reviewed under CAEP Standard A.1, component A.1.1, and require the EPP to submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.

## **Advanced-level Programs**

Educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts.

## **Adverse Action**

The revocation or denial of accreditation when it is confirmed that an educator preparation provider's (EPP's): (1) fails to meet one CAEP Standard after a review for initial accreditation; (2) fails to meet two or more CAEP Standards after a review for reaccreditation; (3) fails to continue to meet CAEP's application requirements; (4) falsely reports data and/or plagiarizes information submitted for accreditation purposes; (5) fails to submit annual reports, annual dues, or other documents required for accreditation; and/or (6) results from an investigation into valid complaint in which it is determined that the CAEP Standards are no longer being met.

## **All P-12 Students**

Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

## **Annual Fees**

The payment required each year by an educator preparation provider (EPP) to retain its accreditation status, to have access to AIMS for annual report submission, and to support CAEP activities as outlined in its mission and strategic plan.

## **Annual Report**

A yearly update submitted through AIMS by an educator preparation provider (EPP) in which, the EPP provides CAEP with a summary of: (1) provider information; (2) progress on removing any areas for improvement/stipulations; (3) substantive changes; (4) links to candidate performance data on its website; (5) eight annual measures of program outcomes and impact; and (6) pathway specific progress, as requested.

## **Appeal**

CAEP's process of reconsideration of denial or revocation of accreditation upon request by an educator preparation provider (EPP).

## **Appeals Committee**

A committee of the Accreditation Council from which a panel of reviewers are drawn to review an appeal.

## **Appeals Panel**

The five-member group appointed from the Appeals Committee by the CAEP President to review an appeal.

## **Appendix E**

A table included as part of the accreditation self-study for the Inquiry Brief pathway in which an inventory of the evidence available to demonstrate candidate achievement is recorded and is audited during the site visit.

## **Applicant**

The status of an educator preparation provider (EPP) that has completed its Phase I Application while its Phase II Application to CAEP is being completed or is under review.

## **Area for Improvement (AFI)**

A statement written by a site visit team or the Accreditation Council that identifies a weakness in the evidence for a component or a standard. A single AFI is usually not of sufficient severity that it leads to an unmet standard. Areas for improvement should be remediated by the end of the accreditation term and progress toward improvement is reported annually in the annual report.

## **Assessment**

An ongoing, iterative process consisting of four basic steps: 1. Defining learning outcomes; 2. Choosing a method or approach and then using it to gather evidence of learning; 3. Analyzing and interpreting the evidence; and 4. Using this information to improve student learning (adapted from the Western Association of Schools and Colleges glossary).

## **Attributes**

Qualitative and dispositional characteristics (such as credentials, knowledge, beliefs, attitudes, etc.)

## **Audit for Inquiry Brief**

A site visitor team's examination and verification of the Inquiry Brief selfstudy/ supporting evidence presented by the educator preparation provider (EPP) to make its case for accreditation.

## **Audit Task**

One of a series of activities related to a CAEP standard that is undertaken by site visitors. An audit task is composed of a *target* statement or table from the self-study report and a *probe*.



**Benchmark**

A point of reference or standard of excellence in relation to which something can be compared and judged. A specific level of student performance may serve as the benchmark that candidates are expected to meet at a particular point in time or developmental progression (adapted from the Western Association of Schools and Colleges glossary).

**Board of Directors**

The governance body responsible for policy development; the financial affairs of CAEP; and the election of CAEP's board members, committee members, and co-chairs of the Council.

**Bylaws**

The standing rules governing the regulation of CAEP's internal affairs.

**CAEP (Council for the Accreditation of Educator Preparation)**

A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

**CAEP Coordinator**

An educator preparation provider (EPP) representative designated by the EPP as the primary recipient for CAEP related communications.

**Candidate**

An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP).

**Candidate for Accreditation**

An accreditation status achieved after completion of Phase II application to CAEP during which an educator preparation provider (EPP) engages in a developmental/diagnostic evaluation of its readiness to engage in an accreditation review.

**Capacity**

An educator preparation provider's (EPP) stated, reviewed and evaluated ability to deliver and maintain its obligations related to (1) the high quality preparation of candidates for professional roles/licensure/certification; (2) continuous improvement; and/or (3) transformation.

**Case Analysis**

An analysis included in the Inquiry Brief site visit review that is focused on the CAEP Standards of the educator preparation provider's (EPP) case for accreditation. The analysis cites evidence in the record that is consistent or inconsistent with CAEP's requirements and standards, including whether or not there are credible rival hypotheses for evidence put forward in the EPP's self-study report.

**Case Study**

For CAEP a case study is a systematic study of some aspect of preparation that posits a problem of practice, identifies a means to address it, frames appropriate measures, gathers data, and analyzes results for the purposes of preparation improvement and/or accreditation evidence.

**Certificate Level**

A professional educator preparation program that provides the courses for a specific certificate or license, but does not lead to an academic degree.

**Certificate/Licensure**

An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.).

**Certification**

The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See *Certificate* and/or *Certification/Licensure Level*.)

**Claims**

The statements in the *Inquiry Brief* self-study report to describe how an educator preparation provider (EPP) meets CAEP standards in preparing competent, caring, and qualified educators (i.e., teachers, administrators, and other school professionals).

**Clarification Questions**

A set of questions about the Inquiry Brief self-study report that are prepared as part of the formative evaluation that need clarification in writing before the site visit begins. These questions are included, with the educator preparation provider's answers, in the site visit report and may lead to follow-up tasks during the visit.

**Clinical Educators**

All educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.

**Clinical Experiences**

Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship.

**Clinical Practice**

Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

**Code of Ethics**

Guidelines for the appropriate behavior of CAEP board members, Commission members, Accreditation Council members, committee members, site visitors, program reviewers, and staff as they conduct CAEP business. CAEP's code of ethics can be accessed in the *CAEP Policy and Procedures Manual*.

**Code of Good Practice**

The seven statements accepted by members of the Association of Specialized and Professional Accreditors (ASPA) that define ideal behaviors of national accreditors in the conduct of their work. (See <http://www.aspa-usa.org>)

**Coherence**

Logical interconnection; overall sense or understandability.

### **Cohort**

A group of candidates or program completers admitted, enrolled, or graduated at the same time, e.g., a class entering in a fall semester or a class graduating in the spring semester.

### **Commission**

One of three governing bodies that make recommendations for an EPP's accreditation based on standards being met and identifies areas for improvement and/or stipulations for presentation to CAEP's Accreditation Council. Each Commission also certifies whether CAEP followed its policies and procedures. An educator preparation provider (EPP) is assigned to the Commission that is responsible for the accreditation pathway selected by the EPP: the Continuous Improvement (CI) Commission, the Inquiry Brief (IB) Commission, or Transformation Initiative (TI) Commission.

### **Complaint Review Committee**

A committee of the Accreditation Council with responsibility for reviewing and taking action on valid complaints against an educator preparation provider (EPP) or CAEP.

### **Complaints**

The formal submission of documents and other materials to support an allegation (1) that an educator preparation provider (EPP) no longer meets one or more of the CAEP standard(s); (2) that CAEP did not follow its established policies and procedures; or (3) that a member of CAEP's staff violated CAEP policies or procedures, including but not limited to its code of conduct.

### **Completer**

Any candidate who exited a preparation program by successfully satisfying the requirements of the educator preparation provider (EPP).

### **Compliance**

Presenting sufficient evidence of meeting the standards or requirements of a regulatory or accrediting body.

### **Component**

Sub-indicators of a standard that elaborate upon and further define a standard. CAEP uses its components as evidence categories that are summarized by the educator preparation provider (EPP) and reviewed by the site visit team in order to assign areas for improvement or stipulations that lead to a peer judgment of whether or not a standard is met.

### **Confidentiality**

A policy statement to which site visitors, councilors, and staff are required to adhere. The policy includes expectations that individuals will not to disclose or discuss information from an educator preparation provider's (EPP) self-study, related evidence, interviews, or CAEP's decision-making process outside of the formal accreditation process meetings.

### **Conflict of Interest**

Any association, relationship, business arrangement, or circumstance related to an applicant for accreditation by anyone involved in the accreditation process that might suggest to disinterested and objective referees that his or her actions were contrary to CAEP policy; contrary to its stated duties to its clients, members, and stakeholders; or for personal gain or the gain of family, close friends, or non-CAEP associates.

## **Consumer Information**

Information about the status and trends of outcomes for completers that should be available for prospective candidates, parents of applicants, employers of completers, parents of P-12 students and generally for the public.

## **Content Knowledge**

The acquisition and understanding of facts, truths, or principles associated with the academic disciplines that are taught at the elementary, middle, and/or secondary levels, or a professional field of study such as special education, early childhood education, school psychology, reading, or school administration.

## **Continuing Accreditation**

The accreditation process for an educator preparation provider (EPP) to renew its accredited status.

## **Continuous Improvement**

A process of gathering information about all aspects of preparation activities and experiences, analyzing that information (looking for patterns, trends, making comparisons with peers), identifying what works and what seems to be troubled, making adjustments, and repeating the cycle.

## **Continuous Improvement (CI) Commission**

The CAEP governing body that is responsible for determining the standards that are met by an educator preparation provider (EPP) in the continuous improvement pathway.

## **Continuous Improvement (CI) Pathway**

One of the three CAEP accreditation pathways in which an educator preparation provider (EPP) provides evidence that standards are met. The focus of the self study is on the ways the EPP has been strengthened and the improved quality of its completers since the previous accreditation visit.

## **Council for the Accreditation of Educator Preparation (CAEP)**

A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

## **Credibility**

The quality of being believable or worthy of trust.

## **Cross-cutting Themes**

Overarching emphases on diversity and technology that are threaded throughout the standards and reflect the Commission's perspective that they need to be integrated *throughout* preparation experiences.

## **Cumulative**

For CAEP purposes, measures of candidate performance that increase or grow across successive administrations. Measures gain credibility as additional sources or methods for generating them are employed. The resulting triangulation helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose "weight" is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. In sum, the entire set of measures used under a given Standard should be mutually reinforcing.

**Curriculum**

Courses, experiences, and assessments for preparing educator candidates to teach students at a specific age level, to teach a specific subject area, or to work as another school professional such as a principal, school library media specialist, or superintendent.

**Cut Score**

A score or rating that is designated as the minimally acceptable level of performance on an assessment.

**Data**

Information with a user and a use that may include individual facts, statistics, or items of information. For CAEP purposes, data include results of assessment or information from statistical or numerical descriptions of phenomena, status, achievement, or trends.

**Deep Understanding**

Knowledge of a particular thing to such a degree that it implies skill in dealing with or handling something, comprehension, and personal interpretation.

**Denial**

The accreditation decision when an educator preparation provider's (EPP) case for initial accreditation fails to meet one or more CAEP standards.

**Dependability**

Worthy of trust; reliable.

**Discipline**

A branch of knowledge, typically studied in higher education, that becomes the specific subject area in which a teacher specializes (such as history), or the professional field in which an educator practices (such as educational administration).

**Dispositions**

The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

**Distance Education**

A formal educational process in which instruction occurs when the learning and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media and include asynchronous or synchronous modes as well as electronic or printed communications.

**Diverse**

Showing a great deal of variety; very different, as in diverse clinical placements (See *Diversity*).

**Diversity**

(1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).

**Dues**

The yearly financial assessment paid by a member to maintain its partnership agreement and/or collaborative representation in CAEP's governance system.

**Educator**

Anyone who directly provides instruction or support services in P-12 or higher education settings.

### **Educator Preparation Provider (EPP)**

The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

### **Effectiveness**

Adequacy to accomplish a purpose; producing the intended or expected result. For CAEP purposes effectiveness includes the impact that a candidate or program completer has on P-12 student learning.

### **Elements**

A component or constituent of a whole or one of the parts into which a whole may be resolved by analysis. For CAEP purposes these are the components of a program including academic, pedagogical, clinical and other elements that constitute the total preparation program.

### **Endorsement**

An addition to an educator's license or certification that officially sanctions an educator's fulfillment of preparation requirements to teach a subject different from that specified on the original license/certificate, to work with another group or age level of students, or to provide professional services in schools.

### **Ethics**

The moral principles that govern a person's or group's behaviors.

### **Evidence**

The intentional use of documentation, multiple and valid measures, and analysis provided as support for and proof of an educator preparation provider's (EPP) claims related to CAEP's standards.

### **Extension**

A change in the term of accreditation that results because of a good cause delay or postponement of an Educator Preparation Providers' (EPP's) site visit.

### **Faculty**

The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate's knowledge, skills, and/or professional dispositions within the scope of the educator preparation program. Note that this includes academic as well as clinical faculty, and EPPbased educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members.

### **Fees**

The yearly financial assessment paid by (1) an educator preparation provider (EPP) to maintain its accreditation status; (2) a state to maintain its partnership agreement; or (3) an affiliated organization/agency to maintain its collaborative representation in CAEP's governance system.

### **Field Experiences**

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.

### **Formative Evaluation**

A process that provides feedback to an educator preparation provider (EPP) as it progresses through the accreditation process. The offsite reviews of evidence and the self study provides feedback to all EPPs several months before the onsite visit.

**Good Cause**

Reasons that are beyond the control of an Educator Preparation Provider (EPP) such as a change in state regulations or a natural disaster.

**Good Cause Extension**

A request made by an educator preparation provider (EPP) requesting an extension to its accreditation term for a 'good cause' for a period up to one year in consultation with the state/country partner because of reasons that are beyond the control of the EPP, such as a change in state regulations, natural disaster, new state or national standards or legislation, changes in EPP leadership, or other extenuating circumstances.

**Good Faith Effort**

In philosophy, the concept of good faith (Latin: *bona fides*, or *bona fide* for "in good faith") denotes sincere, honest intention or belief, regardless of the outcome of an action.

**Governance**

The system of management that defines policy, provides leadership, guides oversight of the accreditation and administrative policies, procedures and resources of CAEP.

**Group Average**

The GPA and standardized test scores are averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every candidate meet the specified score. Thus, there may be a range of candidates' grades and scores on standardized tests.

**High Quality Candidates**

The rigorous qualifications of candidates at admission, exit and throughout a preparation program as judged through selective criteria on a recurring basis by EPPs.

**Holistic**

For CAEP purposes, a judgment of overall performance on a CAEP standard that reflects the understanding that the standard has a meaning or interpretation that is more than the sum of its components.

**Innovation**

Implementation of something new or different in the preparation of educators that leads to the improvement of teaching and support of student learning.

**Inquiry Brief**

Inquiry Brief, the accreditation pathway undertaken by an educator preparation provider (EPP) to evaluate itself against the CAEP standards with a research monograph style self-study that focuses on broad-based faculty engagement in investigation of candidate performance with an emphasis on the quality of the evidence used to evaluate candidate performance and to improve program quality. Accreditation pathways will not be applicable after fall 2018 site visits.

**Institutional Accreditation**

The summative evaluation of a college or university against the standards of an institutional or regional accreditor, such as the Higher Learning Commission.

**Institutional Standards**

Standards set by an educator preparation provider (EPP) that reflect its mission and identify important expectations for educator candidate learning that may be unique to the EPP.

### **Internal Academic Audit**

Review processes used by an educator preparation provider (EPP) in the Inquiry Brief Pathway to ascertain the proper functioning of its Quality Assurance System (QAS). The focus, methods, and findings of the internal audit are presented in the Brief and the implications of the findings for continuous improvement of the QAS and program features are discussed.

### **International Accreditation**

Educator preparation providers (EPPs) incorporated in or primarily operating in countries outside of the United States may seek CAEP accreditation. International institutions must meet all of CAEP's standards and policies; however, in some cases adaptation may be made to accommodate national or cultural differences while preserving the integrity of the CAEP process (adapted from the Western Association of Schools and Colleges glossary).

### **Internship**

Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions.

### **Job Placement Rates**

The number and percentage of a cohort of admitted candidates or program completers who accepted jobs as teachers or other school professionals in a school after completing of a preparation program.

### **Joint Review Team**

The working group of the Accreditation Council comprised of two review panels that reviews the accreditation materials and the Review Panels' reports to develop recommendations for accreditation status of their assigned educator preparation provider cases for presentation to the Accreditation Council.

### **Knowledge Base**

The empirical research, disciplined inquiry, informed theory, and wisdom of practice that serves as the basis for requirements, decisions, and actions of an educator preparation provider (EPP).

### **Lapse**

A term used to refer to the accreditation status of an Educator Preparation Provider (EPP) when the site visit is not hosted on schedule and no request for an extension or withdrawal from accreditation have been filed.

### **Lead Site Visitor**

The head of the site visit team, appointed by CAEP staff, who manages the accreditation review process of the Educator Preparation Provider (EPP) from the point of the formative review/audit through the site visit and up to the point of review by the Accreditation Council.

### **License**

An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.). (See *Licensure* or *Licensure Level*).

### **Licensure**

The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See *Licensure Level*.)



**Licensure Level**

A professional educator preparation program that provides the courses for a specific certificate or license but that does not lead to an academic degree.

**Measures**

The variety of observation and assessment tools and methods that are collected as part of a research effort.

**Members of CAEP**

Stakeholders that are educational organizations, states, and other agencies or parties committed to CAEP's mission and strategic plan.

**Metric**

A method of measuring something, or the results obtained from this.

**Misleading or Incorrect Statements**

Misrepresentation of an educator preparation provider's (EPP's) accreditation status or the use of accreditation reports or materials in a false or misleading manner.

**Mission**

An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider.

**National Council for Accreditation of Teacher Education (NCATE)**

An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education units or programs since it was founded in 1954. NCATE consolidated with TEAC in 2013 to form CAEP.

**National Recognition**

The status granted specific educator preparation programs that meet the standards of a specialized professional association (SPA) that is a member of CAEP.

**Norming**

In assessment of candidate learning, a process of training raters to evaluate products and performances consistently, typically using criterion-referenced standards and rubrics (adapted from the Western Association of Schools and Colleges glossary).

**Norm-referenced**

Testing or assessment in which candidate performance is judged in relation to the performance of a larger group of candidates, not measured against a pre-established standard. See criterion-referenced (adapted from the Western Association of Schools and Colleges glossary).

**Operating Procedures**

The document that outlines the step-by-step implementation of the CAEP policies that guide CAEP's day-to-day activities.

**Parity**

The equity of an educator preparation provider's (EPP) budget, facilities, equipment, faculty and candidate support, supplies, and other elements of the EPP compared to the resources available to similar programs at the institution or organization that houses the EPP.

**Parsimony**

Measures or metrics that are limited in number but powerful in information. For CEP purposes, the fewest number of measures or metrics that make a compelling case for meeting a standard.

**Partner**

Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.

**Partnership**

Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

**Part-Time Faculty**

Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty. *See Adjunct Faculty and Professional Education Faculty.*

**Pedagogical Content Knowledge**

A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.

**Pedagogical Knowledge**

The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge.

**Pedagogical Skills**

An educator's abilities or expertise to impart the specialized knowledge/content of their subject area(s).

**Peer Review**

A self-regulation process by which the quality of an institution, organization, educator preparation provider (EPP), school, or other entity is evaluated by individuals who are active participants in the profession. CAEP accreditation is a peer review process.

**Performance Assessment**

Product- and behavior-based measurements based on settings designed to emulate real-life contexts or conditions in which specific knowledge or skills are actually applied.

**Performance Data**

Information, both quantitative and qualitative, derived from assessments of educator candidate proficiencies as demonstrated in practice.

**Petition**

The document prepared by an educator preparation provider (EPP) to explain the grounds for an appeal following denial or revocation of accreditation.

## **Preponderance of Evidence**

An overall confirmation that candidates meet standards in the strength, weight, or quality of evidence. This preponderance is based on the convincing evidence and its probable truth or accuracy, and not simply on the amount of evidence. (See evidence).

## **Probationary Accreditation**

The continuing accreditation decision rendered by the Accreditation Council when an educator preparation provider (EPP) fails to meet one of CAEP's standards.

## **Probationary Visit**

The site visit that occurs after the Accreditation Council puts an educator professional provider (EPP) on probation for failing to meet one of CAEP's standards.

## **Probes**

Specific methods employed/actions taken by an educator preparation provider (EPP) during the internal audit of the IB Pathway to verify alignment between operational expectations and operational reality. In addition, Site Visitors use probes during examination of the IB self study evidence to verify the credibility and accuracy of cited evidence and to gather additional information pertinent to assessing the strength of an EPP's case for CAEP accreditation.

## **Professional Community**

The continuing accreditation decision rendered by the Accreditation Council when an educator preparation provider (EPP) fails to meet one of CAEP's standards.

## **Professional Development**

Opportunities for educators to develop new knowledge and skills through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools.

## **Professional Development School (PDS)**

A specially structured school in which Educator Preparation Provider (EPP) and P-12 school clinical educators collaborate to (1) provide practicum, field experience, clinical practice, and internship experiences; (2) support and enable the professional development of the educator preparation provider (EPP) and P-12 school clinical educators; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance P-12 student achievement.

## **Professional Learning Communities (PLCs)**

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for students they serve. CAEP supports PLCs for a variety of stakeholders.

## **Proficiencies**

Demonstrated abilities to perform some part of what is described by standards.

## **Program**

A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. Educator preparation providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).

## **Program Approval**

A separate status from National Recognition provided by SPAs, program approval is the distinction granted by a state government agency when an educator preparation provider (EPP) program meets the state's standards and/or requirements. Program approval can encompass continuous review or one-time approval.

## **Program Completer**

Any candidate who exited an educator preparation program by successfully satisfying the requirements of the Educator Preparation Provider (EPP). (See *Completer*.)

## **Program Review with Feedback**

The process by which CAEP assesses the quality of licensure areas data offered by an educator preparation provider (EPP) under Standard 1. This review results in feedback for states, EPPs, and site visitors on the quality of evidence presented at the specialty licensure area level.

## **Program Review with National Recognition**

The process by which CAEP, in collaboration with its specialized professional associations (SPAs), assesses the quality of programs offered by educator preparation providers (EPPs). EPPs that select this program review option are required to submit their programs for review by SPAs as part of the accreditation process unless otherwise specified by the state partnership agreement with CAEP.

## **Program Reviewers**

Peer volunteers who review specialized educator licensure areas against the standards of Specialized Professional Associations (SPAs) and provide feedback to the state and site visitors.

## **Progressions/Progressive Development**

Descriptions of increasingly sophisticated ways of thinking about and enacting teaching practice that suggest trajectories of growth that both depend upon learning from experience and are influenced by support from mentors, interaction with colleagues, and engagement in ongoing professional learning. (InTASC Model Core Teaching Standards, p. 50)

## **Protocol**

Expectations for actions, behaviors, or reports, similar to etiquette (for example, CAEP protocol dictates that at the end of a site visit the lead site visitor meets with the head of the educator preparation provider to share team findings) (adapted from the Western Association of Schools and Colleges glossary).

## **Provider**

An inclusive term referring to the educator preparation provider (EPP) that is the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization.

## **Public Disclosure**

(1) A CAEP policy to ensure that an educator preparation provider (EPP) maintains its accreditation status, candidate performance data, and accreditation information available on the EPP's website for access by current and prospective candidates, parents, faculty, school professionals, and others. (2) A CAEP policy to ensure that CAEP maintains the accreditation status of EPPs and other accreditation information on its website.

## **Qualitative Measures**

Assessments or analyses that can be reported narratively and numerically to provide in-depth study of an individual, classroom, or school. Qualitative assessments include, but are not limited to, in-depth interviews, focus groups, observations, case studies, and ethnographic studies.

## **Quality Assurance System**

Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements.

## **Quantitative Measures**

Assessments or analyses that can be reported numerically and sometimes generalized to a larger population. Common quantitative measures include surveys (online, phone, paper), observation and other evaluative forms, and tests.

## **Rationale**

A statement or argument that provides a justification for a selection, decision, or recommendation.

## **Relevance**

A principle of evidence quality that implies validity, but goes beyond it by also calling for clear explanation of what any information put forward is supposed to be evidence of and why it was chosen. This principle also implies that there is a clear and explicable link between what a particular measure is established to gauge and the substantive content of the Standard under which it is listed.

## **Reliability**

The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions.

## **Reliable and Valid Evidence**

The credibility of the results from assessment and evaluation measures.

## **Reliable and Valid Model**

For CAEP purposes (p. 17 of the Commission report), a case study that is presented to meet one or more of CAEP's standards in which key outcomes and processes are gauged, changes and supporting judgments are tracked, and the changes presented are actually improvements. To be reliable and valid as a model, the case study should have followed CAEP's guidelines in identifying a worthwhile topic to study, generated ideas for change, defined the measurements, tested solutions, transformed promising ideas into sustainable solutions that achieve effectiveness reliably at scale, and shared knowledge.

## **Remand**

Returning a case for accreditation to a new team for a second full review when there is no consensus on the recommendations of the joint review team by the Accreditation Council.

## **Representative**

The extent to which a measure or result is typical of an underlying situation or condition, not an isolated case. If statistics are presented based on a sample, evidence of the extent to which the sample is representative of the overall population ought to be provided, such as the relative characteristics of the sample and the parent population. If the evidence presented is qualitative—for example, case studies or narratives, multiple instances should be given or additional data shown to indicate the typicality of the chosen examples. CAEP holds that sampling is generally useful and desirable in generating measures efficiently. But in both sampling and reporting, care must be taken to ensure that what is claimed is typical and the evidence of representativeness must be subject to audit by a third party.

### **Requirements**

CAEP's expectations other than those contained in the standards, including criteria for eligibility or candidacy, paying annual fees, submitting annual reports, publishing educator candidate performance data on websites, etc.

### **Retention Rates**

Comparison of the number of candidates who entered a program against the number who completed the program and were recommended for certification or licensure. Retention rates may also be collected for the number of new teachers who begin work in schools and who are still working in specified subsequent years.

### **Review Panel**

A 3-4 person group selected from an Accreditation Council that examines the selfstudy, site visitors' report, and other accreditation documents related to an educator preparation provider's (EPP) case for accreditation. The Review Panel makes a recommendation to the Joint Review Team of the Accreditation Council on the standards that are met and confirms or revises areas for improvement and/or stipulations.

### **Revocation**

The continuing accreditation decision made by the Accreditation Council to revoke an accredited status when the Accreditation Council has determined that the educator preparation provider (EPP) no longer meets two or more CAEP standards.

### **Rigor**

In education, refers both to a challenging curriculum and to the consistency or stringency with which high standard for learning and performance are upheld (adapted from the Western Association of Schools and Colleges glossary).

### **Rubric**

A tool for scoring candidate work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left-hand vertical axis, and levels of performance across the horizontal axis. The work of performance may be given an overall score (holistic scoring) or criteria may be scored individually (analytic scoring). Rubrics are also used for communicating expectations (adapted from the Western Association of Schools and Colleges glossary).

### **Satisfaction**

For CAEP purposes, the degree of confidence and acceptance that a preparation program was satisfactory, dependable, and true to its purpose by an employer or candidate.

### **Scoring Rubric**

The established criteria, including rules, principles, procedures, and illustrations, used in scoring responses to individual items that do not provide enumerated responses from which test takers make a choice.

### **Selected Improvement Pathway**

One of three CAEP accreditation pathways in which an educator preparation provider (EPP) provides evidence that the CAEP Standards are met. The self study includes a data driven plan for improvement on a focal area selected by the EPP. Accreditation pathways will not be applicable after fall 2018 site visits.

### **Self-Study**

The process and document that an Educator Preparation Provider (EPP) creates/undergoes to evaluate its practices against CAEP standards.

### **Shared Accountability**

A policy for holding Educator Preparation Providers (EPPs), P-12 schools and teachers mutually responsible for students' and candidates' learning and academic progress.

### **Signature Assessment**

An embedded assessment method using an assignment—either the identical assignment or multiple assignment all constructed according to a common template— cross multiple courses or sections of courses. A sample of candidates' work products is then examined using a rubric to arrive at judgments about the quality of candidate learning across the course or program (adapted from the Western Association of Schools and Colleges glossary).

### **Site Visit**

The two-to-three days in which site visitors conduct their summative review of an educator preparation provider's (EPP) self-study report and evidence on location at the EPP's campus or organizational headquarters.

### **Site Visitors**

Evaluators who review educator preparation providers (EPPs) that submit a selfstudy for one of CAEP's accreditation pathways. Site visitors examine the EPP against the evidence presented to make the case for meeting the CAEP standards. Site visitors are selected from nominations by CAEP members, EPPs, states, and others; they must successfully complete training.

### **Site Visitors Report**

The document prepared by site visitors during and/or following the site visit that verifies the evidence presented in the self-study report written by the educator preparation provider (EPP) to identify which evidence supports each CAEP standard and which evidence is inconsistent with the CAEP standard.

### **Specialized Professional Association (SPA)**

A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a specific content area (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., special education teachers), or provide services to students (e.g., school counselors, school psychologists, or principals).

### **Stakeholder**

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

### **Standardized Test Scores**

The numerical expression of a student's or educator candidate's performance on an examination that was administered and scored consistently across all of the test takers who took the same examination. This consistency permits a more reliable comparison of student or educator candidate performance across test takers.

### **Standards**

Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review.

Standards are written in broad terms with components that further explicate their meaning. (See *Professional Standards*).

### **State Partnership Agreement**

A formal agreement between a state and CAEP that defines the state's recognition of accreditation decisions, the program review options available to educator preparation providers (EPPs) within the state, and the relationship between CAEP accreditation and state program approval. The agreement outlines the state's presence and role in accreditation visits.

### **State Program Review**

The process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

### **STEM**

Science, technology, engineering and mathematics.

### **Stewardship**

The responsible oversight and protection of something considered worth caring for and preserving.

### **Stipulation**

A statement written by a site visit team or review panel which is confirmed by the Accreditation Council as a deficiency related to one or more components or a CAEP standard. A stipulation is of sufficient severity that a standard is determined to be unmet. For educator preparation providers (EPPs) seeking to continue their accreditation, a stipulation must be corrected within two years to retain accreditation. For EPPs seeking initial or first accreditation, a stipulation leading to an unmet standard will result in denial of accreditation.

### **Strategic Evaluation**

A component of CAEP Standard 5 (Provider Quality, Continuous Improvement, and Capacity) that refers to an educator preparation provider's (EPP's) use of a variety of methods and processes to provide timely, credible, and useful information that can be acted upon to increase its organizational effectiveness and its impact on its completers' ability to support and improve P-12 student learning.

### **Structured**

A quantitative research method commonly employed in survey research to ensure that each interview is presented with exactly the same questions in the same order; that answers can be reliably



aggregated; and that comparisons can be made with confidence between sample subgroups or between different survey periods. For CAEP purposes the term is used in the context of structured observation instruments and structured student surveys.

### **Student**

A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program.

### **Student Learning**

The academic achievement of P-12 students. Educator preparation providers (EPPs) should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning.

### **Student Surveys**

Questionnaires about the performance of teachers and other school professionals that are completed by P-12 students. Student surveys are one of the measures that an educator preparation provider (EPP) could use to demonstrate the teaching effectiveness of its candidates and completers.

### **Student Teaching**

Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach.

### **Subject Matter Knowledge.** See

*Content Knowledge.*

### **Substantive Change**

Any change in the published mission or objectives of the organization or educator preparation provider (EPP); the addition of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the EPP was most recently accredited; a change from contracting with other providers for direct instructional services, including any teach-out agreements. Substantive changes are reported by EPPs in their annual report to CAEP.

### **Summary of the Case**

The site visitors' explication of the case the educator preparation provider (EPP) has made for accreditation.

### **Support Services for Candidates**

The provision of academic advising and systems that facilitate and encourage academic success; personal counseling services; employment assistance; financial aid guidance; the protection of student records; and extracurricular activities (e.g., student organizations, clubs, and professional activities) that are based on well-defined purposes that serve the educational needs of educator candidates.

### **Teacher Education Accreditation Council (TEAC)**

An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education programs since it was founded in 1997. TEAC consolidated with NCATE in 2013 to form CAEP.

### **Teacher Enhancement Program**

A post baccalaureate program for licensed teachers.

### **Teacher Performance Assessment (TPA)**

An ongoing process for measuring teacher candidates' performance. CAEP expects these assessments to be validated based on state and national professional standards, to be reliably scored by trained evaluators, and to be used for continuous improvement of educator preparation.

### **Teach-out Agreement**

An agreement between accredited educator preparation providers (EPPs) and its candidates that will provide a reasonable opportunity for candidates to complete their program of study if the EPP stops offering its educational program before all enrolled candidates have completed the program.

### **Teach-out Plan**

A written document that describes the process for the equitable treatment of candidates when an educator preparation provider (EPP) ceases to operate a program before all candidates have completed their courses of study.

### **Team Chair**

See *Lead Site Visitor*.

### **Technology**

The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

### **Third-party Comment**

Testimony from members of the professional community or the public about the quality of the educator preparation provider (EPP) and its programs.

### **Time Frames for Achieving Compliance**

The maximum number of years an educator preparation provider (EPP) has to come into compliance when its accreditation cycle is less than seven years or CAEP finds a violation of its standards has occurred.

### **Title II**

A requirement of the Higher Education Opportunity Act of 2008 that educator preparation providers (EPPs) report the performance of teacher candidates on state licensure tests along with other data.

### **Title IV**

A requirement of the Higher Education Opportunity Act of 2008 and its predecessor that colleges and universities must be accredited by an institutional accrediting body recognized by the Secretary of the U.S. Department of Education for their students to be eligible for federal financial aid.

### **Training**

The formal and informal preparation of Board members, Council members, Commission members, site visitors, volunteers, consultants, and staff for their CAEP roles and responsibilities.

### **Transparency**

Openness in communications about the accreditation process, documents prepared for accreditation, and the outcomes of the accreditation review.

### **Triangulation**

A technique that reinforces conclusions based on data from multiple sources.

### **U.S. Department of Education**

The federal agency that administers programs that cover every area of education and range from preschool education through postdoctoral research, including the recognition of accrediting agencies such as CAEP.

### **U.S. Department of Education Recognition**

A designation by the U.S. Department of Education that an accreditation agency is a reliable authority for determining the quality of education or training provided by the institutions of higher education and the higher education programs they accredit.

#### **Validity**

The extent to which a set of operations, test, or other assessment measures what it is supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort.

#### **Value-added Measures**

For CAEP purposes, assessments that provide evidence of P-12 students' intended educational outcomes as measured by standardized tests and other assessments. For CAEP purposes, VAM should demonstrate the change over time of intended educational outcomes that is attributable to teacher preparation programs.

#### **Verifiable**

The degree to which a measure or result is able to be independently confirmed or substantiated. This is partly a matter of whether the process of creating the current value of the measure is replicable, and if repeating the process would yield a similar result. This principle implies reliability, but goes beyond it to require transparency and full documentation—whether sufficient information is available to enable any third party to independently corroborate what was found.

## DRESS CODE

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

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

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

**EDUCATION PREPARATION PROGRAM  
FIELD TRIP  
ASSUMPTION OF RISK AND LIABILITY RELEASE**

I, the undersigned participant, desire to participate in a field trip to \_\_\_\_\_  
located in \_\_\_\_\_ on the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_

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

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

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

Dated this the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature of Witness

## Permission to Use Student Assignments

I, (print name) \_\_\_\_\_, give permission to Miles College Education Preparation Program to use my course work (i.e., papers, projects, tests, quizzes, portfolios) as work samples/artifacts for the CAEP Electronic Platform. I understand that my name will be removed from all work samples that are used. These work samples may be used during and after my enrollment in the Miles College Education Preparation Program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

ALABAMA EDUCATOR CODE OF ETHICS ASSURANCE FORM

As a student enrolled in the Education Preparation Program at Miles College in ED 350 and ED 209, I agree to adhere to the following standards included in the following:

**Adapted from the Alabama Educator Code of Ethics:**

Standard 1: Professional Conduct

An educator must demonstrate conduct that follows recognized professional standards.

Standard 2: Trustworthiness

An educator must exemplify honesty and integrity in the course of professional practice.

Standard 3: Unlawful Acts

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

Standard 4: Teacher/Student Relationship

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

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

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

Standard 6: Public Funds and Property

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

Standard 7: Remunerative Conduct

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

Standard 8: Maintenance of Confidentiality

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

Standard 9: Abandonment of Contract

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

**Candidate's Name (Print):** \_\_\_\_\_

**Candidate's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Teacher Candidate Informed Agreement

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

\_\_\_\_\_ I have read the entire Field Experience Handbook and understand all of the guidelines and policies it contains.

\_\_\_\_\_ I understand that I must provide a copy of the Field Experience Handbook to my Cooperating Teacher.

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

\_\_\_\_\_ I understand that all guidelines and policies in the Field Experience Handbook apply to me, and that I am expected to adhere to them.

Candidate's Name (Print) \_\_\_\_\_

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date





# THE EDUCATOR

A FACILITATOR OF LEARNING

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## MILES COLLEGE

DIVISION OF EDUCATION

### Field Experience Handbook Acknowledgement Form

- I have received a copy of the Field Experience Handbook for \_\_\_\_\_ –  
\_\_\_\_\_
  
- I have read the Field Experience Handbook and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the handbook.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Student # \_\_\_\_\_

Major \_\_\_\_\_ Date \_\_\_\_\_

## **NOTICE OF NONDISCRIMINATORY POLICY TO STUDENTS AND EMPLOYEES**

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