



UNIVERSITY
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School of Education

Student Teaching Handbook

*University of Mobile
School of Education
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STUDENT TEACHING HANDBOOK

The policies, procedures, guidelines, suggestions, and recommendations included in this handbook are tentative and designed to serve only as guidelines. It is the responsibility of each student, with the assistance of his/her adviser, to design a degree program to meet the student's individual needs, interests, and special capabilities. All programs are under constant study and revision in an effort to provide programs of the highest quality while retaining the flexibility needed for meeting a wide range of interests and needs.

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PREFACE

Student teaching, which occurs in the final year of the teacher education program or Alternative A program, is an essential step in the development of effective teachers. Achieving professional competence as a teacher requires the help and teamwork of the School of Education at the University of Mobile, the cooperating school personnel, and the student teachers. Student teaching provides prospective teachers the opportunity to translate their educational background and theoretical knowledge into actual classroom practice under the supervision of experienced teachers. Opportunities are also provided for the participating educators to have profitable professional experiences and for the learning activities of the student teacher to be enhanced. Through intensive study and continuous evaluation, participants in the University of Mobile Teacher Education Program have made an effort to develop a program that provides experiences for the maximum professional growth of the student teachers/graduate interns.

HANDBOOK OBJECTIVES

This handbook is designed to serve as a guide for administrators, cooperating teachers, university supervisors, student teachers, and other personnel who participate in the University of Mobile Teacher Education Program. It provides basic information concerning procedures, organization and operation functions, and responsibilities of the participants in the Student Teaching Program. It is hoped that this handbook will facilitate cooperation and communication among the participants as they endeavor to provide the most meaningful experiences for the student teacher.

TERMINOLOGY

1. Director of Field Experiences – the university official responsible for screening student teachers, coordinating university supervisors, and making official contacts with representatives of the public schools.
2. University Supervisor – the university faculty member responsible for supervising a number of student teachers. The supervisor provides consultative assistance to both the student teachers and supervising teachers.
3. Cooperating Teacher – the classroom teacher responsible for guiding and supervising the activities of the student teacher.
4. Cooperating Principal – the principal of the school to which the student teacher is assigned.
5. Student Teacher/Intern – the university student assigned for student teaching/internship.
6. edTPA-a performance-based assessment for preservice teachers. During the student teaching experience, student teachers will be required to create an edTPA portfolio.

GOALS OF STUDENT TEACHING

The goals of the Student Teacher Program at the University of Mobile are to improve the quality of education in our schools. Effective working relationships among the university, the cooperating school systems, and all the personnel involved will lead toward the attainment of this goal.

Through the student teaching experience, the student teacher has an opportunity to interact with competent professionals who have the expertise and willingness to share their experiences with a pre-service member of the profession. The gradual induction into professional responsibilities provides the student teacher with opportunities to gain self-confidence and develop competencies that will serve as a cornerstone for becoming an effective teacher.

The goals, knowledge and skills, and dispositions from the Conceptual Framework are listed below.

SCHOOL OF EDUCATION GOALS

The faculty in the School of Education at the University of Mobile are competent, caring, committed, lifelong learners who:

1. Demonstrate content knowledge for effective teaching and learning
2. Demonstrate commitment to students and their learning
3. Implement a variety of research-based teaching strategies
4. Integrate technology in classroom instruction
5. Think reflectively and critically to improve teaching
6. Communicate effectively which includes verbal, nonverbal, and written techniques
7. Utilize appropriate assessment and evaluation strategies that result in more effective instructional decisions
8. Value and participate in activities that promote personal and professional growth and lifelong learning
9. Understand and accommodate diverse learners
10. Conduct research to advance knowledge
11. Provide professional services to the community
12. Promote a mutually beneficial relationship with the community
13. Demonstrate a Christian worldview

TEACHER CANDIDATE GOALS

Teacher Candidates will align their practice with the following standards based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

1. Demonstrate understanding of learner development and apply that knowledge to the design and development of learning experiences that are developmentally appropriate and challenging to the learners
2. Demonstrate understanding of learner differences and apply that knowledge in the creation of rigorous, inclusive learning environments
3. Demonstrate and promote respect for diverse learners
4. Demonstrate the ability to create learning environments that support all learners and their families
5. Demonstrate high levels of content knowledge and the ability to convey that content knowledge in a meaningful way
6. Make connections between subject matter and a Christian worldview
7. Design, develop, and implement lessons that engage learners in critical thinking, creative thinking, and collaborative problem-solving
8. Demonstrate understanding of the role of assessment in teaching and learning by using multiple methods of assessment, engaging learners in their own monitoring and growth, and using assessment data to make decisions
9. Design, develop, and implement rigorous, interdisciplinary learning experiences that are grounded in learning theory
10. Demonstrate understanding of instructional strategies by implementing a variety of instructional strategies within appropriate content and context
11. Think reflectively and critically to improve teaching and learning
12. Value and participate in activities that promote professional growth, lifelong learning, and community service
13. Communicate effectively, which includes verbal, nonverbal, and written techniques
14. Model caring, cooperative, democratic procedures
15. Demonstrate leadership skills

KNOWLEDGE AND SKILLS

Competent and qualified teachers are essential to student teaching. They must know the subjects they teach, know about teaching and learning and the development of skills and dispositions to help students learn. Student teachers must understand how to motivate students, manage classrooms, work and communicate with parents and colleagues, assess learning, and use a variety of teaching strategies (Johnson, Musial, Hall, Gollnick & Dupuis, 2005).

To ensure that undergraduate and graduate student teachers in the School of Education at the University of Mobile are competent, committed, caring, lifelong learners, the student teachers are required to demonstrate knowledge, skills, and competence as follows:

1. Know the subjects they teach
2. Know how to teach their subjects
3. Understand and use a variety of developmentally appropriate, research-based instructional strategies
4. Use and integrate technology to enhance student learning
5. Practice critical thinking and reflective thinking
6. Communicate effectively by using appropriate nonverbal, verbal, and written skills with parents, students, teachers, and others
7. Use formal and informal assessment strategies to improve learning
8. Demonstrate professional and ethical responsibility
9. Understand and respect the diversity of students and all persons
10. Understand growth and development for children and adolescents
11. Demonstrate commitment to the profession and to their students
12. Manage and organize groups of students in a classroom setting
13. Become instructional leaders who demonstrate a variety of skills
14. Make connections between the school, home, family, and community

DISPOSITIONS

Competent teachers care about their students. Competent, caring teachers understand and respect students. Competent, caring teachers create productive learning environments which include safety, effective instruction, classroom order, and motivation. Competent, caring teachers are reflective practitioners who are thoughtful and analytical. Competent, caring teachers communicate effectively with parents, colleagues, and others (Kauchak & Eggen, 2005).

Dispositions are the distinguishing qualities, values, beliefs, behaviors, and professional ethics that define the personality of the School of Education, the faculty, and the undergraduate and graduate student teachers at the University of Mobile.

The following are the dispositions that the faculty members at the University of Mobile consider necessary for faculty and teacher candidates:

1. Be committed to quality teaching which includes good planning, good assessment strategies, and knowledge of content area
2. Be enthusiastic about teaching and learning which includes creative expression, and critical and reflective thinking
3. Be committed to knowing and practicing professional ethics and standards
4. Be lifelong learners which includes research and reflection
5. Value and respect individual differences and personal needs of the students
6. Communicate and encourage high expectations in a democratic school environment
7. Apply faith to the profession
8. Be respectful and responsible of all teaching responsibilities
9. Remember, we are guests in the schools/classrooms

ORGANIZATION AND OPERATIONAL PROCEDURES

The Student Teaching Program at the University of Mobile is organized on a semester basis. **The student teaching assignments are for one semester and student teachers begin on the first day when the P-12 students return in August (or January) for the first day of class.** During this period, the student teacher is assisted through the four levels of the student teaching program: (1) school assignment, (2) on-campus seminar, (3) cooperating school orientation, and (4) independent responsibility. Experiences progress gradually to the exercise of full responsibilities of the teacher for at least twenty (20) days including at least 10 consecutive days. For P-12 programs (Music), the student teaching shall be divided between early childhood/elementary and middle/secondary grades. For Health Education (6-12) and Physical Education (P-12), the internship must be divided as equally as possible across three areas: Elementary Physical Education, Middle/Secondary Physical Education, and Middle/Secondary Health Education.

FIELD EXPERIENCE AND THE INTERNSHIP

The ALSDE code will be followed as stated below (290-3-3-.01(9), 290-3-3-.01(20), and 290-3-3-.01(28), 290-3-3-.03(6)(e)1.(i-iv), 290-3-3-.03(6)(e)2.(i-viii), College and University Requirements):

(9) Clinical Practice. An internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Alabama uses the word internship in lieu of student teaching. 290-3-3-.01(9).

(20) Field Experiences. Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools that are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching that contribute to the understanding and competence of the candidate. 290-3-3-.01(20), 290-3-3-.03(6)(e)1.(i-iv)

(28) Internship. 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. 290-3-3-.01(28), 290-3-3-.03(6)(e)2.(i-viii)

The ALSDE code will be followed as stated below (290-3-3-.03(6)(e)(i-iv) College and University Requirements):

(e) Field Experiences and Internships (Class B, Class A, and Class AA Programs).

1. Field experiences

(i) All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings. If permitted by written EPP policy, 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.

(ii) The majority of field experiences must occur in P-12 schools.

(iii) At least half of the field experiences shall be in the candidate's teaching field or area of instructional support.

(iv) 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), childcare centers and homes, and Head Start programs.]

2. Internships in Class B and Alternative Class A programs. 290-3-3-.03(6)(e)2.(i-viii)

(i) Student Teaching in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the student teacher progressing to the full responsibilities of the teacher. Prior to program completion, a student teacher must teach full-time for at least five consecutive days.

(ii) For student teachers who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

(iii) For student teachers who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education or health education and physical education), student teaching may be divided between the two teaching fields.

(iv) For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, student teaching shall be divided between early childhood/elementary and middle/secondary grades.

(v) For early childhood education and early childhood special education programs, student teaching shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.

(vi) For elementary education or collaborative special education (K-6) programs, student teaching shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

*During the student teaching experience, the University of Mobile School of Education requires student teachers to teach at least 20 solo days with 10 of those 20 days being consecutive solo teaching days.

LEVELS IN THE STUDENT TEACHING PROCESS

School Assignment The assignment of a student teacher is determined cooperatively by the Director of Field Experiences, appropriate representatives of the cooperating school systems, the cooperating principal, the cooperating teacher, and the student teacher. Notification of the student teaching assignment will be sent to the appropriate representative for the school system, the principal, and the cooperating teacher.

On-Campus Seminar Student teaching begins and concludes with seminar sessions on the university campus. Prior to the initial session, the student teachers receive their cooperating school and teacher assignments. The student teacher will contact the principal and cooperating teacher following notification of assignment. A visit to the school site is recommended. Information concerning the student teacher and the Teacher Education Program will be provided for cooperating teachers and principals through this handbook and during an orientation session with the university supervisor. Students also are provided an opportunity to discuss their experiences and exchange ideas as well as participating in discussions dealing with current issues in education.

Cooperating School Orientation During this period the student teacher becomes familiar with the philosophy of the school, the physical facilities, and the daily routine. Upon arrival of the student teacher, the cooperating teacher should provide an opportunity for the student teacher to observe the class and teach for a brief period of time until oriented to the school's policies and procedures.

Independent Responsibility This phase occurs when the cooperating teacher is satisfied that the student teacher is sufficiently oriented to assist the teacher in tasks appropriate to the student teacher's readiness. Assisting, in some manner, generally begins early in the student teaching experience. As the student teacher has indicated readiness for assuming independent responsibility, the cooperating teacher should gradually provide opportunities for the student teacher. Movement through each level is dependent on the cooperating teacher, the student teacher, and the classroom situation. The cooperating teacher should determine the student teacher's readiness to move into this final level.

Acceptable Performance If a student teacher fails to perform at a level deemed satisfactory by the cooperating teacher, university supervisor, or building principal, the student teacher may be removed from the student teaching experience and be required to complete student teaching in a different placement the following semester.

FACULTY/COOPERATING TEACHERS

The ALSDE requires the following standards for selecting faculty 290-3-3-.03(6)(f)1.-5. College and University Requirements:

(f) Faculty Qualifications.

1. Educator preparation provider (EPP) faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.
2. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.
3. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
4. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Office of Children's Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children.
5. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.

FUNCTIONS AND RESPONSIBILITIES OF THE COOPERATING TEACHER

While maintaining a professional demeanor, the cooperating teacher provides an opportunity for growth for the student teacher through observation, assistance, and constructive and positive praise and criticism.

The cooperating teacher:

1. plans for orientation of the student teacher to the classroom and to the school.
2. becomes familiar with the student teaching program and the background of the student teacher.
3. creates an atmosphere of acceptance for the student teacher.
4. introduces the student teacher to classroom routines and instructional procedures.
5. identifies areas of responsibility for the student teacher.
6. provides opportunities for observation in various classes and extra class activities.
7. acquaints the student teacher with required records and record keeping system.
8. schedules conference time for planning, discussion, and evaluation.
9. encourages P-12 students to view the student teacher as a co-worker and teacher rather than a student.
10. provides opportunities for the student teacher to demonstrate initiative and creativity.
11. identifies areas and schedules for actual teaching experiences by the student teacher.
12. guides the student teacher in attainment of cooperatively established objectives.
13. contributes to the feeling of security and professional growth of the student teacher.
14. provides reports and evaluations as requested by the university.
15. provides support during the edTPA process.

FUNCTIONS AND RESPONSIBILITIES OF THE PRINCIPAL

The cooperating principal provides a positive atmosphere for professional development.

The cooperating principal:

1. orients the staff and student body of the school with respect to student teaching.
2. works cooperatively with the school systems and the Director of Field Experiences of the University of Mobile in the recommendation and selection of cooperating teachers.
3. orients the student teachers to the total school program.
4. observes and offers assistance to the student teachers as appropriate.

FUNCTIONS AND RESPONSIBILITIES OF THE STUDENT TEACHER

The student teacher is an ambassador of goodwill representing the University of Mobile during the student teaching experience in a cooperating school. It is essential that the student teacher, as a guest of the cooperating school, place all relationships on a professional basis. An integral part of the student teaching experience is the development of desirable public relations with the administrators, cooperating teacher, staff, students, and community. Good beginnings do not just happen. The student teacher must plan and prepare for anticipated success.

The student teacher:

1. contacts the principal and cooperating teacher upon receiving assignment.
2. becomes familiar with philosophy and policies of the local student system.
3. observes local school and University of Mobile policies and procedures.
4. observes standards of conduct as set forth by professional ethics and local school community.

5. maintains confidentiality of all student information.
6. must be prompt and sign in and out daily in the front office.
7. should have NO absences during student teaching; however, if an emergency occurs, seek approval from the Cooperating Teacher (first) AND the university supervisor
8. participates in extracurricular and professional activities of the cooperating school.
9. learns names of students as rapidly as possible and becomes informed about students.
10. performs such tasks as necessary for the proper functioning of the classroom.
11. prepares adequate lesson plans well in advance of actual teaching and submits plans to cooperating teacher.
12. learns about facilities and resources available in the school and community as they relate to the student teaching assignment.
13. learns how to keep class and school records.
14. becomes acquainted with classroom work for the entire year, not only that which is assigned during student teaching.
15. prepares units, modules, learning activity packets, and other materials for use in the instructional program.
16. utilizes AV materials, computer technology, textbooks, curriculum guides, and other resources in the instructional program.
17. observes methods of handling discipline problems.
18. attends faculty meetings, parent-teacher organization meetings, workshops, and other events teachers normally attend.
19. attends and participates in parent conferences (as invited by the cooperating teacher).
20. takes initiative in seeking assistance from the cooperating teacher and other personnel.

21. assumes only that authority which has been delegated by the cooperating principal and teachers (Remember, the classroom teacher is legally responsible for the class).
22. will be required to complete an edTPA portfolio for official grading.
23. submits reports and materials required in the student teaching syllabus. Materials should be well organized and submitted properly.
24. participates in evaluation of self and the student teaching program.
25. brings completed application for teaching certificate to the final student teaching seminar.
26. observes School of Education dress code which requires male students to be attired in dress slacks, collared shirts tucked in with belts, and appropriate matching shoes. Neckties are preferred but optional. Physical education majors may wear clothing appropriate for physical education activities. Hair length and facial hair must be conservative and neat. Female students will wear dresses, skirts, or dress slacks with blouses, sweaters or jackets (no denim). **NO** jeans of any kind, tight pants, capri pants or leggings will be allowed at any time. Skirt length, hair, make-up, and jewelry will be conservative. Perfume should be used sparingly due to allergies. Professional foot attire is expected. FLIP-FLOPS are **not** appropriate. Special situations should be discussed with the university supervisor (such as wearing jeans to a petting zoo or working in the classroom for workdays).
27. behaves in a professional manner which includes not chewing gum and leaving cell phones in automobile or at home.
28. under no circumstances shall a student teacher engage in physical restraint of a student.
29. in the instance of a school lock down, the student teacher must contact the University Supervisor AND the field experience coordinator immediately.

OUTLINE OF STUDENT TEACHING REQUIREMENTS

While suggestions are offered for the student teacher's activities, the cooperating teacher is in a better position to decide exactly what experiences should be assigned. Suggested student teaching activities include:

I. Orientation and Observation:

- (1) Observing regular class activities: taking notes for later discussion with cooperating teacher, observing methods, materials; and determining or evaluating the effectiveness of teaching.
- (2) Observing classes other than the ones specifically assigned.
- (3) Observing individual pupils: noting individual differences and making profile charts.
- (4) Attending school programs: assemblies, parent-teacher meetings, faculty meetings, athletic events, special programs, etc., and professional meetings.
- (5) Observe classroom management plans/techniques/strategies that encourage positive behavior

II. Participation:

- (1) Completing clerical work: grading papers and recording marks, checking attendance, assisting in making period reports, and duplicating materials of instruction.
- (2) Making a class seating chart and studying the seating arrangement.
- (3) Caring for the physical conditions.
- (4) Supervising seat work (may be actual teaching).

- (5) Preparing and arranging bulletin board displays, room decorations, and display cases or other exhibits.
- (6) Constructing tests or other evaluation devices.
- (7) Presenting a reading, story, descriptive account, or other contribution to class work.
- (8) Outlining a unit or other plan for use in teaching.
- (9) Working with student committee in planning extracurricular activities.
- (10) Assisting with homeroom activities (may be actual teaching).
- (11) Assisting with school publication (may be actual teaching).
- (12) Participating in school programs.
- (13) Assisting with school projects.
- (14) Assisting with civic activities in the community.
- (15) Setting up and putting away supplies and equipment.
- (16) Making and keeping progress charts.
- (17) Assisting with library work.
- (18) Alphabetizing and filing materials.
- (19) Evaluating textbooks and reference books.
- (20) Conferencing with cooperating teachers.
- (21) Incorporating technology with instruction.
- (22) Assist with field day, fitness test (physical education majors), field trips, bus duties, any other activities the cooperating teacher suggest.

III. Actual Teaching:

- (1) Actual instruction: individual instruction and group instruction.
- (2) Planning and presenting demonstrations.
- (3) Assisting students with supplementary projects.
- (4) Planning and teaching a unit or block of class work.
- (5) Video recording lessons taught by the student teacher.
- (6) Integrate appropriate technology.
- (7) Analyze student work and provide academic feedback to students.

The cooperating teacher, in providing the most meaningful experiences for the student teacher, will select the activities and determine the order in which they occur. Activities should permit student teachers to participate in all phases of the professional life of a teacher. **Opportunities for the student teacher to observe in other classes should be provided at the end of the semester.**

EVALUATION

The evaluation of the student teacher involves the student teacher, the cooperating teacher, and the university supervisor. Evaluation forms, provided by the University, are completed by the cooperating teacher and university supervisor. The cooperating teacher and university supervisor are encouraged to give written and oral feedback as needed throughout the full semester of student teaching. The university supervisor formally evaluates each teaching visit with a written observation form, completes the final evaluation form, and assigns the student teaching grade.

Cooperating teachers are encouraged to discuss the formal evaluation by the supervisor with the student teacher and aid them in identifying those areas needing additional attention. The primary channel through which improvement takes place is the self-evaluation that is part of the lesson plan form. Student teachers may best *evaluate themselves* in a supportive, understanding atmosphere provided by the cooperating teacher and university supervisor. The cooperating teacher will have two formal observations to complete: mid-term and final. However, the teacher should give constant feedback including verbal and written.

ALSDE Code 290-3-3-.03(4)(a-c) will be followed as outlined below:

(4) **Program Impact.** The provider demonstrates the impact of its completers instruction on P-12 student learning and development and completer and employer satisfaction with the relevance and effectiveness of preparation.

(a) **Completer Effectiveness.** The provider demonstrates that program completers:

- (i) Effectively contribute to P-12 student-learning growth and
- (ii) Apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

(b) **Satisfaction of Employers.** The provider demonstrates using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

(c) **Satisfaction of Completers.** The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

CERTIFICATION

The following minimum requirements shall be met to qualify for **Class B certification**:

- (a) Satisfactory completion of a state-approved program with at least a 2.75 GPA overall, in the teaching field, and in professional studies. No grade below a “C” will be accepted in professional studies or teaching field courses.
- (b) Students must also pass all appropriate PRAXIS II exams required by the Alabama State Department of Education.
- (c) Earn a passing score on edTPA (cannot graduate or move to Steps (e) or (f) without a passing score for edTPA).
- (d) Submit Certification Application (obtain from UM’s SOE Certification Office)
- (e) Submit Certification Payment Confirmation.

Those seeking Alternative Class A (Alternative Fifth-Year) certification should consult the graduate advisor, the graduate catalog, and/or Teacher Education Handbook.

The following minimum requirements shall be met to qualify for **Class A certification**:

- (a) Satisfactory completion of a state-approved program with at least a 3.25 GPA overall. No grade below a “C” will be accepted in any graduate courses.
- (b) Students must also pass all appropriate PRAXIS II exams required by the Alabama State Department of Education.
- (c) Earn a passing score on edTPA (cannot graduate or move to Steps (e) or (f) without a passing score for edTPA)
- (d) Submit Certification Application (obtain from UM’s SOE Certification Office)
- (e) Submit Certification Payment Confirmation

UNIVERSITY OF MOBILE GUARANTEE

The University of Mobile makes a commitment to its graduates in the field of education. The unit shall provide remediation at no cost to such individuals.

Educator Preparation Provider (EPP) Accountability.

1. Support for program completers. The EPP shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization in Alabama. The EPP shall provide remediation at no cost to such individuals whose performance indicates the need for additional support within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the EPP. Assistance may be requested by the new employee, the employee's principal, or the employing superintendent. In no case, shall the EPP be required to provide remediation for more than the first two years of employment.

APPENDICES

