UAB School of Education

Vision
The vision of the UAB School of Education is to optimize human potential.

Mission
The mission of the UAB School of Education is to generate knowledge and prepare professionals to serve a diverse world.

Values
- Respectful
- Responsive
- Innovative
Table of Contents

3 Field Experience Introduction

4 Field Placement Policies
5 Placement Procedures for Teacher Candidates
5 Procedures for Placement Requests
5 Procedures for Documenting Field Experiences
5 Overview of Assessment of Professional Dispositions

6 Field Placement Roles and Responsibilities
7 Cooperating/Mentor Teachers
8 University Supervisor/Instructor
9 Teacher Candidate

10 Student Teaching Policy Reminders
11 Student Teaching Placement Reminders and Deadlines
11 Special Student Teaching Requests by Faculty
12 Student Teaching Placement Changes and Dilemmas

13 Field Placement Forms and Sample Templates
14 Faculty/Instructor Field Placement Request Sample Email
15 Faculty/Instructor Introduction Letter Sample Template
16 Field Experiences Log
17 Student Field Experiences Verification Form
18 Assessment of Unsatisfactory Professional Dispositions
22 Plan of Action
23 Formal Lesson Plan Template

25 Appendix
26 Definition of Terms
28 Description of Field Experience Requirements – Refer to:
http://www.uab.edu/education/home/clinicalexperiences/field-experiences
Field Experience Introduction

UAB is committed to complying with state and certification requirements. Per the 2015 Alabama State Department of Education’s Education Preparation Chapter, Alabama Administrative Code, field experiences in Class B and Alternative Class A programs should:

- 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.
- 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 or area of instructional support.
- Require extensive field experiences in diverse settings. Individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment(s).
- Occur primarily in P-12 schools.

In addition:

- At least half of the field experiences shall be in the candidate’s teaching field or area of instructional support.
- 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 at least three hours each. The majority of field experiences must occur in P-12 schools.
- For Early Childhood Education and Early Childhood Special Education programs, field experiences shall include placements in at least two of the three main types of early education settings (early school grades [K-3], child care centers and homes, and Head Start programs).
Field Placement Policies
Placement Procedures for Teacher Candidates

Faculty members who teach courses requiring field experiences prior to student teaching will typically coordinate and secure the field placements for their courses. The Office of Clinical Experiences will be gradually increasing the number of field placement requests it processes prior to student teaching, and will continue organizing all student teaching placements for all initial teacher certification programs.

Procedures for Placement Requests:

- Teacher candidates are not permitted to make any field experience placement requests to schools. Requests must be initiated via the faculty member or instructor teaching the course, or the Office of Clinical Experiences.
- All field experience placements must be initiated via the school’s principal, unless the school is located in the following school districts:
  - Jefferson County Schools – Contact Jai Hill (jaihill@jefcoed.com)
  - Shelby County Schools – Contact Dr. Resia Brooks (RBrooks@Shelbyed.k12.al.us)
  - St. Clair County Schools – contact Melinda Splawn (melinda.splawn@sccboe.org; 205-594-7131, Extension 2263)
- When applicable, a K-12 administrator contact list with school and principal contact information is available via the Office of Clinical Experiences
- Refer to the Field Placement Forms and Sample Templates section in this handbook for sample placement requests
- Once placements are secured, complete the Field Experience Tracking Template (located in the Faculty Resources section of the SOE website) and return to the Office of Clinical Experiences (vevega@uab.edu)

Procedures for Documenting Field Experiences:

- The instructor will provide a field experience verification document, which must be signed by the cooperating teacher. The purpose of this document is to verify completion of all field experience hours required in the course.
  - Sample field experience verification documents can be found in the Field Placement Forms and Sample Templates section of this handbook.
- The instructor will complete the Field Experience Tracking Template (located in the Faculty Resources section of the SOE website) and submit it to the Office of Clinical Experiences (vevega@uab.edu).

Overview of Assessment of Professional Dispositions

- The professional dispositions of teacher candidates enrolled in initial and advanced programs are assessed in three different ways.
  - First, whenever unsatisfactory professional dispositions are exhibited by a teacher candidate, an Assessment of Unsatisfactory Professional Dispositions form is completed and reviewed with the candidate. This form is completed whenever a candidate’s dispositions have been identified as problematic by faculty, P-12 partners, and staff.
  - Second, a field-based assessment of professional dispositions instrument is completed during designated courses requiring field experiences by the cooperating teacher, teacher candidate, and/or instructor. Teacher candidates in initial certification programs are assessed at least three times (typically at the beginning, middle, and end of their programs). Candidates in advanced programs are assessed twice during their programs.
  - Third, the professional dispositions of student teachers are routinely assessed within the Student Teaching Competency Evaluation form during the middle and end of the internship (i.e., by the cooperating teacher, UAB supervisor, and student teacher).
Field Placement Roles
and
Responsibilities
Role of the Cooperating/Mentor Teacher

Selection Criteria and Teacher Commitment:
• Hold certification at the appropriate level and/or content area for their present teaching assignment
• Verify teacher candidate’s hours and completion of tasks
• Notify the university supervisor or instructor about any questions or concerns
• Demonstrate flexibility and (when applicable) willingness to share some responsibility for the classroom with the teacher candidate
• Provide frequent and specific performance feedback to the teacher candidate
• Assess the teacher candidate’s instructional performance objectively
  o When applicable, complete the professional dispositions form and submit to university supervisor or instructor
  o Notify the university supervisor or instructor of any concerns or accolades
  o Sign or initial any field experience verification document(s) (e.g., field experience log)
• Help the teacher candidate become a reflective practitioner

Responsibilities of the Cooperating/Mentor Teachers

The teacher candidate usually arrives at a school site uncertain about his/her status and role at the school. He/she should be primarily focused on the cooperating/mentor teacher, students, and the school.

Before the Teacher Candidate arrives:
• Provide an area in the classroom for his/her personal and professional items
• Prepare your students for the arrival of the teacher candidate
• Preview the general course requirements for the field experience and review any information provided by the university supervisor or instructor
• Know how to contact the university supervisor or instructor in case of any problems

While the Teacher Candidate is at the school:
• Introduce him/her to your class or classes in a manner which imparts professional respect from students
• When relevant and possible, introduce him/her to faculty and staff
• When relevant, provide him/her with a copy of the school/faculty handbook, and point out important policies
• Familiarize yourself with the tasks to be completed per the course requirements, including signature/initials on any relevant field experience verification document(s) (e.g., field experience log) and, when applicable, completion of the professional dispositions form
Role of the University Supervisor/Instructor

- All observation/field experience placements must occur at P-12 schools
  - Ensure that teacher candidates do not make any observation/field placement requests
  - Unless the Office of Clinical Experiences is assisting with placement endeavors, initiate placement requests via the school’s principal, unless the school is located in Jefferson County Schools, Shelby County Schools, or St. Clair County Schools
    - Jefferson County Schools – Contact Jai Hill (jaihill@jefcoed.com)
    - Shelby County Schools – Contact Dr. Resia Brooks (RBrooks@Shelbyed.k12.al.us)
    - St. Clair County Schools – contact Melinda Splawn (melinda.splawn@sccboe.org; 205-594-7131, Extension 2263)
  - Complete the Field Experience Tracking Template (located in the Faculty Resources section of the SOE website) and submit it to the Office of Clinical Experiences (vevega@uab.edu)
- Communicate with the cooperating/mentor teacher about the field experience requirement(s) that the teacher candidate must complete
  - When applicable, use the Field Experience Letter template located in the Field Placement Forms and Sample Templates section of this handbook
- Collaborate with the appropriate P-12 staff to seek mutually agreeable solutions when problems arise
- Communicate clear objectives for both the teacher candidate and cooperating/mentor teachers
- Ensure that the teacher candidate has submitted a field experience verification document and, when applicable, his/her professional dispositions form
- Be accessible to the teacher candidate, cooperating/mentor teacher, and P-12 administrator for requested conferences and emergency visits/observations
Role and Responsibilities of the Teacher Candidate

- Attendance and Punctuality
  - Research directions to the placement site
  - Arrive at the placement site 10-15 minutes early
  - Follow all visitor requirements (e.g., sign in at the main office)
  - Verify the contact information for the cooperating teacher during the first visit
  - Attend all expected and scheduled sessions
    - If an emergency arises, notify the cooperating/mentor teacher and the university supervisor or instructor prior to the start of the school day or as soon as possible
    - Complete the course required field experiences per the instructor’s specifications
  - Complete a field experience verification document (e.g., a field experience log) documenting hours completed
    - Submit all verification documents or logs per the instructor’s specifications
    - If a field verification document has not been provided by the instructor, use one of the field experience logs located in the Field Placement Forms and Sample Templates section of this handbook

- Appearance
  - Dress professionally and appropriately for the school setting (e.g., no jeans, shorts, sweat suits, flip flops, etc.)
  - Maintain a clean and neat appearance at all times
  - Avoid clothing that is revealing in nature
  - Cover any tattoos and remove any facial piercings

- Ethical Conduct
  - Retain complete confidentiality regarding any information from or about the placement site, students, or school staff/faculty (Note: Any concerns regarding P-12 student well-being should be immediately reported to the cooperating/mentor teacher and university supervisor or instructor)
  - Demonstrate professional dispositions by avoiding negative comments about UAB, the placement site, staff, cooperating/mentor teacher, student, or student caretakers
  - Address placement site staff, students, and parents in a courteous manner
  - React objectively when authority and knowledge are challenged
  - Maintain appropriate control of emotions
  - Accept criticism in a professional manner

All of the primary sections above are dispositional behaviors that are delineated in the professional dispositions form located in the Field Placement Forms and Sample Templates section of this handbook. Failure to comply with expected dispositional behaviors will result in an Assessment of Unsatisfactory Professional Dispositions form.

- UAB Forms and Documentation
  - When applicable, submit professional dispositions form per instructor’s directions
  - Submit field verification document(s) (e.g., field evaluation log) per the instructor’s specifications
  - Submit any course tasks per the instructor’s direction
Student Teaching Policy
Reminders
Student Teaching Placement Reminders and Deadlines

Student Teaching Placement Reminders:

- The Office of Clinical Experiences coordinates all initial teacher certification student teaching placements
- All internship placements initiate via the school’s principal, unless the school is located in Jefferson County Schools, Shelby County Schools or St. Clair County Schools

Special Student Teaching Requests by Faculty:

- Student teaching requests for Collaborative Teaching, ESL, Music, and Physical Education are due from applicable faculty no later than two weeks after the last day to drop/add courses the semester prior to the desired student teaching semester
  - Failure to provide placement requests to the Office of Clinical Experiences no later than two weeks after the drop/add date will result in the Office of Clinical Experiences securing the placement at an appropriate school site (i.e., based on prior placement requests from the aforementioned programs)

More information regarding student teaching can be found at the Student Teaching Website:
https://www.uab.edu/education/studentteaching/
Procedures for a Student Teaching Placement Change:

- Student teachers with extenuating circumstances about their placement site must contact the Office of Clinical Experiences when the student teaching application is submitted or as soon as possible. The Office of Clinical Experiences must be notified before placements are secured for the semester – concerns received after placements have been secured may not be able to be resolved prior to the internship.
- Once the internship has begun, a placement will only be modified under extreme and extenuating circumstances, and on a case-by-case basis (i.e., based on documentation by the UAB Supervisor, cooperating teacher, and/or Director of the Office of Clinical Experiences).
- If a placement change is being considered after student teaching has begun or if there is a student teaching dilemma, the following protocols should be completed to ensure a continued professional relationship with the school:
  - If the placement change or student teaching dilemma is due to issues involving a cooperating teacher or extenuating intern circumstances, care must be taken by the Director of the Office of Clinical Experiences and/or UAB Supervisor to provide the school with a rationale for the change.
  - If the placement change or student teaching problem is due to the intern’s lack of progress (e.g., professional dispositions), a Student Teaching Review Committee with the Associate Dean, Program Coordinator, Director of the Office of Clinical Experiences, and UAB Supervisor must convene to determine the best course of action for the teacher candidate.
    - Whenever possible and applicable, a record of unsatisfactory dispositions must be completed in the event a student teacher is not fulfilling his/her responsibilities.
    - Any records of unsatisfactory dispositions will be reviewed during the committee meeting. Such records are grounds for removal from the internship, dismissal from the program, or a lowered final student teaching grade.
    - This committee meeting will result in a formal letter that the teacher candidate must sign.
    - Should the teacher candidate want to appeal the committee’s decision, he/she must provide a written appeal to the Department Chair within ten business days of receiving the review committee’s decision.
    - Should the teacher candidate want to appeal the Department Chair’s decision, he/she must provide a written appeal to the Dean of the School of Education within ten business days of receiving the Department Chair’s decision.
- Once a student teacher is pulled from a placement site (including being asked to leave by the K-12 school site), all contact between the student teacher and school (including the cooperating teacher) must cease immediately. Any and all materials belonging to the placement school or cooperating teacher must be immediately returned or replaced by the student teacher via the Director of the Office of Clinical Experiences or Program Coordinator/Director. Further or inappropriate contact by the student teacher and/or failure to return materials may result in a record of unsatisfactory professional dispositions, a lowered final grade (if the review committee approves the intern to repeat the internship), and/or removal from the student teacher’s program at the School of Education.
Field Placement Forms and Sample Templates
Date

Dear _______________,

I am currently teaching a methods course this semester at UAB and would like to inquire if several teacher candidates can complete 25 hours of observation and related field experience tasks at your school. If you are able to host the UAB teacher candidates, they will need to observe, work with individual students or small groups, and teach three or more lessons. Below is a list of the teacher candidates, subject(s) requested, and grade level preference(s).

1. Jane Smith  History  Any grade level
2. John Doe  English  Any grade level
3. Derek Jones  Social Studies  Any grade level

Thank you for your consideration of this request – I greatly appreciate your assistance and collaboration with the School of Education.

Respectfully,
Date

Dear ______________,

I want to thank you on behalf of the School of Education faculty at the University of Alabama at Birmingham (UAB) for your willingness to provide field experiences in your class for our students. We all have a vested interest in training good quality educators, and your part in this process is very important. Without the opportunities to observe good teaching in the public schools, a valuable part of our educational training program would be missing.

Since these observations are a requirement for the UAB course __________, your professional expertise in evaluating this student is particularly important. We hope that you will provide us with any comments and/or concerns that you have regarding our student.

Again, on behalf of the faculty of the UAB School of Education, please accept our thanks for your willingness to assist us in preparing future teachers. If you need to contact me, please feel free to email me at ___________________.

Sincerely,

This sample template includes portions from a letter developed by Dr. Maxie Kohler, UAB School of Education
Field Experiences Log

Candidate’s Name: _____________________  UAB ID: B0___________  Term: _____ 20__
Course Number: _____________  Course Instructor:______________________  Hours Required: ___

<table>
<thead>
<tr>
<th>Date</th>
<th>Start time, End Time, Number of hours</th>
<th>School &amp; district OR agency, event, and location</th>
<th>Grade and subject</th>
<th>Type of experience</th>
<th>Students: mainstream, special educ., ESL, other</th>
<th>Setting: rural, urban or suburban</th>
<th>Teacher’s printed name &amp; signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions**

Follow submission guidelines provided by your instructor.
## Student Field Experiences Verification Form

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Grade:</th>
<th>Course #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Assignment:</th>
<th>Room #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Experience Date:</th>
<th>Time In:</th>
<th>Time Out:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Spent on this Date:</th>
<th>Cumulative Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher's Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

---

**This form was adopted from Sun Valley Elementary School, Dr. Joy Stewart, Principal. (This form may be duplicated)**
Assessment of Unsatisfactory Professional Dispositions

Candidate Name: _________________________________   Candidate ID No.:________________

Term: [ ] Fall  [ ] Spring  [ ] Summer   Year: 20_____

Program & Major: _________________________  Course Number: ________   Course Title: _________________________

Placement Site (if applicable): _______________________ Cooperating Teacher (if applicable):______________________

Form Completed By: ______________________________ Date Completed: ____________

Each candidate’s professional dispositions will be evaluated throughout all courses and field experiences. This form will be used when a candidate displays an unsatisfactory behavior requiring immediate action and/or to document when a candidate never/seldom exhibits a specified behavior. Candidates should be aware that violations of these dispositions may constitute grounds for removal from a School of Education (SOE) program. The SOE reserves the right to address unsatisfactory professional dispositions internally, in addition to actions of the university. *This document does not replace the UAB policies pursuant to academic and non-academic misconduct.

<table>
<thead>
<tr>
<th>Professional Disposition</th>
<th>Behavior Requires Immediate Action</th>
<th>Never/Seldom</th>
<th>Supplementary Information and Suggested Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaves in an ethical manner and in accordance with school policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal background check remains in “clear” status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protects privacy and confidentiality of students, school personnel, and field placement sites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Complies with UAB Student Codes of Academic and/or Non-Academic Conduct</td>
<td></td>
<td></td>
<td>*If a candidate is non-compliant, refer to the procedures at the following website: <a href="http://www.uab.edu/education/academic-a-non-academic-misconduct">http://www.uab.edu/education/academic-a-non-academic-misconduct</a></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Conduct: Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, composure, honesty, appropriate use of technology).

<table>
<thead>
<tr>
<th>Professional Disposition</th>
<th>Behavior Requires Immediate Action</th>
<th>Never/Seldom</th>
<th>Supplementary Information and Suggested Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dresses appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Disposition</td>
<td>Behavior Requires Immediate Action</td>
<td>Never/Seldom</td>
<td>Supplementary Information and Suggested Action Plan</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Is present at specified times/locations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is punctual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assumes responsibility for coordinating any changes to scheduled visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is prepared for any assigned tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately uses personal devices such as cell phone and laptop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assigned duties with minimal supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sensitivity to Diversity:** Is sensitive to community and cultural norms and is respectful of individual and cultural differences and experiences. Demonstrates the belief that all students can learn and a commitment to supporting the growth of all learners.

<table>
<thead>
<tr>
<th>Professional Disposition</th>
<th>Behavior Requires Immediate Action</th>
<th>Never/Seldom</th>
<th>Supplementary Information and Suggested Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is sensitive to and accepting of students’ differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats all students equitably and fairly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages self-directed learning by all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Commitment to Effective Communication and Acceptance of Feedback:** Demonstrates thoughtful, effective verbal and non-verbal communication and listening, and is open and responsive to feedback from others.

<table>
<thead>
<tr>
<th>Professional Disposition</th>
<th>Behavior Requires Immediate Action</th>
<th>Never/Seldom</th>
<th>Supplementary Information and Suggested Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements suggestions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes and maintains positive rapport with students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes and maintains positive rapport with teachers and other adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is open and receptive to constructive feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Uses grammatically correct English (oral and written)

Uses appropriate non-verbal communication

Communications are appropriate

Other:

**Commitment to the Profession and Improving Teaching Practice:** Demonstrates a commitment to continual improvement through reflection, collaboration, inquiry, modifying instruction, and remaining current in knowledge and professional practice.

<table>
<thead>
<tr>
<th>Professional Disposition</th>
<th>Behavior Requires Immediate Action</th>
<th>Never/Seldom</th>
<th>Supplementary Information and Suggested Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates command of subject matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believes that all students can learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on or self-critiques performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays intellectual curiosity about classroom dynamics, subject matter, pedagogy, or other aspects of the profession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborates with colleagues, families, and communities to support students' development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For any dispositional areas identified above as unsatisfactory, please describe any efforts that were undertaken to address the issue(s). Provide any other supplemental details below. Attach additional sheets for documentation or information as needed.

**Comments:**

Signature of Person Submitting Form: _______________________________________

Date this UDAF was discussed with the candidate: _________________

*Candidate Signature: _______________________________________

*Signature does not necessarily imply agreement

Revised 12/03/12
PROCESS FOR DOCUMENTING AN UNSATISFACTORY PROFESSIONAL DISPOSITION:

What happens after an unsatisfactory professional disposition is documented?

- The completed unsatisfactory disposition form is submitted to the chair and program coordinator/director of the candidate’s program with supporting documentation. The department chair provides a copy of the form to the Director of the Office of Student Services to file confidentially.
- The candidate receives a copy of the signed unsatisfactory disposition form from the individual completing the unsatisfactory disposition form.
- Unsatisfactory disposition forms are discussed during regular program meetings, TEP admission reviews, and student teaching eligibility reviews.
- In cases where the candidate is being recommended for immediate removal from a program, course, or placement, the individual completing the unsatisfactory disposition form immediately informs the Department Chair, who then takes appropriate action.

What happens after two unsatisfactory disposition forms are completed?

- All procedures for the first unsatisfactory disposition form apply when a second form is completed.
- If a candidate receives two unsatisfactory disposition forms, the Department Chair schedules a meeting with the candidate and the person(s) submitting the forms (or representative) within 20 business days of being notified of the form. During student teaching, the Director of Student Teaching schedules the meeting with the candidate and person(s) submitting the unsatisfactory disposition forms.
- A list of actions that the candidate agrees to follow is prepared and signed by the candidate and the Department Chair and/or other appropriate personnel.
- If the second unsatisfactory disposition form is of sufficient severity to warrant removal, the chair is informed and takes appropriate action.

What happens after three unsatisfactory disposition forms are completed?

- All procedures for the first unsatisfactory disposition form apply when a third form is completed.
- If a candidate receives a third unsatisfactory disposition form, the Department Chair notifies the candidate and the School of Education (SOE) Dean's Office within 7 business days of notification. During student teaching, the Director of Student Teaching notifies the Department Chair, candidate, and the SOE Dean's Office.
- The Department Chair (or Director of Student Teaching) convenes a review committee composed of appropriate faculty and staff, within 20 business days of notification, and provides documentation regarding the unsatisfactory disposition forms and prior course of action agreement(s).
- The candidate can provide a written statement if he/she wishes to do so.
- The review committee, within 20 business days of notification, examines the material and determines the appropriate course of action. The Department Chair or review committee notifies the candidate and the SOE Dean's Office.
  - Note: When a candidates’ status in the program is in question, the review committee examines the material, suggests a recommendation, and the Department Chair determines whether to remove the candidate from the program.

How can a decision be appealed?

- The candidate may appeal a decision made by the review committee to the Department Chair by submitting a written rationale within seven business days of receiving the review committee’s decision. The candidate is informed of Department Chair’s final decision via a letter within ten business days.
- The candidate may appeal a decision made by the Department Chair to the SOE Dean’s Office by submitting a written rationale within seven business days of receiving the Department Chair’s decision. The candidate is informed of the SOE Dean’s final decision via a letter within ten business days.

Where is the unsatisfactory disposition form stored?

- All unsatisfactory disposition forms will be filed in the appropriate Department Chair’s office, Office of Student Services, and with the candidate’s respective program coordinator.

Who has access to review the unsatisfactory disposition form?

- All unsatisfactory disposition forms are reviewed during applicable program and department meetings to ensure that the candidate is being informed and assisted in a purposeful manner.
- The Department Chair grants permission for individual review of the unsatisfactory disposition form by appropriate faculty and staff.
**PLAN OF ACTION**

Directions: Complete this form for any indicators/competencies in which the teacher candidate is struggling and not showing significant improvement.

<table>
<thead>
<tr>
<th>Area(s) for Improvement</th>
<th>Specific Recommended Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer/link to specific indicators/competencies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources/Additional Assistance</th>
<th>Timeline for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cooperating Teacher Signature: ____________________________  
Field Supervisor Signature: ____________________________

Teacher Candidate Name: ____________________________  
Teacher Candidate Signature: ____________________________

Date form was reviewed with Teacher Candidate: __________

Signatures confirm that form was reviewed with teacher candidate; signatures do not necessarily imply that teacher candidate agrees with contents of form.

Revised 3/10/13
# UAB Formal Lesson Plan Template

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Subject/Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period/Time Frames:</td>
<td>Teaching Date:</td>
</tr>
</tbody>
</table>

## College and Career Ready Content Standards
- Specify the standard number(s) and text that are most relevant to the learning objectives.

## Central Focus
- The core concepts and subject-specific components that will align with your learning objectives and standards.

## Learning Objectives
- Objectives are measurable (include specific levels of mastery) and aligned with the standard(s) and central focus.

The students will:

## Academic Language
- What academic language must students develop to grasp the central focus?

### Key Language Function
(verb from standard and/or objectives; e.g., analyze):

### Essential Vocabulary:

## Materials/Media/Technology
- What resources can be used to engage student learning in this lesson?

## Teaching/Learning Procedures
- List the steps of the lesson that you will implement to reach the objective and assess student learning.

<table>
<thead>
<tr>
<th>Step and time allocation</th>
<th>Teaching Strategies/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch/Engage</strong></td>
<td></td>
</tr>
<tr>
<td>_____ minutes</td>
<td></td>
</tr>
<tr>
<td>How will you activate prior knowledge and motivate students?</td>
<td></td>
</tr>
<tr>
<td>How will you introduce academic language and content vocabulary?</td>
<td></td>
</tr>
</tbody>
</table>

| Instruction       |                                   |
| _____ minutes      |                                   |
| What will you do to engage students in developing an understanding of the learning objectives? |
| How will you link the learning objectives to students’ prior learning and their social/cultural backgrounds? |
| What questions will you ask to promote higher-level thinking? |
| How will you provide opportunities for students to practice academic language/vocabulary? |

| Closure          |                                   |
| _____ minutes    |                                   |
How will students summarize and/or share what they have learned to show mastery of the central focus and learning objectives? How will students demonstrate connections between prior knowledge and new knowledge?

**Differentiation and Targeted Support** – How will you provide students access to learning based on individual and group needs? How will you support students with gaps in prior knowledge to be successful in this lesson?

*Whole Class:*

Groups of students with similar needs:

*Individual Students:*

**Feedback** – How will you provided feedback to guide and support further student learning? What type of feedback will you provide to focus students? How will you provide opportunities to allow students to focus? How will the students provide feedback to peers (if needed)?

**Assessment** – Every standard and objective must be assessed. How will students exhibit an understanding of the learning objectives? What evidence will you collect to show students’ mastery of the central focus and learning objectives, including the use of academic language (key language function and vocabulary)?

<table>
<thead>
<tr>
<th>Diagnostic – Before student work begins:</th>
<th>Formative/Informal – During lesson:</th>
<th>Summative/Formal – After lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modifications:</strong></td>
<td><strong>Modifications:</strong></td>
<td><strong>Modifications:</strong></td>
</tr>
</tbody>
</table>

**Professional Reflection** – How do you know if students are learning? How do you plan to improve students’ learning?

Concepts that are difficult for students:

What do you plan to do tomorrow to address the discrepancies above (i.e., with the whole class, groups of students, and/or individual students)?

Revised 07/29/16
APPENDIX
## Definition of Terms

<table>
<thead>
<tr>
<th>AMP</th>
<th>• Alternative Master’s Program</th>
</tr>
</thead>
</table>
| **Clinical/Field Experience** | • Field hours/experiences that are completed at P-12 school sites to meet course requirements  
  • Allows teacher candidates to put theory into practice  
  • Often requires that the cooperating/mentor teacher complete an evaluation instrument  
  • Requires that a verification document/log is completed to document required course hours |
| **Cooperating/Mentor Teacher** | • Full-time teacher certified in his/her present teaching assignment  
  • During the student teaching internship, cooperating teachers must also meet the following:  
    • Have at least three years of teaching experience in their field of specialization;  
    • Have a master’s degree for their current teaching assignment or National Board for Professional Teaching Standards certification, or be recommended by the school administrator as a master teacher certified in the student teacher’s area of specialization (via UAB waiver form);  
    • Be currently teaching classes in the student teacher’s field(s) of certification;  
    • Model good professional practices;  
    • Agree to work with the designated representative of the university in planning the experiences of the student teacher;  
    • Make use of a variety of sound teaching practices;  
    • Have a good working relationship with students, teachers, parents, and administrators; and  
    • Provide evidence of an interest in and attainment of professional development |
| **Early Field/Pre-TEP Experience** | • Composed of an initial experience in a P-12 school/classroom  
  • Amount of hours vary with course  
  • Can include targeted classroom observation(s) of specific techniques, working with individual or small groups of children, and learning about the school culture/climate  
  • Teacher candidates do not teach, as they have not been accepted to the Teacher Education Program (TEP) and/or taken any methods courses |
| **Field Experiences** | • Composed of a variety of early and on-going field-based visits primarily in local P-12 schools, prior to the student teaching internship  
  • At least half of field experiences are in the teacher candidate’s teaching field or area of instructional support  
  • Include targeted observation, study of school environments and cultures, and assisting with instructional tasks – all of which lead to an understanding of the teaching profession and an opportunity to show evidence of growth  
  • For Early Childhood Education and Early Childhood Special Education programs, field experiences shall include placements in at least two of the three main types of early education settings (early school grades [K-3], child care centers and homes, and Head Start programs) |
| **Initial Certification** | • Per the Alabama State Department of Education (ALSDE), “The first Alabama certificate in any teaching field or area of instructional support.” |
| **Plan of Action form** | • Can be used during all field experiences to record areas for improvements in order to provide teacher candidate with assistance |
| **Practicum** | • Per the ALSDE, “A unit of instruction that combines formal study and instruction with practical experience in the area of specialization of the candidate. A practicum must be in a public P-12 school, a regionally accredited private school, or a child care facility accredited by the National Association for the Education of Young Children (NAEYC).”  
• Typically completed the semester(s) prior to student teaching/internship  
• Requires extensive hours of classroom involvement |
| **Program Checklist** | • Per the ALSDE, “An official document identifying all courses required to complete a State-approved educator preparation program. Program checklists are submitted by an institution and approved by the Alabama State Board of Education following a review. The official State-approved program checklist will be used as the basis for issuing a certificate.”  
• Located on the Office of Student Services website: [https://www.uab.edu/education/studentservices/checklists](https://www.uab.edu/education/studentservices/checklists) |
| **Student Teaching/Internship** | • Per the ALSDE, “Experiences in public P-12 schools, regionally accredited private schools, or settings accredited by the National Association for the Education of Young Children to serve children from birth through kindergarten and culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing under the supervision of P-12 personnel and the institution of higher education in which the candidate is enrolled.”  
• Per the ALSDE, “For Early Childhood Education and Early Childhood Special Education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8”  
• 15 consecutive weeks, five days per week, full school days  
• Gradual increase of teaching responsibilities, leading to twenty full days of instruction, five-ten of which must be consecutive (as determined by UAB Student Teaching Supervisor)  
• Mentored by a university supervisor and cooperating teacher |
| **Teacher Candidate** | • Per the ALSDE, “Pre-service or in-service persons enrolled in higher education for the purpose of earning initial or advanced certification in a teaching field or area of instructional support or for professional development purposes.” |
| **Teaching Field** | • Per the ALSDE, “The specific discipline or concentrated area of study in a State approved program that leads toward educator certification.” |
| **Unsatisfactory Assessment of Professional Dispositions form** | • Intended to assess unsatisfactory dispositions displayed by teacher candidates throughout their program  
• When applicable, completed at any time during a teacher candidate’s program by cooperating teachers, university supervisors, faculty, and/or staff |
| **University Supervisor** | • Represents the teacher candidate’s program department  
• Directly responsible for supervising, mentoring, and evaluating the teacher candidate |
Description of Field Experience Requirements

Please visit the website referenced below to access field experience requirements and descriptions (i.e., course numbers/descriptions, required field experience hours and descriptions, location requirements, field-based assignment descriptions, and field-based diversity components). These requirements and descriptions are divided by individual programs.

Field Experience Information:
http://www.uab.edu/education/home/clinicalexperiences/field-experiences