

TENNESSEE STATE UNIVERSITY
Teacher Education Program

*Competent and Caring Facilitators of Learning,
Committed to Diversity and Success for All*



TEACHER EDUCATION HANDBOOK

COLLEGE of EDUCATION
OFFICE OF TEACHER EDUCATION AND STUDENT SERVICES

112 Clay Hall
3500 John Merritt Boulevard
Nashville, TN 37209
(615) 963-5467

Spring/Fall 2012

Table of Contents

Acknowledgements	3
Preface	4
Dedication	5
Code of Ethics, NEA	6
TSU Overview	8
Teacher Education Program Overview	9
<u>Teacher Education Unit Overview</u>	9
<u>The TSU Assessment System</u>	9
<u>Areas of Performance: Assessments of Competence</u>	10
Professional Dispositions Expected of All Teacher Candidates	12
Teacher Education Unit Theme	13
Pre-Clinical Components of Program	14
<u>Secondary (7-12) Overview</u>	16
<u>Elementary (K-6) and Early Childhood (PK-3) Overview</u>	17
The Clinical Semester: Enhanced Student Teaching	20
<u>Levels of Performance Overview</u>	20
<u>The Clinical Semester: Individual Responsibilities</u>	21
<i>The Assistant Dean for Teacher Education</i>	21
<i>The School Principal</i>	21
<i>The University Supervisor</i>	21
<i>The Cooperating Teacher</i>	22
<i>The Student Teacher</i>	24
Policies and Procedures for Student Teaching	26
<u>Attendance and School Schedule; Absences and Holidays</u>	26
<u>Student Discipline</u>	27
<u>Personal Appearance</u>	28
<u>Instructional Planning</u>	28
<u>Substitute Teaching;</u>	28
<u>Additional Coursework and Employment</u>	29
<u>Liability Insurance</u>	29
<u>Criminal Background Check</u>	30
Disciplinary Actions: Dismissal from Teacher Education/ Student Teaching	31
Accountability and Performance Assessment	32
<u>Clinical Practice Seminar</u>	32
<u>Performance Assessment Procedures</u>	32
Student Teacher Self Evaluation	32
University Supervisor	32
Cooperating Teacher	33
<u>Course Grade</u>	32
Suggestion Sequential Plan for Student Teaching	34
Co-teaching	37
A Teacher's Model For Co-teaching	39
Co-teaching Types and Instances	40
TSU Assessment Forms and Procedures Overview	42

<u>Checklists for Certification and Graduation</u>	43
<u>Disposition Deficiency Remediation Form</u>	45
<u>Field Experience request Form (faculty use)</u>	46
<u>Field Experience Emergency Contact Form</u>	47
<u>Teacher Performance Observation Evaluation Form #1,4</u>	48
<u>Teacher Performance Observation Evaluation Form #2,5</u>	49
<u>Teacher Performance Observation Evaluation Form #3,6</u>	50
<u>Student Teacher Summative Evaluation Form (TEAM)</u>	51
<u>Lesson Plan Rubric</u>	53
<u>Lesson Plan Frame (full prompts)</u>	56
<u>Lesson Plan Form 4B (abbreviated prompts)</u>	61
<u>Application for Admission To Teacher Education</u>	66
<u>Application for Admission to Student Teaching</u>	74

ACKNOWLEDGEMENTS

The preparation of this handbook has been a collaborative contribution of faculty and administrators in the Colleges and Schools of Education, Arts and Sciences, Agricultural and Consumer Sciences, Metro Davidson County Public Schools, Sumner County Schools, graduate assistants, and administrative staff.

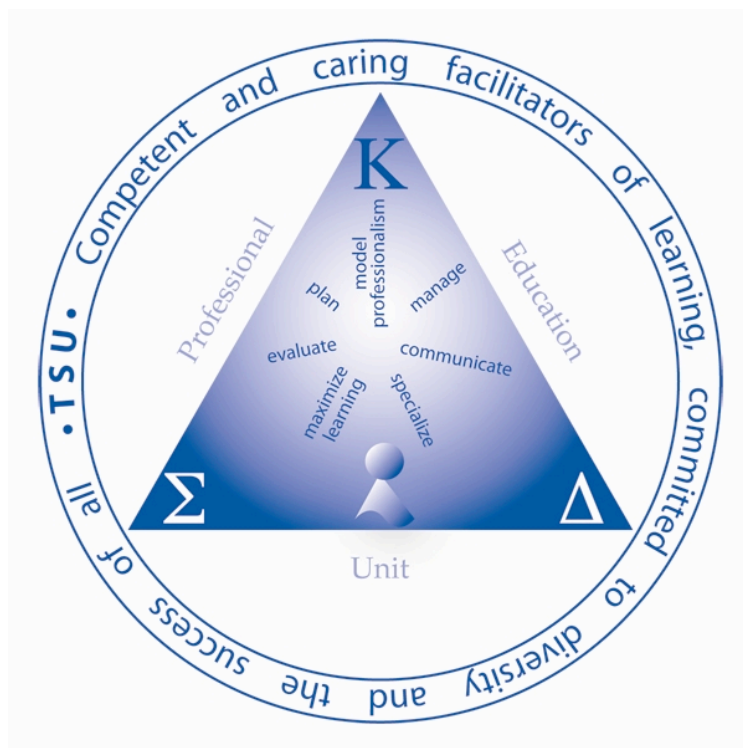
The first edition was prepared by Drs. Fannie Cathey, Mary B. Dunn, and Dean Roberts. A revised edition was prepared by Carol Stice, Robert Emans, James Head, Gearldean Johnson, Catana Starks, Katie White, Ada Willoughby, Herman Beasley, Leslie Drummond, Ruby Martin, Shirley Neal, Fannie Cathey, Mr. William Cummings, Ms. Rosetta Pride (Graduate Intern) and (Metro Public Schools) Mrs. Ann Black, Belinda Jackson, Kathleen Mance, Sharon Nichols, Bobbie Williams, and Mr. Paul Bass, Melvin Bell, Leroy Lyle, and Michael Morgan. Bill Johnson, Assistant Dean for Teacher Education and Student Services, revised the current edition.

PREFACE

The faculty of the teacher education unit at Tennessee State University believes that prospective teachers should have exposure to children in educational settings throughout their professional education. As a result, in the freshman year, and each year thereafter, candidates are assigned field-based observational and/or participation experiences in the public schools that culminate in a fifteen-week enhanced student teaching requirement. The process is designed so that teacher candidates will gain the requisite knowledge, skills, and dispositions necessary for them to succeed as professional educators.

This handbook is prepared for student teachers, university supervisors, cooperating teachers, and principals so these experiences can be effectuated more efficiently. It sets forth defined responsibilities and expectations. Individuals enrolled in student teaching agree to abide by the policies and procedures set forth in this Handbook.

Dr. Peter Millet, Dean and Unit Head
The College of Education
Tennessee State University



DEDICATION

Tennessee State University recognizes the commitment, support and encouragement given to its candidates by cooperating teachers, principals, and supervisory personnel. Cooperating teachers are key professionals in the training of preservice teachers. You are the models for learning how to teach effectively.

We are grateful for your assistance in this culminating clinical experience...enhanced student teaching.

Thank You.



CODE OF ETHICS OF THE EDUCATION PROFESSION,
Adopted by 1975 Representative Assembly,
National Education Association

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The **Code of Ethics of the Education Profession** indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and / or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I – Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator

1. Shall not unreasonably restrain the student from the independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family social or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nations and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the professions by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the professions of a person known to be unqualified in respect to character, education or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decision or actions.

Tennessee State University, an 1890 land grant institution, is a major urban and comprehensive university governed by the Tennessee Board of Regents. This unique combination of characteristics—land grant, urban, and comprehensive—differentiates the university from all others in the State and distinctively shapes its instructional, research, and public service programs. Tennessee State University also enjoys a rich heritage as one of the nation’s largest Historically Black (HBCU) institutions. In carrying out its diverse mission, the University serves the City of Nashville and Middle Tennessee, the State, the nation and the international community.

As an 1890 land grant institution, Tennessee State University provides instructional programs, statewide cooperative extension services, cooperative agricultural research, and food and agricultural programs of an international dimension.

As a comprehensive institution, Tennessee State University provides programming in agricultural, allied health, arts and sciences, business, education, engineering and technology, home economics, human services, nursing, and public administration. The institution is broadly comprehensive at the baccalaureate and master’s level. While doctoral programs are focused in education, biology and public administration, future doctoral programs will continue to address the needs of an urban population.

As a major urban institution located in the capital city, Tennessee State University provides both degree and non-degree programs (day, evening, weekend, and off-campus sites) that are appropriate and accessible to a working urban population. To address the needs health care throughout Middle Tennessee, Tennessee State University offers a limited number of associate degree programs in nursing and allied health. To address the needs in government, business, and industry, the University seeks to embody distinct excellence by providing the state’s most comprehensive programming in public administration, through the doctoral level as well as in business administration and engineering through the master’s level; in these areas the University emulates those institutions in other capital cities that have traditionally served a primary resources to state and local governments and provided resources to the private sector.

The University supports an athletic program, which reflects a commitment to candidates’ overall development; the University also promotes positive and life-long learning, scholarly inquiry and a commitment to the services to others. It serves a diverse population of candidates: traditional, nontraditional, commuter, residential, undergraduate, graduate, and non-degree, full-time, and part-time. In doing so, it seeks to develop the talents of its candidates including those with special academic talents as well as those who have educational, cultural, environmental, or socioeconomic constraints. The University is committed to providing educational opportunities to all qualified individuals regardless of age, sex, color, race, religion, national origin, disability, or other non-merit reason.

OVERVIEW OF THE TEACHER EDUCATION PROGRAM

Eight Colleges exist within the University structure. The College of Education (COE) offers professional education courses and field experiences for pre-service and in-service elementary, middle school, and secondary teachers, counselors, supervisors, and administrators. The professional education component provided by the COE considers both practical and axiomatic knowledge while developing the competencies and confidence necessary for success as a professional educator. All courses, including field experiences, are guided by the Conceptual Framework. The general learning outcomes and the organized theme provide a structure for planning the courses, field experiences and clinical experiences.

Teacher Education Unit Theme and Learning Outcomes

The teacher education “unit” at Tennessee State University is bigger than the College of Education because academic majors that lead to licensure are offered through the College of Arts and Sciences, the College of Health Sciences, the School of Agriculture and Consumer Sciences, as well as the College of Education. The overarching theme of the teacher education unit is

*“Competent and Caring Facilitators of Learning,
Committed to Diversity and Success for All”*

The breadth and depth of this theme are fleshed out in the unit’s “conceptual framework,” which is available on the College of Education website (<http://www.tnstate.edu/coe>). Guided by this theme, the conceptual framework, and associated learning outcomes, faculty in the various TSU colleges, schools, and departments that offer majors leading to teaching licenses have developed courses and experiences that produce graduates who are well-prepared for success in Tennessee schools.

The TSU Assessment System

The Assessment System collects and analyzes data on applicants’ qualifications, candidates’ and graduates’ performance, and unit operations. The purpose of the assessment system is to examine the extent to which candidates are “competent, caring, facilitators of learning committed to diversity and the success of all.” The assessments measure the extent to which candidates demonstrate that they are competent in seven established Areas of Performance—that they can *plan, maximize learning, evaluate, manage, model professionalism, communicate, and specialize*. Secondly, the system is intended to evaluate and improve the performance of candidates, the professional education programs, and the unit. In order to evaluate the candidates’ performance, data are collected and analyzed at four transition points.

For initial licensure, the *first transition point (I)* is **Admission to the Professional Education Program**. At that point, the applicant’s grade point average and Praxis I scores (or ACT/SAT or GRE /MAT scores) are assessed. Also, writing skills are examined and, through an interview process, verbal skills and dispositional tendencies

are examined. Additionally, evidence must show that an autobiographical and philosophy of education statements are submitted. Two dispositional reviews, including a recommendation from the program advisor, and a criminal background investigation are also required for admission.

At the *second transition point (II)*, **Admission to Clinical Practice (Student Teaching)**, the candidate's grade point average and passing scores for all required Praxis II licensure exams, dispositional tendencies, school-placement demographics, and developing competencies through Key Assignments in selected Areas of Performance are examined. An advisor's review of academic performance and an interview also affirm readiness to begin clinical practice.

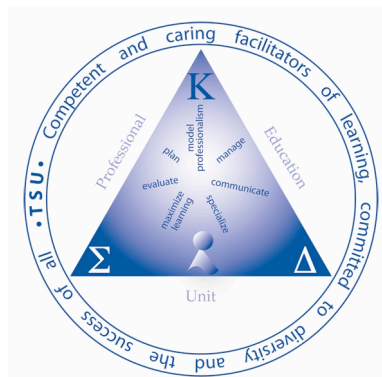
At the *third transition point (III)*, **Completion of Clinical Practice**, competencies are examined in the seven Areas of Performance through Key Assessments by the clinical supervisor and cooperating teachers. Recommendations from the clinical supervisor and cooperating teachers affirm successful completion of clinical practice. An exit interview based on an informal review of the student's portfolio provides information about program effectiveness and unit operations.

At the *fourth transition point (IV)*, **Program Completion**, the candidate's completion of all program coursework and Praxis II licensure exams is verified. An exit survey provides information about program effectiveness and unit operations.

At the *fifth transition point (V)*, **Post Completion**, follow-up surveys of completers and employers are conducted with a focus on program effectiveness and unit operations.

Areas of Performance: Formative and Summative Assessments of Competence

The Tennessee State University Conceptual Framework provides the research-based theoretical foundation upon which all licensure programs are based. The overarching theme of the teacher education unit is "*Competent and Caring Facilitators of Learning, Committed to Diversity and Success for All.*" Consistent with this theme, professional knowledge, skills, and dispositions have been identified in seven Areas of Performance, noted below with Indicators and specific performance criteria for each performance area.



Formative and summative assessments of candidate knowledge, skills, and dispositions are implemented in all programs in seven *Areas of Performance* – **Plan, Maximize Learning, Evaluate, Manage, Model Professionalism, Communicate, and Specialize**. Formative "*program assessments*" are implemented prior to clinical practice

in all programs in all seven-performance areas. Some *program assessments* in designated pre-clinical professional education courses (including “methods courses” in the academic major) are identified as formative “*Key Assignments*;” These *pre-assessments* yield formative performance data in selected performance areas. “*Key Assessments*” are rubric-based summative assessments, which occur at the end of each program of study during clinical practice.

Formative *program assessments* and *pre-assessments* are typically administered by course instructors. Typically, *program assessments* and *pre-assessments* are based on a single *Performance Area*, whereas the summative *Key Assessments* measure candidate performance in all seven areas of performance.

As the candidate transitions from the first placement during clinical practice, a *Professional Growth Plan* is completed by the candidate on performance *Indicators* scored “Unacceptable” or “Developing” A minimum of two assessors are required to evaluate the candidate’s performance on the summative *Key Assessments* during clinical practice. Candidates may repeat a particular clinical course, comprehensive exam, or exit/culminating project associated with *Key Assessments* a maximum of two times. A third failure shall result in dismissal from the professional education program. Obtaining a passing grade in the associated clinical course, or passing score on comprehensive exams or exit/culminating projects requires that candidates demonstrate proficiencies on the *Key Assessments*. Because the *Key Assessments* occur at transition points three (3) and four (4), success on *Key Assessments* is required for successful program completion. The *Key Assessments* are entered in to the electronic container system by candidates and assessed in the system by evaluators, yielding performance data used by unit and program personnel for program and unit evaluation and improvement. Candidates may appeal the results of the *Key Assessments*, following the established TSU protocol for a grade appeals.

Professional Dispositions Expected of All Teacher Candidates

Teacher candidates at the Tennessee State University are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective teachers.

The candidate shows a disposition toward and commitment to each of the following:

1. Adheres to ethical standards governing the profession (e.g. avoids all forms of academic dishonesty)
2. Protects students from conditions harmful to their mental and physical health
3. Provides quality education to **all** students
4. Dresses appropriately for the situation (i.e. wears appropriate attire for teachers when working in or observing in schools)
5. Is consistent in attendance and punctuality (i.e. completes assigned tasks on time, follows directions and follows through on commitments)
6. Is consistent in attendance and punctuality (i.e. adheres to University Attendance Policies)
7. Demonstrates respect (in speech and action) for self and others
8. Works cooperatively with parents, peers, faculty, school personnel and other professionals to promote the education and well-being of **all** students
9. Is a thoughtful and responsive listener who values the many ways in which people seek to communicate and encourages various modes of communication in the classroom
10. Values human diversity and shows respect for all students' talents and perspectives
11. Communicates expectations that all children can learn at high levels and persists in helping all children achieve their potential
12. Values all aspects of a child's experiences and uses students' strengths as a basis for growth, and their errors as an opportunity for learning
13. Establishes a positive climate in the classroom that helps to foster all aspects of a child's well-being (e.g. cognitive, emotional, social and physical)
14. Encourages critical thinking and self-directed learning
15. Uses reflection and assessment to facilitate learning as an ongoing process

I understand that I must adequately and consistently demonstrate these dispositions in order to maintain my good standing in the teacher preparation program at the Tennessee State University.

Signed _____ SSN _____

First _____ M I _____ Last _____ Date _____

TEACHER EDUCATION UNIT THEME

Competent and Caring Facilitators of Learning. . .

The goals of the TSU teacher education program at both initial and advanced levels are to prepare teachers who are: a) **competent**, i.e., knowledgeable in a wide variety of areas in general and in their own subject matter in particular, as well as effective with their students, and b) **caring**, i.e., individuals whose values are well defined and evident in their treatment of others, their care for the world around them, and the care with which they support the intellectual, emotional, and spiritual lives of the learners with whom they work. Teachers provide for many if not most students their only model of what it means to be an educated person. Therefore, teachers need a broad curriculum closely connected to the essentials of life and to their own personal interests. This in turn enables them to provide an **INTELLECTUAL** approach to the legitimate educational needs and questions of the students in their care.

Teachers express an ethic of caring through caring thoughtfulness. To care as a teacher is to be ethically bound to understand one's student. When a caring teacher asks a question in class and a student responds, she receives not just the response but the student. What he says matters, whether it is right or wrong, and she probes gently for clarification, interpretation, and contribution.

Noddings, N, (1992). The Challenge to Care in Schools. NY: Teachers College Press

Teachers who are **facilitators of learning** create classroom environments that make learning as safe and accessible as possible for all students. As facilitators, teachers focus on integrating subject matter and on learning in social contexts. They focus on creating a classroom curriculum that emphasizes direct experience, active learning, learner inquiry and individual interests in multiple modes of self-expression, collaborative experiences, and independent achievement. They develop programs where the teacher becomes less of a transmitter of information and more of a manager of information resources; print, technological, and human. Facilitators of learning help learners achieve their own goals and their own potential.

Committed to Diversity and Success for All . . .

Our goal is also to enable teachers to respond to the **educational needs of diverse groups** by planning and delivering a culturally responsive curriculum and using instructional methods that are based on knowledge about how culture influences cognitive learning styles and social interactions. Therefore, our teacher education program involves:

- a) teaching about cultural groups, most of which are represented in the rural and urban communities in which the candidates will teach,
- b) sharing theory and research findings concerning these selected groups, and
- c) involving both pre-service and in-service teachers in processes and procedures that enable them to see for themselves and with different eyes the learning and the strengths of various cultural groups of students.

THE SEMESTER (or TWO) PRIOR TO THE CLINICAL SEMESTER

The semester prior to the clinical (student teaching) semester begins with applying for approval to student teaching. As part of the University's retention requirements in the Teacher Education Program, each candidate must be formally admitted to clinical practice (student teaching).

(See Undergraduate Catalog, 2011-2013)

To be considered for student teaching, you must:

1. meet all teacher education requirements to date;
2. apply for student teaching through your advisor, submit your application and supporting materials to the Assistant Dean of Teacher Education and Student Services during the semester prior to the clinical (student teaching) semester; **(see Time Line and application deadlines, as well as the application for Admission to Student Teaching at <http://www.tnstate.edu/coe>).**
2. maintain a cumulative GPA of 2.75 or better;
3. complete the prescribed prerequisite education courses and all courses in one's area of specialization (academic major) with a grade of "C" or better in all courses;
4. submit passing scores for ALL required PRAXIS II licensure exams.
5. exhibit personal, social and emotional characteristics (dispositions) essential to becoming an effective teacher;
6. complete a structured clinical interview; and
7. demonstrate readiness for clinical practice by:
 - a. providing evidence of competence in using electronic software to access unit and program standards and assessment rubrics so that documentation of performance may be accomplished during clinical practice; and
 - b. submitting documentation from health center/physician certifying that you are free from communicable diseases, documentation of current professional liability insurance, and documentation of a clear criminal background check.

All candidates are limited to a maximum of twelve **(12)** semester hours: nine **(9)** in student teaching and three **(3)** in educational seminar during the semester in which they do student teaching. Placement duration will consist of no less than 15 weeks (75 days) of student teaching experience. Candidates who earn a grade of “**C**” or “**D**” in student teaching may graduate from the University but will not be recommended for certification.

NOTE: A candidate must complete a minimum of six **(6)** approved semester hours of coursework in residence at Tennessee State University prior to student teaching/practicum regardless of her/his previous studies. The Assistant Dean of Teacher Education and Student Services must approve the courses of transferring candidates affected by this policy.

The enhanced student teaching experience is the culminating component of the extended residency (year-long) program. The extended residency program is comprised of two semesters of residency (clinical field experience activities) and requires a minimum of two levels of placements. Typically, **Elementary Education (K-6) and Early Childhood (Pk-3)** are placed the early elementary (PK-3) level and at the upper elementary (4-6) level. The **All levels (K-12) teacher candidates - Special Education, Physical Education, Health and Wellness, Music, and Art** experience three levels of placement at the elementary (K-6), middle school (6-8), and high school (9-12) levels. The **Secondary (7-12) teacher candidates -Agriculture, Science, English, Family and Consumer Sciences, World Languages, History, Government, and Mathematics**, typically engage in two levels of placements at the high school (9-12) and at the middle school (6-8) level.

Interdisciplinary method courses in humanities, language arts, science and mathematics for elementary and secondary schools address general teaching methods and provide opportunities for developing skills in planning and instructional strategies prior to the clinical (Residency 2) semester. In-school observation and participation (levels I, II and III) with teachers and learners are key components of the methods courses, providing both a “real-world” dimension to the study of methods and a gradual immersion into the culture of the classroom. Preservice teachers will be expected to work with an individual and/or groups of learners in approved events and experiences.

During this “pre-clinical” (Residency 1) semester, candidates are sometimes placed with the classroom teachers who will serve as their cooperating teacher during the following clinical semester. The program is structured in such a way that a gradually more responsible sequence of observation and participation experiences in anticipated student teaching sites during the methods semester leads naturally into the clinical semester.

The following objectives serve as a guide for observation and participation activities during the clinical semester:

1. To become acquainted with the cooperating teacher and candidates.

2. To become familiar with classroom procedures, school policy, duties and responsibilities of the cooperating teacher, spend from one full day or at least one half-day with each cooperating teacher, etc.
3. To participate in individual and small group instruction.
4. To assist the classroom teacher in grading papers, bus duty, hall duty, cafeteria duty, etc.
5. To begin dialogue relative to context for learning, lesson and unit plans for student teaching experience.
6. To participate in classroom-based activities involving students' parents and/or family members (parent conferences, open house, etc.)
7. To attend selected school-wide functions (PTA/PTO events, faculty meetings, in-service activities, sports events, etc.)
8. To maintain a reflective journal of observation/participation and organize evidence of performance in relation to the seven Areas of Performance.

(See <http://www.tnstate.edu/coe> for **Observation Guidelines and examples of observation/participation Activities**)

Student teachers report to their first assignment once fully registered at the university. A sample of a typical student teacher calendar, for each semester, has been included. See Calendar at <http://www.tnstate.edu/coe> .

SECONDARY (7-12) CERTIFICATION

Secondary candidates take EDRD 4910, (Reading and Study in Secondary Schools), and xxxx 3710 (Methods of Teaching course) from their respective subject area specialties. These courses should be taken the semester before student teaching (Residency 1) and each course contains observation/participation field experiences component.

Field Experiences for **EDRD 4910**, Reading and Study in Secondary Schools, might include:

- a) Observing the study methods and techniques used by classroom teachers in your particular discipline.
- b) Interviewing several high school teachers to determine what study methods and techniques they are familiar with, ones they like and employ themselves, and their interest in learning new techniques, and if they are interested in learning other techniques that work.
- c) Preparing a lesson designed to teach one metacognitive learning approach or study techniques to a group of candidates. Try it out, document how it went and determine what you would do differently next time.

- d) Developing a lesson designed to enhance critical thinking and problem solving. Assess the results and share.
- e) Determining the effective uses of computer technology in the classroom you are observing.

xxxx 3710, Identify Methods of Teaching by discipline. For example, the Department of Biological Sciences in the College of Arts and Sciences, offers BIO or CHEM 3710. This science methods course includes, but is not necessarily limited to, the following observation/participation field experiences:

- a) Describing how the science teacher plans for and carries out daily instructional plans.
- b) Describing how the teacher evaluates candidates and how evaluation affects planning.
- c) Describing the daily schedule, classroom management techniques, and how the teacher has created a positive learning environment for science.
- d) Becoming acquainted with materials, resources, equipment and other support available in the school and community used to teach science.
- e) Observing and recording the routine, non-teaching duties of the classroom teacher.
- f) Identifying and documenting techniques used by classroom teachers or maintaining discipline and control.
- g) Becoming familiar with, and describing in writing, laboratory facilities, space, equipment, work rooms, rules and directions, etc., and assisting classroom teacher in laboratory events whenever possible.
- h) Following one of the lesson plans provided or the lesson format used by the classroom teacher, plan and deliver a lesson. Document and evaluate your attempt. Determine what went well and what you would do differently next time.

ELEMENTARY (K-6) AND EARLY CHILDHOOD (PreK-3) CERTIFICATION

The elementary licensure program options require that candidates take several methods courses with co-requisite field study courses (EDCI 3500 and EDRD 3500 with EDCI 2200 and EDCI 4500 and EDRD 4500 with EDCI 4620). These courses present integrated teaching methods appropriate to the elementary classroom (K-6). Extensive supervised and evaluated field experiences complement these courses.

Licensure for elementary schools also includes other programs and courses. For example, candidates interested in Music, Art, Health, or Physical Education are licensed K-12, which include the elementary grades. In addition, the licensure program that emphasizes early childhood education (PreK-Grade 3) includes all the courses noted above for elementary teachers as well as a methods and materials course for Prekindergarten and Kindergarten. These certification areas also include observation and participation experiences in the elementary grades.

Field experiences in **EDCI 2200** (for **EDCI 3500/ECRD 3500**) might include:

- a. Observing and describing instances when you see the teacher in various roles: teacher as planner; researcher; co-learner; organizer; information giver; resource; friend, etc.
- b. Observing and documenting how the teacher organizes for various disciplines under investigation: integrates or separates.
- c. Selecting one candidate who is having some difficulty and planning with the classroom teacher an evaluation and lesson or series of lessons designed to help that particular learner. Document and assess the success of your learner and you.
- d. Using one of the lesson plans provided or one the classroom teacher requires, plan and deliver a lesson to a small group of learners in one of the areas of the language arts or social studies.
- e. Determining how computer technology is applied in this classroom.
- f. Determining how issues of inclusions and the multicultural nature of the classroom are accommodated by the materials and the teacher.
- g. Describing the general instructional methods utilized in this classroom, determine how this teacher approaches developing learner problem solving abilities and critical thinking.
- h. Determining how the teacher communicates with parents, supervisors, and other interested persons.
- i. Keeping a teaching/observation log of all your experiences and your reflections/reactions to these experiences.

Field experiences for **EDCI 4620** (for **EDCI 4500/ECRD 4500**) might include:

- a. Observing and describing instances when you see the teacher in various Roles: teacher as planner; researcher; co-learner; organizer; information giver; resource; friend; cheerleader, etc.

- b. Observing and documenting how the teacher organizes for the two disciplines under investigation: integrates or separates.
- c. Selecting one student who is having some difficulty and planning with the classroom teacher an evaluation and lesson or series of lessons designed to help that particular learner. Document and assess how successful you were.
- d. Using one of the lesson plans provided or one the classroom teacher requires, plan and deliver a lesson to a small group of learners in math — in science.
- e. Determining how the teacher employs computer technology in the classroom.
- f. Keeping a teaching/observation log of all your experiences and your reflections/reactions to these experiences.

Field experiences for **ECFS 3610**, Early Childhood Curriculum, might include:

- a. Assisting the classroom teacher in a variety of ways.
- b. Analyzing the instructional methods and materials in the classroom.
- c. Identifying the teacher's philosophy and determining how that philosophy influences instructional practices, assessment decisions, interactions with learners, and classroom organization.
- d. Examining the relationship among time, space and resources in this classroom.
- e. Examining assessment instruments and recording practices employed by the cooperating teacher.
- f. Determining how the teacher integrates or separates subject areas in this classroom.
- g. Keeping a teaching/reflective journal that records your experiences in the classroom and your thoughts, feelings, questions and concerns.

THE CLINICAL SEMESTER, “ENHANCED STUDENT TEACHING”
Tennessee State University
Field Experience/Clinical Practice Levels

Field Experiences and *Clinical Experiences* at Tennessee State University are designed based upon a four-tiered scheme, as shown below. This scheme applies to *all* programs, undergraduate, post-baccalaureate, and graduate (advanced). Course instructors are expected to identify in course syllabi the experience level(s) for all school-based activities or community-based service learning activities.

Consistent with this scheme, student teaching (Residency 2) is a “Level IV” clinical experience, but likely includes some activities described at previous levels (I, II, III) during the beginning and ending days/weeks of each student teaching placement.

Level I	Level II	Level III	Level IV Clinical
<i>Focused observations</i> for which candidates are <i>not</i> expected to prepare in advance	<i>Teacher-directed experiences</i> in school/classrooms (or service learning settings) for which candidates are <i>not</i> expected to prepare in advance	<i>Pre-planned</i> activities with P-12 students, supervised and evaluated by TSU faculty and/or partner school personnel	<i>Student Teaching, Internships, or Practica</i> —supervised by TSU supervisor and classroom teachers, school administrators, or specialists
Assessments: Dispositions reports and assessment rubric(s) for candidate journals or reports	Assessments: Dispositions reports and assessment rubric(s) for candidate journals or reports	Assessments: Dispositions reports and assessments by TSU faculty and/or classrooms teachers	Assessments: Dispositions reports and assessments by TSU supervisor and partner school personnel
Examples: Observations in introductory/foundations courses; initial orientation visits to school or classroom in methods courses; first days of clinical practice; attending school board meeting or open house; shadowing	Examples: Preparing bulletin boards; grading papers; recording grades; reading to students; taking attendance; monitoring students in bathroom/lunch room/playground/study hall; tutoring; guided practice, etc.	Examples: Instructing small groups, teaching mini-lessons, assessing individual or small group performance; differentiated instruction for individual or small group	Examples: Instructing small groups, teaching mini-lessons, assessing individual or small group performance; differentiated instruction for individual or small group; whole group instruction

The Clinical Semester (Residency 2) (Level IV)

Individual responsibilities for all personnel involved in the clinical semester are described below.

Assistant Dean for Teacher Education and Student Services

Placement of candidates for field experiences is a collaborative effort between the Office of Teacher Education and Student Services, University Instructors, Principals and the appropriate officials designated by each school system. Placement requests involving public school settings are made through the Office of Student Services and Teacher Education. Local school systems provide lists of approved schools and teachers. Building principals have the final word in selecting teachers who meet the qualifications for serving as cooperating teachers for both field experiences and student teaching placements. A final list of all placements are compiled and submitted to the appropriate local school system designee. For each school site placement, the principal is forwarded a copy of the official placement and specifics regarding the field experience. The Assistant Dean for Teacher Education and Student Services, the Field Experience Coordinator, and the TESS office Administrative Assistant, facilitate and monitor all aspects of the clinical (Residency 2) semester.

The School Principal

The principal (or designee) works closely with the Field Experience Coordinator and/or Assistant Dean for Teacher Education and school system officials in the placement of student teachers. He/She selects and names teachers who meet the qualifications for participation in the program and who have signed a letter of intent to participate. A list is compiled and forwarded to the appropriate official at the central office (school board). In many cases the principal interprets school policies to student teachers and plans for their participation in faculty meetings and other in-service training. In some cases the principal conducts an orientation session for all student teachers in his/her building.

Principals are asked to observe, evaluate, and provide feedback to the student teachers. Some principals use the first year evaluation form for beginning teachers to evaluate student teachers. In some instances, the principal will write a letter of evaluation/recommendation for the student teacher. This letter becomes a part of the candidate's evaluation package.

The University Supervisor

The role of the University Supervisor is a critical component in the student teaching process. The role is primarily one of mentoring the Teacher Candidate, supporting the Cooperating Teacher, and building the Professional Learning Team. The University Supervisor will serve as a liaison between the College of Education and the public school system. In addition, The University Supervisor will assume an active role in placement, orientation, seminars, communication, evaluation, and recommendation. At all times the University Supervisor is to portray the message that Tennessee State University supports co-teaching as the framework for student teaching.

Observations, Visits and Evaluation

Initial Visit

The University Supervisor will visit the Cooperating Teacher and the Teacher Candidate during the first week of the Teacher Candidate's tenure in the school. During this visit, the University Supervisor shall conference with the Teacher Candidate and the Cooperating Teacher, addressing expectations and responsibilities of both parties. This purpose can be accomplished together with the Teacher Candidate or separately. It is suggested that the supervisor schedule this visit. Two goals should be accomplished during this visit:

1. Initiating a sense of collegiality and teamwork; including but not limited to the co-teaching methods and strategies outlined within the program.
2. The following five basic strategies of co-teaching should be addressed:
 - One Teach, One Support
 - Parallel Teaching
 - Alternate Teaching
 - Station Teaching
 - Team Teaching
3. Creating an understanding of student teaching requirements and expectations, along with the role that each person plays in creating a successful student teaching experience.

Formal Observations

University Supervisors must complete a minimum of six formal observations. Additional observations and/or conferences will be completed if needed for any reason. Formal observations may be announced or unannounced; however, it is wise to consult the weekly schedule provided by the Teacher Candidate as well as the school calendar to avoid school conflicts. The following areas should be addressed during each visit.

1. Review written lesson plan(s).
2. Observe a complete lesson and complete Observation Visit Report form including required signatures.
3. Email a copy of the Observation Visit Report form to the Teacher Candidate and to the Cooperating Teacher. Save the Observation Visit Report form as an electronic document.
4. Conference with the Teacher Candidate and Cooperating Teacher, together or independently.

Conference with the Teacher Candidate

Conferencing with the Teacher Candidate should be an aspect of each visit. The following areas should be addressed:

1. University Supervisor feedback on the lesson observed
2. Teacher Candidate reflection on the teaching that occurred
3. Thoughtful response to the ideas generated by the Teacher Candidate
4. Review of lesson plans
5. Constructive feedback in regard to the lesson observed.
6. Review and give constructive feedback on progress of Professional Development Plan (PDP) and Teacher Performance Assessment (TPA)
7. Focus on affirmations, suggestions, and areas of consideration for improvement. The University Supervisor may also want to include materials that have been read or situations that have been observed that could encourage the Teacher Candidate's development and expertise.
8. Answer questions the Teacher Candidate considers to be important

The Cooperating Teacher

It is the goal of student teaching to provide an authentic teaching experience in a supportive environment under the guidance of university and public school professionals. The role of a

Cooperating Teacher is a critical factor in the successful student teaching experience. Research indicates that the Cooperating Teacher influences the aspiring teacher's growth and development long after student teaching has ended. The degree to which the Cooperating Teacher is willing to share the commitment to the profession, knowledge and teaching skills is a major determinant of success. Based on the assumption that good communities of practice offer the best context for learning to be a teacher, we seek Cooperating Teachers with the following credentials:

Professional qualifications of the Cooperating Teacher

1. Teaching licensure appropriate to the Teacher Candidate's areas of licensure preparation
2. Three or more years of successful teaching experience
3. Commitment to using a wide variety of teaching methods, techniques, and materials
4. Ability to effectively communicate knowledge and experience and to offer the Teacher Candidate ongoing constructive feedback
5. Commitment to co-teaching as an appropriate method for induction of Teacher Candidates

Personal qualifications of the Cooperating Teacher

1. Expressed desire to work with Teacher Candidates
2. Regard for student teaching as a professional experience, not as a release from duties
3. Collegial working relationship with the school faculty and administration
4. Acceptance of Teacher Candidates as co-workers
5. Understanding of the personal and professional development of beginning teachers and possible related problems
6. Good physical and emotional health
7. Commitment to the teaching profession
8. Effective use of Standard English
9. Caring and effective classroom management
10. Willingness to assume school responsibilities beyond teaching
11. Honesty and tactfulness in supervision

Expectations of the Cooperating Teacher

1. Collaborate with the Teacher Candidate in regard to various co-teaching methods to be used during key instructional times in the classroom. Research based co-teaching strategies include the following.
 - One teach, one support
 - Parallel teaching
 - Alternate teaching
 - Station teaching
 - Team teaching
2. Provide access to curriculum guides and the Tennessee Standard Course of Study.
3. Explain school policy, management, fire, tornado, and lock-down drills, discipline, and controversial community problems. Support the Teacher Candidate in such matters.
4. Model creation, teaching, and assessment of lessons.
5. Provide feedback on a regular basis.
6. Help the teacher candidate develop plans for a unit of instruction over which he/she will serve as lead teacher.
7. Discuss how to formulate long-range goals and plans for an entire semester or school year focusing on curriculum areas and skill development.
8. Plan daily for the next day. At the beginning of each day, review the day's schedule. Be

- sure the Teacher Candidate knows what he or she is to do that day. Duplicate the plans so that each individual's responsibility is clearly understood.
9. Share resources for the Teacher Candidate to incorporate in planning for instruction.
 10. Show how to modify plans to provide for ALL students and revise as appropriate.
 11. Discuss how to provide for a variety of learning styles when planning for instruction.
 12. Review and critique the Teacher Candidate's lesson plans - individual, daily and weekly.
 13. Plan cooperatively, but also require the Teacher Candidate to develop plans independently.
 14. Support the Teacher Candidate in utilizing technology.
 15. Discuss and support caring classroom management techniques.
 16. Inform the University Supervisor or the Assistant Dean for Teacher Education immediately when problems occur.

Conferencing Format

During a successful conference, the Cooperating Teacher and the Teacher Candidate should:

1. Share areas of success and those of concern.
2. Plan for the next teaching segment. These plans should include the Teacher Candidate's responsibilities in planning and teaching, available resources, special events, and expectations.
3. Conclude with a summary of decisions that are made.
4. Keep the agenda problem-centered rather than person-centered.
5. Focus on the enhancement of teaching.
6. Schedule regular weekly conferences. These tend to be less threatening than infrequent conferences.
7. Provide an opportunity for both parties to communicate.
8. Avoid lecturing.

Unsuccessful Performance

While the Cooperating Teacher and the Teacher Candidate are in the best position to resolve minor problems, the Cooperating Teacher should immediately notify the University Supervisor in the event of a major problem. The University Supervisor is prepared to initiate an appropriate "action plan." Withdrawal can be considered:

1. When the "action plan" does not produce results
2. After conferencing with the Assistant Dean, the policy on withdrawal should be discussed with the Teacher Candidate.

The Student Teacher

The pre-service teacher is a candidate practicing under the supervision of an experienced classroom teacher and a faculty member from the university. He/She becomes familiar with and abides by all rules and regulations of the school to which the placement has been assigned, including conforming to the dress code, behavior code, etc. The student teacher gradually assumes full classroom teaching responsibility under the guidance of the cooperating teacher. He/She is directly involved in the planning and implementing of instruction and in assessing and monitoring student performance. Participation in-class and extra-curricular activities are a part of the responsibility of the student teacher. Attendance and participation in school functions to which he/she is invited, such as faculty meetings, in-service workshops and parent conferences are expected.

While student teaching, candidates should consider themselves pre-service teachers and should conduct themselves in a professional manner. Upon entering student teaching, the candidates agree to follow the rules of each school system as well as the University's policies. Candidates should view the student teaching experience as an opportunity to demonstrate what they can do as a teacher. Actions and words during student teaching should be carefully considered, as they will affect both the student teaching evaluation and the written and verbal recommendations given for the ST by the CT, School Administrators, and Office of Teacher Education and Student Services. The student teacher should expect informal and formal feedback from the cooperating teacher and the university supervisor. This feedback should also include the strengths and weaknesses of the candidate and suggestions for improvement.

Student teachers demonstrating behaviors and dispositions unbefitting a teacher may be subject to termination of student teaching and the Teacher Education Program at the Tennessee State University.

Legal Status:

According to the Tennessee Code Annotated, Section 49-5-403(c):

- A student teacher, while serving a non-salaried internship under the supervision of a licensed teacher, shall be accorded the same protection of the laws as that accorded a licensed teacher, and shall, while acting as such student teacher, comply with all rules and regulations of the State and applicable local board of education, and observe all duties of teachers set forth in § 49-5-201.

Professional Requirements for Student Teaching

- Participate fully in assigned classroom under the direction of your cooperating teacher.
- Be an active participant in the classroom. The student teaching semester is not an observation experience; it is a hands-on, actively participating experience. Student teachers are expected to assume full teaching responsibilities (i.e. all planning, teaching).
- Demonstrate professional behavior, attitude & dress.
- Complete all tasks, assignments, and lessons in a timely manner. Collaborate with cooperating teacher on all lessons/activities.
- Initiate conversations with cooperating teacher and university supervisor about your successes and issues that arise. Solicit advice needed to be successful.
- Handle ALL confidential information (student records, etc) in a professional manner. Do not SHARE information about the school, students, mentor teacher, etc. privately or publicly with others.
- Adhere to all deadlines related to student teaching
- Attend all scheduled meetings.
- Refrain from posting materials, information, photos or personal commentary about your assigned school and student teaching on social networking sites (i.e. Facebook, Twitter).

The student teacher has the responsibility to:

- Become familiar with the school system--its policies, regulations, procedures, and available services.
- The student teacher must not be the official witness to corporal punishment.
- The student teacher must not administer any medication to a student.
- Become familiar with the cooperating school, its community, faculty, organization, regulations, curriculum, and physical plant.
- Provide the cooperating teacher a time schedule for the semester. Prior notice should be given of absences.
- Be punctual and dependable.
- Be receptive to suggestions.
- Become acquainted with the students as soon as possible.
- Make appropriate instructional plans under the direction of the cooperating teacher.
- Assume increasing responsibility for teaching, usually culminating in full responsibility in accordance with the direction and continued support of the cooperating teacher.
- Learn how to keep written school record and perform other duties.
- Maintain appropriate standards of personal grooming.
- Adhere to the NEA "Code of Ethics of the Education Profession."
- Abide by all the rules, regulations and time requirements that apply to the teachers in the school.
-

The student teacher has the right to expect:

- To be treated as a professional.
- To be accepted as a co-worker on the teaching staff including the privilege of attending professional meetings.
- To have guided access, within the regulations of the school, to confidential material concerning pupils with whom he/she works on an educational need to know basis.
- To be advised on policies, regulations, teaching materials and supplies of the school.
- To receive frequent feedback from the cooperating teacher concerning progress and assistance in self-evaluation
- The school to secure a designated substitute teacher in the event of the absence of the cooperating teacher if needed.
- To have equal access to school facilities.

POLICIES AND PROCEDURES FOR STUDENT TEACHING

Attendance and School Schedule

Student teachers are expected to be at their assigned school every day of the placement for the entire teacher workday, including faculty meetings, open-house, parent-teacher conferences and other assigned duties. **There are no excused absences during student teaching** and any days missed due to illness, bereavement and other special situations must be made up. If illness or emergency should require a Student Teacher to be absent for any period of time, the Student Teacher must notify the school, the Cooperating

Teacher and the University Supervisor. Should the Student Teacher miss more than 2 consecutive days, the Office of Teacher Education and Student Services must be notified as well. In cases of prolonged or repeated absence, the University Supervisor and the Office of Teacher Education and Student Services will, after consulting with the Cooperating Teacher and School Administrator, determine whether the Student Teacher's experience will be terminated or extended. (note: the absolute outside limit for the total number of days away *(for any reason)* from your assignment is 6, after 6 you will be removed from student teaching.)

Clinical practice (student teaching) is a full-day, every-day experience for a full semester (15 weeks/ 75 days). The teacher candidate is expected to follow the arrival and dismissal times established by the school for its regular teaching staff and follow the cooperating teacher's daily schedule, including any assigned lunch, bus, or playground supervision. The student teacher is expected to be at his/her assigned school at the appointed hour. Arrival and departing times should be the same. The student teacher is expected to make arrangements to meet the required time needed to complete an assignment or duty. Tardies and leaving the school early are not permitted. You are expected to arrive early and depart beyond established dismissal times. It is possible, depending on the practice of the mentor teacher, student teachers will be expected to arrive at least 30 minutes early and leave at least 30 minutes beyond the dismissal time for cooperating teachers. Student teachers cannot avail themselves of the cooperating teacher's expertise and assistance unless extra time is spent at the school. Please discuss with your Principal and Cooperating Teacher her/his expectations about time of arrival and dismissal. The student teacher should attend all after school functions that his/her cooperating teacher is required to attend. This includes, but is not limited to PTA, faculty meetings, parent conferences, bus duty, club and sports activities, etc. Failure to participate may affect the final grade.

Absences and Holidays

The candidate should, if at all possible, not be absent from student teaching. Work or family/personal commitments **can not** be excuses for failing to meet the commitments of student teaching and professional seminar. If such interference occurs, the Student Teacher will be given the choice of withdrawing from student teaching or making the personal adjustments necessary to give full attention to the program. However, should circumstances require an absence; the student teacher must notify the cooperating teacher and the university supervisor as far in advance as possible. It is the responsibility of the student teacher to make sure that lesson plans and materials are available for use by the cooperating teacher. Illness, professional activity and professional development seminars may be acceptable justifications for an absence. The student teacher will notify the cooperating teacher and university supervisor of any professional activity and developmental seminars that will require the attendance of the student teacher.

Absences in excess of six days during the total student teaching experience may result in extension of the student teaching experience or withdrawal from the program. Tardiness is not allowed.

The student teacher will observe the same holiday and faculty in-service schedule as the school district in which he/she is student teaching, **not the University calendar or holiday schedule**. *If allowed, participation in district in-service activities is required, even if the cooperating teacher does not attend.*

Student Discipline

Attend the orientation session provided by the principal or cooperating teacher. Read the school handbook and become familiar with all rules and regulations of the school and abide by not only the general rules and regulations of the school but also specific classroom management guidelines established and implemented by the cooperating teacher. There will be fewer problems if the student teacher enforces rules set forth by the classroom teacher. Candidates look for consistency and fairness. Avoid using discipline measures that have not been approved by the cooperating teacher.

Corporal Punishment. The student teacher may not administer corporal punishment and may not serve as an official witness of same.

Personal Appearance

The student teacher should dress appropriately as a professional educator. Questions regarding a particular school's dress code should be asked during the student teacher orientation. The student teacher may also inquire of the cooperating teacher and the university supervisor any questions concerning the dress code. Tattoos and body jewelry other than earrings should not be visible in the school environment. You are required to dress in professional attire. You must adhere to the dress code at your assigned school. Please bear in mind that you represent the University and your attire should not be too casual regardless of what the teachers in the school are allowed to wear. For additional information see the dress code policy for your district and school.

Instructional Planning

As Tennessee State University has adopted the co-teach model for teacher candidates, open lines of communication and collaborative planning are of supreme importance. The earlier the student teacher gets involved in planning, the better. Long-range planning for the student teacher's responsibility should be developed among the cooperating teacher, university supervisor and the student teacher. Planning is a cooperative effort among the student teacher, cooperating teacher and university supervisor. The cooperating teacher should require written plans, both long-range and daily, from the student teacher, regardless of who is acting as lead instructor. The candidate should plan for all activities for which he/she is responsible and have each plan approved by the cooperating teacher prior to its implementation.

Long-range planning on the part of the student teacher utilizing the cooperating teacher's description of where the candidates have been (in school experiences) and where they are going is essential for success. While the cooperating teacher may provide guidance in initial planning, it is required that the student teacher demonstrate the ability to

independently plan for instruction and assessment of student performance. Student teachers must have written daily lesson plans. The format for the daily lesson plan may be at the recommendation of the cooperating teacher or both the cooperating teacher and university supervisor. However, all formal observations will require that the official university lesson plan be completed and submitted 24 hours in advance of the scheduled observation.

Substitute Teaching

Tennessee State Education Code allows the student teacher to be used as a paid substitute teacher for a very limited number of days during the clinical semester, but only after receiving written approval from the TSU supervisor (Dean of Teacher Education), and only in the classroom of his/her cooperating teacher. Most school districts require registration and specific orientation prior to serving as a substitute teacher. No more than five teaching days may be used during the clinical semester. However, specific guidelines must be followed. NOTE: Candidates must participate in substitute teacher training and gain district approval prior to the student teaching semester.

Additional Coursework and Employment

The student teaching experience consists of the clinical seminar and student teaching. Coursework other than the internship is not allowed. Student teaching is a full time academic and professional responsibility. **Full time employment during student teaching is not recommended and is highly discouraged.** Student teachers may not work for pay “bell-to-bell” during the school day (other than approved substitute teaching noted above); student teachers may not leave school early or come to school late due to paid work schedules. If outside employment adversely affects teaching performance, the candidate will be asked to choose between continued student teaching and continued outside employment.

State of Tennessee Education Code- TENNESSEE LICENSURE states”
Unless there is an "exceptional case" for taking an additional class during student teaching, education code prohibits it.

STANDARDS AND INDUCTION GUIDELINES.

D. During the professional semester, regular seminars will be held with higher education faculty to focus on application and analysis of teaching knowledge in the classroom. No other courses may be taken by student teachers. In exceptional cases, student teachers may seek the approval of the head of the college or department of education to take no more than one additional course during student teaching provided: (1) the course does not interfere with the student teacher's full participation in all activities associated with student teaching and (2) no other opportunity exists for the student to take the course before completion of the teacher education program.

Please note that willful violation of this code can result in the filing of negative disposition statement, removal from student teaching, or removal from the Teacher Education Program or all three. The State of Tennessee Department of Education,

Tennessee State University and our educational partners' feel that your full attention is required in order to successfully complete the requirements for student teaching.

Liability Insurance

Student teachers are required to have liability insurance on the first day of student teaching and the policy is to remain in force throughout the full duration of student teaching residency. Ms. Debra Jackson (Curriculum librarian, Clay 212) and Dr. Celeste Williams (Clay 211) STEA Advisors, will assist you in obtaining liability insurance.

CRIMINAL BACKGROUND CHECK

All TSU student teachers in are required to submit to a criminal background check and provide evidence of a clear criminal background. Currently the State of Tennessee required that the background check be conducted through L-1 Enrollment Services. The cost for the background check is \$48.00 and remains valid as long as the student has no lapse in enrollment and has no negative activity.

L-1 Enrollment Services Fingerprint Locations

<http://www.L1enrollment.com/>

Click on Tennessee

Click on Online Scheduling

Enter your name - Click GO

Select Non-DCS Child Care / Adoption Providers - Click GO

Select Child - Related Worker (Private) - Click GO

Enter ORI # TNCC19138 - Click GO

TSU ACADEMIC AFFAIRS ----Select- YES

Enter Zip Code

Select site/ date/time

Complete Applicant Information – Follow prompts

**DISCIPLINARY ACTIONS:
DISMISSAL FROM TEACHER EDUCATION PROGRAM and
STUDENT TEACHING**

The Tennessee State University Teacher Education Program assumes an obligation to the public schools and to the students therein. Therefore, each student teacher is expected to conduct him/herself in a manner consistent with the university's mission the professional dispositions of the unit, and the policies of the partner school district. Occasionally, a student teacher's performance or other problems are so acute that a question arises concerning his/her continuance in the clinical placement. Any teacher candidate who fails to act and perform professionally will be subject to review by the unit Appeal and Retention Committee. The committee will make recommendations to the unit head/dean for intervention or disciplinary action, including alternative placement, deferral to a subsequent semester, removal from student teaching, and/or dismissal the teacher education program.

The Office of Teacher Education and Student Services will consider requests to remove a Student Teacher when any of the following situations occur:

- The appropriate school authority, for just and explained reasons, requests that the student teacher be removed.
- The University Supervisor believes circumstances are such to prevent either the development or maintenance of a satisfactory learning environment.
- Unethical behavior has been exhibited by either the Cooperating Teacher or Student Teacher (e.g., sexual harassment, use of alcohol or drugs).
- Any evidence of a lack of sensitivity to multicultural situations is portrayed by the student teacher (e.g., use of inappropriate terminology in reference to a particular ethnic group, gender, or sexual orientation).
- A decision has been reached and documented with appropriate paperwork that the Student Teacher cannot receive a satisfactory grade.
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of Student Teacher is evident.
- Two visits by the University Supervisor has produced no written lesson plans. The first visit in which there are no written lesson plans is a warning and the second time lesson plans are not available will result in removal and termination of student teaching for the remainder of the semester. The Student Teacher must have written plans to show evidence of preparation for teaching.

Specific examples of disposition and/or conduct, in the context of student teaching, which may cause a candidate to be withdrawn from student teaching, but are not limited to:

- Commission of a felony; an offense under federal, state, or local criminal statute.
- Engaging in conduct that interferes with or disrupts teaching, administrative, disciplinary, public service, or other authorized activity, or the peace and welfare of any person, whether on or off campus.

- Illegal possession, use, sale, or distribution of any quantity of any drug, narcotic, or controlled substance, whether usable or not,
- Possession or use of any firearm, ammunition, or weapon.
- Placement terminated by the school; legal and disposition issues.

Examples of academic or performance concerns in the classroom, which may cause a candidate to be withdrawn from student teaching, include, but are not limited to:

- Lesson planning, time management, classroom management or language use concerns.
- Disposition issues – professionalism (attendance, dress, etc.) and communication issues with students, parents and/or teachers.
- Lack of initiative/action in response to guidance and counsel by the university supervisor and/or cooperating teacher.
- Placement terminated by school due to; lack of content knowledge, classroom management, planning, and communication issues.

ACCOUNTABILITY AND PERFORMANCE ASSESSMENT

Clinical Semester Seminar

The clinical semester seminar (EDCI 4705/4706) meets once weekly during the fifteen (15) week enhanced student teaching experience (Residency 2). The seminar provides an opportunity for student teachers to critically examine their ongoing practicum experience. Journal entries are discussed in the seminar. This process assists student teachers in focused reflective thinking. The seminar is a required course that accompanies student teaching. The course is scheduled after school hours and meets at the university. Guest Speakers are also included in the seminar program. Cooperating Teachers are invited to attend any and all sessions. *A Teacher Performance Assessment (TPA) portfolio of performance evidence will be required by the seminar instructor; use of an electronic platform or portal may be required for housing the TPA and other key assignments.*

In conjunction with the maintenance of written records of evaluation, evidence of daily collaboration and verbal discussions of the student teacher's performance is requested. Evaluation of the candidate's professional growth is a continuous, systematic, honest, and comprehensive process involving the cooperating teacher, university supervisor, the student teacher, and at times, the school principal.

Student Teacher Self-Evaluation

Student teachers should keep an electronic journal and /or an activity log. Reflective thinking should be an integral part of the student teacher's self-evaluation. Discussions of journal notes and other self-assessments are also used in the clinical seminar.

University Supervisor's Evaluation

A minimum of six formal visits is required during the candidate's placement, additional visits include an initial visit for getting acquainted and setting the schedule for candidate activities and formal visits during the placement as well as other non-evaluative observation. The university supervisor should make as many visits to a site as deemed necessary, based on the level of support needed to assure candidate success. A minimum of six formal visits should be scheduled for observation and evaluation.

Following an observation, the university supervisor will confer with the cooperating teacher and the student teacher relative to the student teacher's performance and progress. The Student Teacher Observation form is a key component of this formative performance review.

The university supervisor should record his/her comments, suggestions, and recommendations on the formative Student Teacher Observation forms and subsequently, on the summative assessment forms.

If the student teacher is unable to confer with the University Supervisor immediately after the observation, he/she should be instructed to call for a telephone conference making sure that the candidate has the Student Teacher Observation Form and has completed the reflection portion of the lesson plan completed and available at the time of the teleconference. Areas of strength and areas to be strengthened should be discussed at the "Indicator" level with the candidate, especially with respect to knowledge of subject matter, classroom management, teaching strategies, planning, etc.

A copy of the form for each formal evaluation must be maintained and available for submission electronically.

Cooperating Teacher's Evaluation

The primary role of the Cooperating Teacher is one of mentor. As such the evaluation tools and forms serve primarily as an aid or benchmark for daily debriefing sessions with the student teacher regarding their professional growth progress, (i.e., lesson plans, teaching strategies, and classroom management). All daily lesson plans must be approved and initialed by the cooperating teacher prior to implementation. The cooperating teacher and the student teacher are expected to arrange weekly conference time for planning and evaluation purposes. The conference should be the means of providing feedback to the student teacher regarding his/her performance and planning the upcoming lessons and activities. The cooperating teacher is encouraged to keep a log of conference meetings and discussions. The cooperating teacher should use the log when conferencing with the university supervisor.

Course Grades:

A grade of A, B, C, D, F, I, or W may be assigned to student teaching. Any candidate who makes less than a grade of "B" in student teaching will not be recommended for licensure. A final grade of "C" will allow for graduation without recommendation for license.

A student teacher may be withdrawn from student teaching at any time. Generally, students who are withdrawn from student teaching during residency 1 or placement 1 are allowed to reapply to be placed in a subsequent semester, after they have demonstrated that all deficiencies have been resolved. A student who is withdrawn from their placement during residency 2 or placement 2, is dismissed from the program and is not eligible for future placements.

Both the cooperating teacher and the university are to assign a recommended grade to the student teacher. Each must discuss the given grade with the student teacher. The final decision of a grade is the responsibility of the university supervisor after consulting the Dean of Teacher Education.

- ***All STs who receive a —satisfactory grade (A or B) for student teaching become eligible for recommendation for a teaching certificate if all other requirements are fulfilled.*** Also, the Assistant Dean of Teacher Education and Student Services reports /confirms the final grade – A, B, C, D, or F to the Records office. Therefore a ST whose performance is such that she/he cannot fulfill the duties normally expected of teachers will receive a grade of C, D, or F.
- ***Students who received a grade of C in student teaching may graduate but will NOT be recommended for licensure.***

SUGGESTED SEQUENTIAL PLAN FOR STUDENT TEACHING PLACEMENT

Clinical Placements

Placement of student teachers is an elaborate collaborative process, consistent with institutional, Tennessee Board of Education, and local school district policies. The process is monitored and facilitated by the Field Experience Coordinator. Because school principals make final decisions about access to their schools, their decisions about actual placements are final (consistent with policy and formal agreements between TSU and the school district). Typically, TSU main campus student teachers have placements in Metro Nashville Public Schools and TSU Volunteer State student teachers are placed in Sumner County Public Schools. Candidates are able to state preferences based on geography, personal and family circumstances, and previous experiences in schools; however, these preferences are subject to availability and TSU and school district policy. Schools which student teachers previously attended, or school in which immediate family members attend or work, are rarely approved for placement. Other factors considered in placement decisions are grade level and diversity issues established in policy. While placements are sometimes approved outside Metro Nashville and Sumner County schools, including accredited private schools, these exceptions are not typical. Consult directly with the Assistant Dean for Teacher Education regarding atypical preferences well in advance of placements decisions.

Sequential Plan

The plan for student teaching provides for the gradual-induction of the student teacher into teaching responsibilities. The development of the Sequential Plan for each placement should be a collaborative effort by the cooperating teacher, university supervisor, and the student teacher. Defined by weeks, the plan may be modified as necessary to meet specific teacher, student teacher, and classroom/school needs and circumstances.

The student teacher's specific daily/weekly schedule should be determined in an initial conference. As Tennessee State University has adopted the co-teach model the student teacher is expected to be present and on-task and actively involved in the classroom when the teacher and students are present. Open communication and established planning times will facilitate effective instructional, mentoring, and professional growth experiences. Designated specific daily arrival time, departure time, times for breaks and/or lunch, etc. and protocol for notification of late arrival, illness, family emergency, etc., should be established early in the placement. The cooperating teacher, principal and the university supervisor are to be notified promptly of any absences from school.

1. Week One

- Observation-Observe in cooperating teacher's classes, learning names and pertinent information about students, techniques used, and materials used.
- Teaching-Tutor one student or more students, teach one phase of a lesson, etc.

- Participation-Assist cooperating teacher in collecting papers, checking roll, organizing groups, and be involved in some participation from first day.
- Planning-Plans for next week's teaching are developed cooperatively with the cooperating teacher. The cooperating teacher initials plans for teaching.
- Conferring-Confer daily with the cooperating teacher regarding mutual expectations and plans.
- Daily Class Schedule-Provide a copy of your daily class schedule to your university supervisor on the first visit.

II. Weeks Two, Three, Four, Five ...On

- Observation-Observation is decreased as teaching responsibilities increase.
- Teaching-Teaching responsibility will increase gradually so that by no later than the beginning of week three, teaching is full time. Student teachers are expected to teach a full schedule for a minimum of four weeks during this student teaching experience.
 - *A minimum of six assessed formal observations of teaching are expected by both the cooperating teacher and the university supervisor. These formal assessments may be concurrent or separate.*
- Participation-Participating as necessary for increased responsibility.
- Planning-Planning as necessary for increased responsibility and co-teaching responsibilities.
- Conferring-Daily conferring with the cooperating teacher for the purpose of planning and continuous evaluation. Full participation in parent conferences and events such as open houses are strongly encouraged.

III. Final Week

- Gradually return responsibility to the cooperating teacher so that the student teacher's responsibility is concluded by the end of the week. Observation in different grade levels and classrooms within the building is recommended during the final two or three days of the placement.

Encouraged Options:

- Take a field trip to see other school(s) and teachers arranged by university supervisor or seminar instructor.
- Observe other highly recommended teachers in your school—arranged by cooperating teacher and approved by principal.
- Follow pull-out students to see how those support programs work in your school.

Co-Teaching



*Co-teaching is advantageous for classroom teachers who do not want to give up their classroom to a teacher in training. "Because of the high-stakes testing that is now required in all schools, some teachers are reluctant to take on a student teacher. In the co-teaching model, the classroom teacher works with the student teacher in planning and implementing the lessons. **They teach side by side.**"*
Dr. Phyllis Bussing, Director of special projects for the Department of Teacher Education at the University of Southern Indiana

In co-teaching, both professionals coordinate and deliver effective instruction. Specifically they plan and use unique and high-involvement instructional strategies to engage all students in ways that are not possible when only one teacher is present. It is important to keep in mind that two qualified teachers or other professionals can structure instruction in a number of creative ways to enhance learning options for all students. With two teachers delivering instruction and increasing the instructional options for the students, all students have more opportunities to participate actively in their learning.

Co-teaching allows teachers to respond effectively to the diverse needs of their students, provides another set of hands and eyes, lowers the teacher-student ratio, and expands the professional expertise that can be directed to student needs.

Why co-teach?

There are significant benefits to co-teaching which have been researched and validated. The benefits include those for both teachers and students.

Co-Teaching Benefits

- better student to teacher ratio and more individual attention (especially helpful to lower level students.).
- a wider use of instructional techniques, to better student learning
- more and better critical, planning and reflective practices by teachers
- social skills improvement / better classroom management.
- a more “community” oriented classroom
- increased score results.

Benefits for Teachers

- Teacher training in-house. The Mentor Teacher betters their own pedagogical skills.
- Both teachers develop new instructional techniques while teaching and sharing.
- New teachers can be given guidance and mentoring.

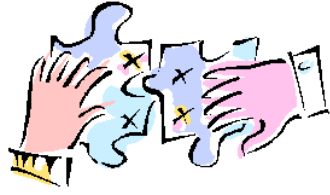
- Effective modeling for students.

The 4 “Knows” of Successful of Co-Teaching: (Keefe, Moore, Duff, 2004)

- **Know Yourself** - Teachers that know their own teaching style, their own beliefs and teaching philosophy are more successful at co-teaching.
- **Know your co-teacher** – Teachers who spend time to get to know each other BOTH socially and professionally, have more success at co-teaching.
- **Know your students** – Co-teachers should discuss students regularly and this will allow a common point of reference on which to build a successful relationship.
- **Know your “stuff”**- Teachers who are motivated to grow professionally and who make a concerted effort to learn on the job are more likely to be successful at co-teaching.

The Personal Qualities of a Successful Co-Teacher (Sturman 1992)

- **Professional Respect / Rapport:** Sharing and helping each other.
- **Adaptability:** Able to change, accept criticism and feedback
- **Belief in Inclusion:** student centered philosophy, every student counts.
- **Humor:** don’t sweat the small stuff! It’s cross cultural!)



A Teacher's Model for Co-Teaching

Adapted from Friend, M & Cook, L (1996). Interactions: Collaboration skills for school professionals. White Plains, NY: Longman Publishers.

I. THE CORNERSTONE: A PHILOSOPHICAL BASIS

The members of successful co-teaching teams share several common beliefs that constitute a philosophy or a system of principles that guide their practice.

II. INDIVIDUAL PREREQUISITES

Individual teachers voluntarily bring certain characteristics, knowledge, and skills to the co-teaching situation.

- Co-teachers have personal characteristics that enable them to work effectively with another adult.
- Co-teachers have sets of common knowledge and skills.
- Co-teachers have discipline-specific knowledge and skills.
- Co-teaching is voluntary

III. THE PROFESSIONAL RELATIONSHIP

Co-teachers have unique professional relationships.

- The professional relationship is built on parity, communication, respect, and trust.
- Co-teachers make a commitment to building and maintaining their professional relationship.

IV. CLASSROOM DYNAMICS

The interactions in a co-taught classroom are unique to this teaching arrangement.

- Co-teachers clearly define classroom roles and responsibilities.
- Co-teachers' instructional interactions reflect their professional relationship.
- Co-teachers successfully maintain the instructional flow of the whole class by providing support to individual students.
- The curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflects the needs of students in the class.
- Co-teachers monitor their efforts.



Co-teaching Types and Instances

1. One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

WHEN TO USE

- In new co-teaching situations
- When questions arise about students
- To check student progress
- To compare target students to others in class

AMOUNT OF PLANNING – Low

2. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently.

WHEN TO USE

- When content is complex but not hierarchical
- In lessons in which part of planned instruction is review
- When several topics comprise instruction

AMOUNT OF PLANNING – Medium

3. Parallel Teaching. On occasion, students’ learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.

WHEN TO USE

- When a lower adult-student ratio is needed to improve instructional efficiency
- To foster student participation in discussions
- For activities such as drill and practice, re-teaching, and test review

AMOUNT OF PLANNING – Medium

4. Alternative Teaching. In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

WHEN TO USE

- In situations where students' mastery of concepts taught or about to be taught varies tremendously
- When extremely high levels of mastery are expected for all students
- When enrichment is desired
- When some students are working in a parallel curriculum

AMOUNT OF PLANNING – High

5. Teaming. In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

WHEN TO USE

- When two heads are better than one or experience is comparable or complementary
- The teachers have a high sense of comfort and compatibility
- During a lesson in which instructional conversation is appropriate
- When a goal of instruction is to demonstrate some type of interaction to students

AMOUNT OF PLANNING – High

6. One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

WHEN TO USE

- When the lesson lends itself to delivery by one teacher
- When one teacher has particular expertise for the lesson
- In new co-teaching situations—to get to know each other
- In lessons stressing a process in which student work needs close monitoring

AMOUNT OF PLANNING – Low

NOTE: Full engagement in the life of the classroom and school is expected. At times when student teachers are not engaged in one of the approved activities, they are required to observe and assist in their student teaching classrooms. Use of cell phones, MP3 devices, and BlackBerries is strongly discouraged during the school day.

**TSU Forms Used by Student Teachers, Cooperating Teachers,
University Supervisors and Seminar Instructors**

	X = COMPLETED BY (MINIMUM PER PLACEMENT) Z = REVIEWED BY			
FORM	STUDENT TEACHER	COOPERATING TEACHER	UNIVERSITY SUPERVISOR	SEMINAR INSTRUCTOR
Lesson Plan (Daily)	X (daily*)	z		
Lesson Plan (Formal)	X (6)	z	z	
Observation of Instruction	Z	X	X (6)	z
Summative Assessment of Candidate Performance	Z	X (1)	X (1)	z
Disposition Report Form	Z	X (1)	X (1)	z
Key Assessment Rubrics End of each placement	Z		X (Summative)	z (Summative)
Daily Reflective Journal	X		z	z
Teacher Performance Assessment (TPA) Portfolio	X			z

*In consultation with Cooperating Teacher, Principal, and University Supervisor.

A minimum of six assessed formal observations of teaching are expected by both the the university supervisor. These formal assessments may be concurrent or separate. If assessments are concurrent, students will only complete three (6) formal lesson plans. If assessments are separate, students will complete six (6) formal lesson plans

ALL lesson plans, formal and or informal, must be approved by the cooperating teacher and university supervisor before taught. Therefore, all lessons must be emailed and approved 24 hours prior to teaching the lesson.

CHECKLIST: RECOMMENDATION FOR CERTIFICATION

Use the following checklist as a guide for submitting paperwork to the Office of Teacher Education and Certification.

1. Successfully completed and passed all tests on the Praxis Series Examination, Principles of Learning and Teaching (PLT) and Specialty Exam. Make sure that all tests scores are in the Office of Teacher Education and Certification.
2. An up-to-date official transcript which reflects all course work including student teaching and awarding of baccalaureate degree.
3. Have on file in the Teacher Education and Certification Office, an official copy of all transcripts from other institutions from which course work has been counted.
4. Advisor has completed a course of study sheet or summary sheet of courses. This sheet should be signed by the Advisor and the Department Head.
5. Complete exit survey and interview, including final review of performance evidence in course binder.
6. Completed and signed form for recommendation for certification: Application for Tennessee Teaching License.

NOTE: A candidate who already holds a bachelor's degree and is seeking an institutional recommendation for certification in Tennessee must meet all institutional requirements for certification. Any student teaching/internship/practicum experience required for an institutional recommendation for certification/licensure must be completed at Tennessee State University regardless of one's previous studies.

GRADUATION CHECKLIST

- _____ Semester prior to graduation, file for graduation with advisor.
- _____ Candidates who have approval to take courses at other institutions should have transcripts forwarded to the TSU Records Office.
- _____ All Incompletes must be removed by the date grades are due in the Registrar's office for graduating seniors.
- _____ Carefully review your academic record with your advisor the semester before you plan to graduate, to ensure you have completed all requirements.
- _____ The prospective graduate must ensure that all obligations to the University have been met prior to the date clearances are issued by the Registrar. Please return all library materials and departmental materials. Clear your accounts with the business office and the financial aid office.
- _____ Check with the bookstore for deadline date to order invitations and academic attire for graduation.

NOTE: GRADUATION INFORMATION IS OUTLINED IN FALL AND SPRING CLASS SCHEDULES

FORMS



Disposition Deficiency Form Remediation Plan

Candidate _____ Faculty/PK-12 Teacher _____

Candidate's Deficiency Report: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ Early/Midterm ☐ Final

****Any candidate receiving a total of four (4) deficiency reports may be subject to probation or removal from the teacher preparation program.***

Disposition Deficiency (check all that apply):

- ☐ Academic
- ☐ Attendance
- ☐ Clinical Performance
- ☐ Professionalism

Explanation: _____

Please explain disposition deficiency/deficiencies. _____

In order to remedy noted deficiency/deficiencies, the candidate will:

Will candidate need to provide any documentation/artifact for proficiency ☐ Yes ☐ No. If yes, explain

Candidate will be expected to address recommendation of this plan by _____.

I, _____, have reviewed my remediation plan and acknowledge that the noted recommendations will assist in my professional development. I agree to adhere to the expectations of this plan within the required timeframe. Furthermore, I am aware that any additional deficiency reports may require further remediation plans and possibly removal from the teacher education program.

Student Signature

Date

Faculty/PK-12 Teacher

Date



Field Experience Request Form

All TSU students who are sent off-site as part of their College of Education academic/course requirements must have obtained a cleared background check and that the background clearance certificate is on file with the office of Teacher Education and Student Services regardless of their status of admission or non admission to a Teacher Education program.

Semester _____ Course Prefix/Number/Section _____ Course Title _____ Hours of Experience Required _____	Instructor Name _____ Instructor Phone _____ Instructor E-mail _____ <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <input type="checkbox"/> This course is approved for a field experience component. </div>
Field Experience Level <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Department Head Approval _____
*Requested School _____	School Contact (Name / Phone / Email) _____

Available dates for whole class orientation at requested educational partner site
**Some educational partner sites require an onsite orientation prior to individual placement*

R E Q U I R E D	
Description of field experience activities <i>(please attach specifics regarding field experience expectations, i.e., frequency, duration, student work product required)</i>	

List names of field experience students:	Academic major	Days & times available:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

***Please use a separate form for each school/partner request**

Please scan and email or deliver this form to office of Teacher Education & Student Services (Clay 112)

(For Office Use Only) Date received: _____ Rec'd By _____

Revised 2/11



FIELD PLACEMENT EMERGENCY CONTACT FORM

Name _____

Major _____

Personal Contact Info:

Home Address _____

City, State, ZIP _____

Home Telephone # _____ Cell # _____

Emergency Contact Info:

(1) Name _____ Relationship _____

Address _____

City, State, ZIP _____

Home Telephone # _____ Cell # _____

Work Telephone # _____ Employer _____

(2) Name _____ Relationship _____

Address _____

City, State, ZIP _____

Home Telephone # _____ Cell # _____

Work Telephone # _____ Employer _____

Medical Contact Info:

Doctor Name _____ Phone # _____

Dentist Name _____ Phone # _____

I have voluntarily provided the above contact information and authorize the Office of Teacher Education and Student Services at Tennessee State University and its representatives to contact any of the above on my behalf in the event of an emergency.

I choose not to furnish any emergency contact information to the Office of Teacher Education and Student Services at Tennessee State University at this time.

Signature _____ Date _____

Teacher Performance Appraisal

Name of Student Teacher:		Placement: FIRST	Observation #: 1			
Name of Cooperating Teacher / Grade:		Lesson Title:				
Name of School:		Date:				

Standard Description	Criteria Description	Indicator	E	M	I	N
Highest Student Achievement	Understands central concepts, tools of inquiry. Makes the subject matter meaningful to students	Clear goals and objectives for lessons.				
		Lessons aligned to standards and needs of students.				
	Uses teaching and learning strategies that reflect each students' culture, learning styles, special needs and socio-economic background.	Uses a variety of materials.				
	Develops a climate and culture of openness, fairness, and mutual respect.	Maintains a cooperative, caring learning climate.				
	Uses formal and informal assessment strategies to determine student mastery and modifies instructional strategies as needed to maximize student achievement.	Actively engages every student in learning experiences and activities.				
		Uses best practices for instruction (research-based strategies).				
	Works effectively with colleagues, parents, and the community to support students' learning.	Responds promptly and appropriately to parent concerns.				
	Uses appropriate technology in the teaching and learning process.	Uses technology as a tool for communication.				
Safe Learning Environment	Establishes and maintains a safe and secure classroom environment.	Understands and follows school emergency plan.				
		Follows schedules and duties (on time).				
		Provides orientation for new students in the classroom.				
Effective and Efficient Operation	Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the SIP, and guides classroom decisions and uses data for continual improvement.	Participates in the development and implementation of the School Improvement Plan.				
	Develops and implements a strategic planning system.	Uses state, district and school expectations/goals to plan.				

Proficiency Level: 4 ___ 3 ___ 2 ___ 1 ___ **Does Not Meet Minimum Expectations for Level 1 ___**

E = Exceeds Expectation M = Meets Expectation I = Expectation In Progress N = Expectation Not Evident

_____ Student Teacher Signature	_____ Supervisor Name (printed)	_____ Supervisor Signature
------------------------------------	------------------------------------	-------------------------------

Teacher Performance Appraisal

Name of Student Teacher:	Placement: FIRST	Observation #: 2
Name of Cooperating Teacher / Grade:	Lesson Title:	
Name of School:	Date:	

Standard Description	Criteria Description	Indicator	E	M	I	N
Highest Student Achievement	Understands central concepts, tools of inquiry. Makes the subject matter meaningful to students	Lessons and activities structured in logical sequence.				
		Clear, effective presentations of subject matter.				
	Uses teaching and learning strategies that reflect each students' culture, learning styles, special needs and socio-economic background.	Develops & maintains differentiated student plans that reflect each student's needs, stages of development, learning style, strength, areas of exceptionality.				
	Develops a climate and culture of openness, fairness, and mutual respect.	Demonstrates and communicates a belief system that all children can learn.				
	Uses formal and informal assessment strategies to determine student mastery and modifies instructional strategies as needed to maximize student achievement.	Plans for and re-teaches when necessary.				
	Works effectively with colleagues, parents, and the community to support students' learning.	Involves parents in students' education (ex. notes home, conferences, newsletters, progress reports, phone calls, email, school web page, etc.)				
	Uses appropriate technology in the teaching and learning process.	Uses technology to access information and for record-keeping.				
Safe Learning Environment	Establishes and maintains a safe and secure classroom environment.	Communicates clear behavior expectations.				
		Analyzes discipline data (when necessary) to affect positive change.				
Effective and Efficient Operation	Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the SIP, and guides classroom decisions and uses data for continual improvement.	Communicates clear expectations for all stakeholders.				
Effective and Efficient Operation	Develops and implements a strategic planning system.	Sets class goals that are aligned to expectations, the next grade level/course, and support the SIP.				
		Surveys students' regarding their safety, well being and satisfaction with the classroom.				

Proficiency Level: 4 ___ 3 ___ 2 ___ 1 ___ **Does Not Meet Minimum Expectations for Level 1** ___

E = Exceeds Expectation M = Meets Expectation I = Expectation In Progress N = Expectation Not Evident

Student Teacher Signature

Supervisor Name (printed) Supervisor Signature

Teacher Performance Appraisal

Name of Student Teacher:	Placement: FIRST	Observation #: 3
Name of Cooperating Teacher / Grade:	Lesson Title:	
Name of School:	Date:	

Standard Description	Criteria Description	Indicator	E	M	I	N
Highest Student Achievement	Understands central concepts, tools of inquiry. Makes the subject matter meaningful to students	Lessons connect to the real world.				
		Involves students in meaningful conversation that encourages them to see, question, and interpret ideas from diverse perspectives.				
		Develops teacher made assessments.				
		Uses strategies that promote critical, creative and evaluative thinking.				
	Develops a climate and culture of openness, fairness, and mutual respect.	Encourages open discussion in a risk-free environment.				
		Uses peer mentoring and peer coaching for students.				
	Uses formal and informal assessment strategies to determine student mastery and modifies instructional strategies as needed to maximize student achievement.	Analyzes and uses information from student achievement data, formal and informal assessment, SIP, etc, for planning and instruction.				
		Keeps accurate records.				
	Works effectively with colleagues, parents, and the community to support students' learning.	Builds and maintains professional relationships.				
		Attends school/team meetings.				
	Uses appropriate technology in the teaching and learning process.	Integrates technology in teaching and learning.				
	Safe Learning Environment	Establishes and maintains a safe and secure classroom environment.	Develops and implements a classroom management plan.			
Maintains a safe, efficient physical arrangement.						
Effective and Efficient Operation	Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the SIP, and guides classroom decisions and uses data for continual improvement.	Establishes and communicates a vision for learning.				
		Communicates, reviews, and displays progress regularly.				
	Develops and implements a strategic planning system.	Leads students (when appropriate) to write class and personal action plans to address achievement gaps.				
Proficiency Level: 4 ___ 3 ___ 2 ___ 1 ___ Does Not Meet Minimum Expectations for Level 1 ___ E = Exceeds Expectation M = Meets Expectation I = Expectation In Progress N = Expectation Not Evident						
<div style="display: flex; justify-content: space-between;"> <div>_____ Student Teacher Signature</div> <div>_____ Supervisor Name (printed)</div> <div>_____ Supervisor Signature</div> </div>						



STUDENT TEACHER SUMMATIVE REPORT

Student Teacher _____

Date _____

Fall ☐ Spring ☐

School Name _____

Grade Level / Subject _____ / _____

Cooperating Teacher/ Rater _____

INSTRUCTIONS: Please rate your student teacher using the TEAM rubrics.

NOTE: Please rate your student teacher as if they were a first year fulltime teacher NOT as a student teacher.

PART A	Significantly Above Expectations (5)	Above Expectations (4)	At Expectations "Rock Solid" (3)	Developing (2)	Significantly Below Expectations (1)
Planning					
Instructional Plans (IP)					
Student Work (SW)					
Assessment (AS)					
Environment					
Expectations (EX)					
Managing Student Behavior (MSB)					
Environment (ENV)					
Respectful Culture (RC)					
Instruction					
Standards and Objectives (SO)					
Motivating Students (MS)					
Presenting Instructional Content (PIC)					
Lesson Structure and Pacing (LS)					
Activities and Materials (ACT)					
Questioning (QU)					
Academic Feedback (FEED)					
Grouping Students (GRP)					
Teacher Content Knowledge (TCK)					
Teacher Knowledge of Students (TKS)					
Thinking (TH)					
Problem Solving (PS)					

Comments:

PART B	Significantly Above Expectations (5)	At Expectations "Rock Solid" (3)	Significantly Below Expectations (1)
Growing and Developing Professionally			
The educator is prompt, prepared, and participates in professional development opportunities.	Regularly	Sometimes	Rarely
The educator appropriately attempts to implement new strategies	Regularly	Sometimes	Rarely
The educator develops and works on a personal learning plan based upon analysis of school improvement plans and goals, self-assessment, and feedback from observation	Regularly	Sometimes	Rarely
Reflecting on Teaching			
The educator makes thoughtful and accurate assessments of his/her effectiveness as evidenced by the self-reflection after each observation	Regularly	Sometimes	Rarely
The educator takes action to improve his/her performance	Regularly	Sometimes	Rarely
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional or support decisions	Regularly	Sometimes	Rarely
Community Involvement			
The educator actively supports school activities and events	Regularly	Sometimes	Rarely
School Responsibilities			
The educator adheres to school and district policies for personnel	Regularly	Sometimes	Rarely
The educator works with peers in contributing to a safe and orderly learning environment	Regularly	Sometimes	Rarely
The educator contributes to the school community by assisting/mentoring others, including collaborative planning, coaching, or mentoring other educators, or supervising clinical experiences for aspiring teachers	Regularly	Sometimes	Rarely

Comments:

Lesson Plan Rubric (100 pts)

Name _____

Date _____

Lesson _____

Plan Title _____

Criteria	Unacceptable 0 74>	Developing 1 75-84%	Acceptable 2 85-92%	Exemplary 3 93-100%	Points
<u>Context for Learning</u> (10 pts)	Incomplete or no description of target population and learning environment	Description of target population and learning environment is vague and/or, the appropriateness of the lesson (for this group) is not convincing.	Description of target population and learning environment is general <u>and</u> the appropriateness of the lesson (for this group) is clear.	The unique attributes of your target population and learning environment are very clear <u>and</u> the appropriateness of the lesson (for this group) is obvious.	
<u>State Curriculum Standards</u> (10 pts)	No state standards are listed	Some state Standards are not included	State standards are listed but missing for each objective	State standards are thorough listed for each objective	
<u>Objective(s)</u> (10 pts)	Behavior, criteria, conditions, and language expectations are unclear or missing.	Two of the three (behavior, criteria, and/or conditions) are apparent, but unclear or poorly written.	Behavior, criteria, conditions, and language expectations are somewhat clearly communicated.	Behavior, criteria, conditions, and <u>language</u> expectations are clearly communicated and clearly <u>and</u> concisely written (no unnecessary word).	

<u>Assessments</u> (20 pts)	No assessment procedures included.	The behaviors assessed are inconsistent with the behavior described in the objective and description of the lesson.	Includes both summative and formative assessments. The behaviors assessed resemble the behaviors described in the objective and description of the lesson.	Includes both summative and formative assessments. The behaviors assessed exactly match the behaviors described in the objectives and description of the lesson. (Scoring guides or rubrics are provided if appropriate.)	
<u>Procedures</u> (20 pts)	Procedures are incomplete or missing.	The lesson is poorly introduced. Procedures are unclear and difficult to follow.	The lesson is introduced in manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required for a third party to follow the lesson.	The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them. Procedures are clear and detailed to enable a third party follow the lesson without aid.	
<u>Modifications</u> (10 pts)	No modifications included.	Include vague modifications for special needs students, learning styles, English Language Learners and other	Include some modifications for diverse learners special needs students, learning styles, English Language Learners and	Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated	

		anticipated problems.	other anticipated problems you may encounter and how to solve them.	problems you may encounter and how to solve them.	
Closure (10 pts)	No procedures for lesson closure are included.	Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated.	
Reflection (10 pts)	Reflection is vague and/or incomplete	Includes a reflection but does not describe the lesson, areas for growth, strengths, and/or modifications for future lessons.	Includes a somewhat thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons and/or lacks detail.	Includes a thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons.	
Comments:				Total Points	
<i>One or more grammar, spelling, or typographical errors may result in a deduction of up to 10 point of total points awarded.</i>					

LESSON PLAN FRAME

Title of the Lesson (must be centered)

Lesson # (if part of a sequence)

Name: (Your name)

Subject Area(s): (list subject)

Duration of Lesson: (How long will the lesson take)

Grade Level: (list grade)

Context for Learning: (Attention to students' backgrounds, interests, and needs)

WHO are the students in this class (or in this group)?

- How many students will you be teaching? How many males? Females?
- What is the age range or grade level(s) of the students?
- What are the identified English language proficiency levels of the students? What do you know about the students' conversational and academic English? How do you know?
- What prior knowledge, skills, and academic background do students bring to the lesson (consider previous learning experiences, assessment data, etc.)? How do you know?
- What additional needs might students have (describe any special considerations and/or exceptional needs)? How many students have Individualized Educational Plans or 504 plans?
- What are the represented socio-economic, cultural and ethnic backgrounds of the students? How might these influence your planning, teaching and assessment?

State Standard(s)

- Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts to help focus your lesson planning.
- Link to State Standards <http://www.tn.gov/education/curriculum.shtml>

Behavioral Objectives

WHAT do you want students to think, know understand and/or be able to **do** (identify, give examples, compare, use, design, judge, etc.). Be specific and use concrete terms. HOW will students demonstrate this? Describe observable actions. (Objectives should be directly connected to Standards listed)

You may use the following sentence frame:

Given (learning activities or teaching strategies), the learners will (assessable behaviors) in order to demonstrate (connection to standards).

Language Objectives (Academic Language):

WHAT do you want students to think, know understand and/or be able to do with language (identify, give examples, compare, describe, retell, summarize, define vocabulary, use vocabulary words, demonstrate understanding of comparing and contrasting, etc..)Be specific and use concrete terms.

- What key vocabulary, content-specific terms, word wall words, etc. do you need to teach and how will you teach students that vocabulary in the lesson?
- HOW will students demonstrate their English language development within the context of the content lesson? Describe observable actions.
- Academic language functions: What are students doing with language to express their developing understanding of the content you are teaching?
- Linguistic forms: What words and phrases do students need in order to express their understanding of the content you are teaching? How will you teach students the grammatical constructions (this is where you identify sentence frames)?

- What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?

Formative Assessment (Process):

- How will you know that the students are learning/working towards your goals?
- How will students demonstrate their understanding?
- In what ways will you monitor student learning during the lesson and how might this guide your instruction?
- What specific actions do you expect to observe?
- How will you record what you see and hear?
- What criteria will you use to judge whether your students are/are not meeting the goals of the lesson?
- What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?
- Describe the ways in which you will use these assessments to inform your teaching decisions during the lesson.

Summative Assessment (Product):

- What evidence of student learning will you collect and in what ways will the evidence document student achievement?
- In what ways will the evidence document student achievement?
- Does your assessment allow all students to show what they know or have learned?
- How might you modify your assessment/s for the students with whom you are working?
- How will your students be able to reflect upon and self-assess their learning?
- What are your evaluative criteria (or rubric) and how do they measure student proficiency for your objectives? Evaluative criteria are categories that you use to assess student learning (e.g., the accuracy or quality of the students' identifications, explanations, solutions, computations, analyses, applications, designs, judgments, etc.
- Are your assessments aligned with your objectives?

Materials

- What materials will you need in order to teach this lesson?
- What materials will students need?

Procedures: (Consider the following questions as you describe the procedure in the table provided below?)

- How will you communicate the learning goals and objectives to students?
- What explicit learning instruction occurs: what specifically are the students learning in this lesson?
- What **learning activities** do you have planned **for the students** (Note: these describe *what the students* do during the lesson)
- What **instructional strategies** will you use (Note: Instructional strategies describe *what the teacher does* during the lesson).
- Provide estimates of time.
- Articulate a purpose for your selection of each learning activity.
- What are the key teacher questions or prompts?
- What are the procedural directions for students to follow?
- Will students be grouped and, if so, by what criteria?
- In what ways will you ensure equitable learning opportunities for all students?

Time	Learning Activities -Teacher	Learning Activities - Students	Purpose
****Use numbers to sequence procedures and align Time, Learning Activity and Purpose in each column.			
Ex: 1. 5 min	<p>1. I will begin by asking students what they remember about.....</p> <p>Anticipatory Set: (Introduction of the topic: making connections) This means applying what you know about your students' academic and social development and cultural backgrounds to make the learning interesting, accessible and relevant.)</p> <ul style="list-style-type: none"> • How will you engage your students? • How will you connect to your students' previous experiences? • How will you link this to their lives as students? • How will you communicate your learning goals/objectives or your expectations to the students? <p>Presentation/Explicit Instruction:</p> <ul style="list-style-type: none"> • How will you explicitly teach/model or demonstrate the skill/strategy/concept? • How will you adapt the instructional procedures to meet the needs of the students whom you are teaching? • Remember: telling is not teaching! <p>Structured Practice/Exploration:</p> <ul style="list-style-type: none"> • What learning activities do you have planned? • What kind of examples/samples will 	<p>1. Students will be seated and will raise hands and be called on to contribute to teacher-led discussion.</p>	<p>1. To activate prior knowledge....</p>

	<p>you provide for your students?How will students know where the work is going and what is expected of them?</p> <ul style="list-style-type: none"> • What opportunities will you provide for students to practice this new skill/strategy? • What questions might you pose to check for understanding? <p>Guided Practice/Feedback:</p> <ul style="list-style-type: none"> • What additional opportunities will you provide for students to practice this new skill/strategy? • What questions might you pose to push student thinking and check for understanding? • What feedback do you plan to provide? • How might you correct student misunderstandings? <p>Independent Practice/Application:</p> <ul style="list-style-type: none"> • What kind of opportunities will you provide students to apply this new learning and demonstrate mastery? • How might students evaluate their work and its implications. 		
--	--	--	--

Modifications:

- How will the key points of the lesson be articulated? By whom?
- How do procedures and assessment address accommodations for students with I.E.P.s?

Closure

- How will the key points of the lesson be articulated? By whom?
- What questions or prompts will you use to elicit student articulation of their learning?
- How will students rethink and revise their understanding and work?

Once you have completed the lesson plan, take a moment to analyze and reflect on what you have designed and consider the criteria of internal consistency and professional quality. You do not have to write responses to the question prompts.

Internal Consistency:

- Are the lesson procedures consistent with objectives and assessments?
- Is there an apparent purpose for using the specific learning activities?
- Is the lesson developmentally and logically sequenced?
- Are the steps clear, concise and explicit?

Professional Quality:

- Does your name appear on the lesson? Does the name of the class appear on top? Is the school site identified? Does the lesson have a title?
- Can someone else teach from this lesson plan?
- Does the formatting of the lesson plan conform to professional standards (computer printed, clearly outlined and formatted, succinct, yet complete)?

Reflection

- Indicate how specific research/theory guided your selection of specific strategies and materials to help your students develop the skills and strategies needed to meet the learning objectives.
- What worked? What did not? For whom? Why?
- How does this reflection inform what you plan to do in the next lesson?
- What were your instructional strengths and areas for growth?

Lesson Plan form (F4B fillable pdf)

Title of the Lesson: _____

Lesson # (if part of a sequence) _____

Name: (Your name) _____ **Subject Area(s):** (list subject) _____

Duration of Lesson: (How long will the lesson take) _____ **Grade Level:** (list grade) _____

Context for Learning: (Attention to students' backgrounds, interests, and needs)

WHO are the students in this class (or in this group)?

State Standard(s)

Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts to help focus your lesson planning.
Link to State Standards <http://www.tn.gov/education/curriculum.shtml>

Behavioral Objectives

WHAT do you want students to think, know understand and/or be able to do? (identify, give examples, compare, use, design, judge, etc.)

Be specific and use concrete terms.

You may use the following sentence frame:

Given *(learning activities or teaching strategies)*, the learners will *(assessable behaviors)* in order to demonstrate *(connection to standards)*.

HOW will students demonstrate this?

Describe observable actions.

Academic Language Objectives:

WHAT do you want students to think, know understand and/or be able to do with language (identify, give examples, compare, describe, retell, summarize, etc.).

Be specific and use concrete terms.

What key vocabulary, content-specific terms, word wall words, etc., do you need to teach and how will you teach students that vocabulary in the lesson/unit?

Formative Assessment (Process) – [within this lesson]:

How will you know that the students are learning/working towards achieving the goals you have set for them? (be specific)

Summative Assessment (Product) – [end of this lesson/unit]:

What evidence of student learning will you collect, and in what ways will the evidence document and validate the student's achievement?

Materials

What materials will *YOU* need in order to teach this lesson?

What materials will EACH STUDENT need in order to successfully complete the lesson?

Procedures:

Time	Learning Activities –Teacher (What will the Teacher do or say)	Learning Activities – Students (What will the Students do or say)	Purpose (Why are the student doing this)
****Use numbers to sequence procedures and align Time, Learning Activity and Purpose in each column.			
Ex: 5 min	2. I will begin by asking students what they remember about.....	1. Students will be seated and will raise hands and be called on to contribute to teacher-led discussion.	2. To activate prior knowledge....

Once you have completed the lesson, take a moment to analyze and reflect on what you have designed and consider the lesson as a whole.

Reflection – [Post Lesson Analysis]

- Indicate how specific *RESEARCH / THEORY* guided your selection of specific strategies and materials to help your students develop the skills and strategies needed to meet the learning objectives.
- What worked? What did not? For whom? Why?
- How does this reflection inform what you plan to do in the next lesson?
- What were your instructional strengths and areas for growth?



College of Education

**APPLICATION FOR ADMISSION
TO THE
TEACHER EDUCATION PROGRAM-
(UNDERGRADUATE)**

**Submit completed application and supporting materials together to:
Office of Teacher Education & Student Services, 112 Clay Hall**

SECTION I: (To be completed by Student: Please Print)

Name: _____ Date: _____
SS#: _____ T#: _____
Email Address: _____
Address: _____ Phone: () _____
City/ State/ Zip Code: _____

Permanent Address: _____ Phone: () _____
City/ State/ Zip Code: _____

Classification: Soph: ☐ Junior: ☐ Senior: ☐
Major: _____ Certification Area/Level: _____

ANTICIPATED DATE OF GRADUATION: _____
(Month) (Year)

Gender: Female ☐ Male ☐ Date of Birth: (mo)____/ (day)____/ (yr)____

Race: ☐ American Indian or Alaskan Native Primary Language: _____
☐ Asian or Pacific Islander
☐ Black, Non-Hispanic
☐ Hispanic
☐ White, Non-Hispanic
☐ Decline to state

Continued ...

SECTION II: (To be completed by Student and Advisor)

Prerequisites Completed (C or better): **(Attach a Program of Study)**

Total Hrs. Completed: _____ **Cumulative GPA:** _____ **Highest Degree**

PPST or CBT:	Math: _____	Reading: _____	Writing: _____
	(Or) ACT _____	/ SAT _____	
<i>(requisite scores can be used to exempt students from PPST, see Teacher Education Handbook)</i>			

Are you seeking special accommodations under ADA No ☐ Yes ☐

If Yes, please attach A Reasonable Accommodation Request Form

If Yes, are you registered with the Office of Disabled Student Services ☐ No ☐ Yes

Have you ever been convicted of a misdemeanor or felony? No ☐ Yes ☐

(Attach a receipt from Criminal Background Check)

If yes, explain:

Have you ever been removed from an observation, field placement, internship, student teaching or academic program? No ☐ Yes ☐

If yes, explain:

Advisor: _____
(Signature)

Date: _____

*****Important Note***** *Completed applications received after published deadlines will be deferred to the following cohort. Candidates may not apply for admission to professional education program and student teaching in the same semester.*

Undergraduate Admission to Teacher Education Checklist

- ☐ Copy of Official Transcripts from TSU and/or other institutions
- ☐ Copy of one of the following
 - Copy of PPST scores (Reading, Writing, Math) or
 - Copy of ACT composite score 22 or
 - Copy of SAT score 1020
- ☐ Two (2) Recommendation Forms
- ☐ Copy of Autobiography (Minimum of 300 words) should include the following
 - Experience with children
 - Work experience (last five years)
 - Travel experience
 - Career plans
- ☐ Copy of First Draft of Personal Teaching Philosophy
- ☐ Background Check (Register with L1 Identity Solutions. To register go to www.L1enrollment.com/ or call (855) 226-2937. To register on-line students will need to provide the ORI number, TNCC19138 – TSU Academic Affairs. Cost of the background check is \$48. Payment may be made by debit or credit card.
- ☐ Proof of liability insurance (Liability Insurance may be acquired through STEA Membership. See Ms. Debra Jackson, Curriculum Lab Director, 212 Clay Hall or register online <http://www.teateachers.org/>) **Note: STEA membership runs from September 1 - August 31.*

(Office use only)

Date Application Submitted: _____

Received By: _____

**TENNESSEE STATE UNIVERSITY
ADMISSION TO TEACHER EDUCATION PROGRAM
DISPOSITIONS ASSESSMENT FORM**

Teacher Candidate: _____ SSN: _____
 Email: _____ Circle Current Semester: F SP SU
 Year: _____ College: _____ Degree _____ Major _____

The information requested below is to be used in determining the applicant's qualification for admission into the Teacher Education Program. This information will be available to the Teacher Education Committee and may be available for review by the student upon their request. *Please complete this form and return it to the applicant in a sealed and signed envelope addressed to: Tennessee State University, Office of Teacher Education, Box 9533, 3500 John A Merritt Blvd, Nashville, TN 37209-1561*

PLEASE CHECK THE APPROPRIATE BOX TO INDICATE YOUR RATING OF THE CANDIDATE. Instructions: To inform your ratings review the sub-elements (A, B, C, ...) listed below each of the seven overall dispositions. However, provide an overall rating for each category, even if all of the specific behaviors were not seen.

- 0 – Unacceptable – performance is not acceptable for prospective teacher.
- 1 – Developing – performance is acceptable but is not at the level of a beginning teacher.
- 2 – Acceptable – performance is at the level of a beginning teacher.
- 3 – Exemplary – performance exceeds the level expected of a beginning teacher.
- N/O – Not observed

The applicant demonstrates or has the potential to demonstrate for following:

<i>Disposition 1: Plan</i>	0	1	2	3	N/O
Values learners' experiences and strengths as a basis for growth and their errors as learning opportunities.					
A. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals. (KSD 1.C.1) B. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner. (KSD 1.C.2) C. Plans and designs evaluations and assessments for diverse students. (KSD 1.C.3)					

<i>Disposition 2. Maximize Learning</i>	0	1	2	3	N/O
Provides quality education to all learners, encourages critical thinking and self efficacy, and believes in and helps all to succeed.					
A. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand. (KSD 2.A.2) B. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking. (KSD 2.A.3) C. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education. (KSD 2.B.1) D. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners. (KSD 2.B.4)					

<i>Disposition 3. Evaluate</i>	0	1	2	3	N/O
Facilitates ongoing learning through reflection and assessment.					
A. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection. (KSD 3.C.1) B. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.(KSD 3.C.2) C. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues. (KSD 3.C.3) D. Demonstrates efficacy with struggling students and diverse groups. (KSD 3.C.4)					

Disposition 4. Manage	0	1	2	3	N/O
Maintains a positive and productive learning environment that both encourages and protects learners.					
A. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students. (KSD 4.A.1) B. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher. (KSD 4.A.2) C. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning. (KSD 4.A.3)					
Disposition 5. Model Professionalism	0	1	2	3	N/O
Consistently demonstrates caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for all learners and constituents.					
A. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise. (KSD 5.C.1) B. Performs assigned duties in a timely manner with instructional and non-instructional responsibilities. (KSD 5.C.2) C. Dresses appropriately for the situation (i.e. wears appropriate attire for teacher in schools settings).					
Disposition 6. Communicate	0	1	2	3	N/O
Habitually communicates effectively in all teaching and learning interactions, cooperates with all constituents, and values the communication of others.					
<i>Works cooperatively with parents, peers, faculty, school personnel and other professionals to promote the education and well-being of all students.</i>					
Disposition 7. Specialize	0	1	2	3	N/O
Demonstrates dispositions consistent with specialty area(s) standards in order to facilitate the success of all.					
Demonstrates professional dispositions while engaging in professional responsibilities related to content mastery, based on Tennessee and specialized professional association (SPA) criteria. (KSD 7.A.3)					

Do you think this candidate possesses the necessary qualifications and characteristics for admission to the TSU Teacher Education Program? _____ **Yes** _____ **No**

Please provide comments regarding dispositions of the candidate or address other items (e.g., professional appearance, tactfulness, etc...)

Rated by:

Signature: _____

Position/Title: _____

Print Name: _____

Date: _____

Email: _____

Phone: _____

Please indicate your relationship to the student:

_____ **Advisor** _____ **Instructor** _____ **K-12 Teacher/Principal/Counselor**

Tennessee State University Criminal Background Check Form

Procedures

1. Submit to a fingerprint scan at one of Tennessee Bureau of Investigation's (TBI) scan locations.

a. In order to be fingerprinted, candidates must register with L1 Identity Solutions. To register go to www.L1enrollment.com/ or call (855) 226-2937. To register on-line students will need to provide the ORI number, TNCC19138 – TSU Academic Affairs.

- Click on Tennessee
- Click on Online Scheduling
- Enter your name - Click GO
- Select Non-DCS Child Care / Adoption Providers - Click GO
- Select Child - Related Worker (Private) - Click GO
- Enter ORI # **TNCC19138** - Click GO
- TSU ACADEMIC AFFAIRS ----Select- **YES**
- Enter Zip Code
- Select site/ date/time
- Complete Applicant Information – Follow prompts

b. Candidates will be fingerprinted at their own expense. The total cost of the background check is \$48. Payment may be made by debit or credit card for the criminal background check is \$48.00. Print payment receipt.

c. Proceed, with receipt, to one of the fingerprint scan sites (list attached).

2. After completing the process and reading this form sign below. Return this form and your and fingerprinting receipt with your completed application packet by the published deadline.

Access to public and/or private schools (before, during, or after hours) will not be granted until all appropriate documentation is on file in the Teacher Education office.

Incidents

Subsequent to my completed background check and going forward, it is my responsibility to report any arrest or criminal citation to the TSU Assistant Dean for Teacher Education within 48 hours of the incident. Failure to do so may result in dismissal from the program. I understand that my admission to, and continuation in the Teacher Education or other programs are contingent upon satisfactory results of the fingerprinting and background checks.

NOTE: Background checks are valid for the duration of completing a program. If there is a break in service or you're completing another degree, you must go through the process again.

Student's Signature: _____

Date: _____

L1 Enrollment Solutions Fingerprinting Locations

Nashville

Academy of Personal Protection & Security
336 Hill Ave Suite 102
Nashville, TN 37210

Murfreesboro

Rutherford County Board of Education
2240B Southpark Dr
Murfreesboro, TN 3712

Nashville

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Old Hickory

Goin Postal
14823 Lebanon Rd
Old Hickory , TN 37138

Franklin

Goin Postal
9050 Carothers Parkway Suite 104
Franklin, TN 37067

Hendersonville

Guns & Leather
600 West Main St
Hendersonville, TN 37075

Greenbrier

Guns & Leather
2216 Hwy 41 South
Greenbrier, TN 37073

Gallatin

The UPS Store 3429
695 Nashville Pike
Gallatin , TN 37066

Lebanon

E & A Solutions
1037 West Main St, Suite A
Lebanon , TN 37087

Dickson

Express Personnel Services
313 East College St, Suite 1
Dickson, TN 37055

PRAXIS Requirements

PRAXIS I Tests

Required for Admission to Teacher Education

Test-Praxis I	Min. Score
Reading	174
Math	173
Writing	173

PRAXIS II Tests

Required for Admission to Student Teaching

Consult with your advisor and WWW.ETS.ORG for an up to date listing of Praxis II tests required for your specific state and licensure program

***** All Praxis II tests must be taken/passed prior to the semester of Student Teaching. To register go to: www.ets.org .***



College of Education

STUDENT TEACHING APPLICATION

Please Check One:

Student Teaching _____ Practicum _____ Internship _____

NAME: _____

CERTIFICATION (area): _____

DEPARTMENT: _____

CLASSIFICATION: _____

STUDENT TEACHING SEMESTER: Fall _____ Spring _____ Year 20____

CUM GPA: _____ (2.75 minimum)

PRAXIS II Scores: (test #/score)

I acknowledge the accuracy and validity of this application submitted to the Office of Teacher Education. The above named applicant has met all prerequisites for student teaching or will meet them upon completion of current courses.

Advisor: _____ Date: _____

* Attach Program of Study with grades listed and a transcript.

*****Important Note***** Completed applications received after published deadlines will be deferred to the following cycle. Candidates may not apply for admission to professional education program and student teaching in the same semester.

**ATTACH A RECENT PHOTOGRAPH
(2" X 3")**

**APPLICATION FOR STUDENT TEACHING
BIOGRAPHICAL & TEACHER EDUCATION CLASSIFICATION DATA**

STUDENT TEACHING SEMESTER: Fall _____ Spring _____ Semester: 20____

NAME: _____ **SS#** _____

EMAIL ADDRESS: _____

LOCAL ADDRESS (Students who receive mail at TSU box, please include TSU box #):

PHONE: () _____ **CELL:** () _____

CITY _____ **STATE** _____ **ZIP CODE** _____

HOME ADDRESS (Fall candidates include up-to-date SUMMER ADDRESS):

PHONE: () _____ **CELL:** () _____

CITY _____ **STATE** _____ **ZIP CODE** _____

PLACE OF BIRTH: _____ **DATE OF BIRTH:** ____/____/____

HIGH SCHOOL GRADUATED FROM/ PLACE AND DATE

IN CASE OF EMERGENCY: _____

ADDRESS: _____ **PHONE#** _____

CERTIFICATION AREA AND LEVEL: _____

MAJOR: _____ **CUM GPA:** _____

ANTICIPATED DATE OF GRADUATION: _____

MONTH AND YEAR

CERTIFICATION OF LIABILITY INSURANCE AND TB SKIN TEST

1. Attach proof of liability insurance (Liability Insurance may be acquired through STEA Membership. See Ms. Debra Jackson, Curriculum Lab Director, 212 Clay Hall or register online <http://www.teateachers.org/>) **Note: STEA membership runs from September 1 - August 31. Fall student teachers will need to make sure membership is current for student teaching experience by renewing September 1st.*
2. Attach proof of a T B Skin Test within the last three (3) months. **Complete 3 months prior to student teaching** *Fall student teaching candidates will need to complete by August 1st. Spring student teaching candidates will need to complete by December 1st.*

(For office use only)

Attached each of the following with application:

- ☐ Advisor's Recommendation (**signature on application**)
- ☐ Disposition Assessment Form (**Completed by Methods Instructor**)
- ☐ Copy of Unofficial Transcript(s) (**cumulative GPA of 2.75 or higher**)
- ☐ Program of Study/Transcript Evaluation with grades listed (including advisors signature)
- ☐ Passing test scores on **all** parts of Praxis II
- ☐ Recent 2x2 photograph
- ☐ Proof of liability insurance
- ☐ Proof of TB Skin test (within the last three months)
- ☐ Updated background check if currently not enrolled

DATE APPLICATION SUBMITTED: _____

RECEIVED BY: _____