

Tennessee State University

Teacher Education Program

**Competent and Caring Professionals: Facilitators of Learning
With a Multicultural Perspective**

**FRESHMAN LEVEL HANDBOOK
ORIENTATION AND FIELD EXPERIENCES**

College of Education
Clay Hall
3500 John Merritt Boulevard
Nashville, TN 37209-1561
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PREFACE

The Faculty of the College of Education at Tennessee State University believes that prospective teacher education majors should have accurate information relating to facts about the Teacher Education Program. This manual is prepared for students enrolled in Orientation 101 and engaging in Early Field Experiences).

I express my appreciation to Fannie Cathey, Leslie Drummond, Roger Weimers, and the committee on Field Experiences (William Cumming, Robert Emans, James Head, Geraldean Johnson, Rosetta Pride, Katie White, Ada Willoughby and Carol Stice) for making this manual possible.

**Franklin B. Jones, Dean
The College of Education**

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SECTION I: THE UNIVERSITY

HISTORICAL PERSPECTIVE

(This information has been extracted from the Undergraduate Catalog 2001-2003), Tennessee State University, p.5).

Through successive stages Tennessee State University has developed from a normal school for Negroes to its current status as a land-grant-urban-comprehensive university. By virtue of a 1909 Act of the General Assembly, the agricultural and Industrial State Normal School was created, along with two other normal schools in the State, and began serving students on June 19, 1912.

In 1922, the institution was raised to the status of a four-year teachers' college and was empowered to grant the bachelor's degree. The first degrees were granted in June, 1924. During the same year, the institution became known as the Agricultural and Industrial State Normal College; and in 1927, "Normal" was dropped from the name of the College.

The General Assembly of 1941 authorized the State Board of Education to upgrade substantially the educational program of the College, which included the establishment of graduate studies leading to the master's degree. Graduate curricula were first offered in several branches of teacher education. The first master's degree was awarded by the College in June 1944.

Accreditation of the institution by the Southern Association of Colleges and Schools was first obtained in 1946.

In August, 1951, the institution was granted university status by approval of the State Board of Education. The reorganization of the institution's educational program included the establishment of the Graduate School, the School of Arts and Sciences, the School of Education, and the School of Engineering.

Provisions were also made for the later addition of other school's in agriculture, business, and home economics, respectively.

STATEMENT OF MISSION

(Information contained here was extracted from the mission statement found in the Undergraduate Catalog, 2001-2003 Tennessee State University, p.5)

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

As a comprehensive institution, Tennessee State University provides programming in agriculture, 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 levels. 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 capitol city, Tennessee State University provides both degree and non-degree programs (day, evening, weekend, and at off-campus sites) that are appropriate and accessible to a working urban population.

The University promotes positive and life-long learning, scholarly inquiry, and a commitment to the service to others. It serves a diverse population of students; all races; traditional, non-traditional; commuter, residential; undergraduate, graduate; full-time, part-time; and non-degree. In doing so, it seeks to develop the talents of its students 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 without regard to age, sex, color, race, religion, national origin, disability, or other non-merit reasons.

THE COLLEGE OF EDUCATION

General Statement:

The basic purpose of the College of Education is to offer professional courses and experience for prospective and in-service elementary and secondary teachers, counselors, supervisors and administrators.

In realizing this purpose, the College of Education seeks to prepare individuals to take their places as competent members of the teaching profession and to provide opportunities for advanced study for school personnel already established in the profession. The professional teacher education programs are administered and supervised by the College of Education. The College of Education and Graduate School cooperate with the graduate teacher education program.

THEME: COLLEGE OF EDUCATION

Competent, Caring Professionals

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 can provide for many students a 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 interest. 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 students. 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, contribution.

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

Facilitators of Learning . . .

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

With a Multicultural Perspective. . .

Our goal is also to enable teachers to respond to the educational needs of diverse groups by planning and delivering a culturally rich curriculum and using instructional methods that are based on knowledge about how culture influences cognitive learning styles. 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 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.

SECTION II: Don't Leave It To Chance

Your Freshman Year requires from 0-32 or more hours! So, get ready to **make the grade**. Do you know what grade point average you must have to be admitted to the Teacher Education Program? **At Tennessee State University you must have a 2.75 GPA on a 4.0 scale in order to be admitted to the Teacher Program. (That does not include Remedial and Developmental Courses).**

Make the decision NOW, that you will be committed to making A, B, and C's in all coursework. A good distribution of these grades is essential to maintaining that 2.75 GPA. **Your grade point average may be computed numerically by dividing the number of quality points earned by the number of hours of coursework attempted.**

Develop Good Study Habits: Here's your chance to begin anew. There are numerous techniques for elevating your study habits. Speak with the instructor of your class to determine the best method to use in studying for his/her class. **OR** contact the Learning Resource Center in Developmental Studies. Faculty persons in the Reading Program are aware of several how to study strategies for the content area. **AND DON'T FORGET THE FACULTY IN THE COLLEGE OF EDUCATION**, especially those who teach the Reading Method Courses.

.... HONORS !!!

As you adapt to a new life style and new beginnings (maintaining good grades and employing good study habits) see yourself graduating with Honors. To graduate *cum laude*, you must earn a cumulative average of at least 3.25. To graduate *magna cum laude*, your cumulative average must be not less than 3.5. To graduate *summa cum laude*, your cumulative average must be not less than 3.75.

Students who have participated in the **Honors Program** will, upon achieving an average of at least 3.25 and meeting other requirements of the Program, be graduated with university honors.

WHAT'S A MAJOR? It is defined as the academic area in which one specializes.

LOOKING AT CAREER OPTIONS

Know what's available. Seven Colleges/Schools exist within the University structure. Within these seven, there are five colleges/schools offering teacher education separate licensures. **Do you want to know what they are?**

Early Childhood Education

Grades Pre-K thru 4

Interdisciplinary Studies (Elementary Education)

Grades K-8

Secondary

Grades 7-12

Biology

Business Education

Chemistry

Communication

Speech

Theater

English

French

Geography

History

Family and Consumer Sciences

Political Science

Spanish

Elementary and Secondary

Grades K-12

Art Education

Health

Music Education

Human Performances Sport Sciences

SECTION III: PEOPLE IN THE KNOW

When you select a major, you will be assigned an advisor by your major department. Know when to see the advisor. The faculty (major advisor) is there to help you. He/She will help you (1) to address any problems which affect your academic performance; (2) to select courses for upcoming semester; (3) to discuss departmental requirements and course sequences, etc.

You should know the advisor's office hours/schedule. Call to make an appointment rather than dropping in without one. If it is necessary to drop in without an appointment, try to come at a time when your advisor has office hours and allow plenty of time in case you have to wait.

The advisor will give you an advisement form and in some cases a checklist. Keep these documents and bring them with you whenever you meet with your advisor. **Remember, your advisor will keep you informed of important dates. The university expects you to meet deadlines, so stay informed.**

If you are seeking licensure to teach early childhood, elementary, or secondary education upon completion of the sophomore year and/or when all requirements for admission to teacher education have been met, your major advisor will assist you in completing the application for admission to teacher education.

Each teacher education program has a teacher education advisor. These key people serve as the major advisors for all teacher education majors in their area. Most serve as university supervisors of student teachers.

The Teacher Education Advisors, Department Heads, Dean and Associate Dean are listed below:

TEACHER EDUCATION ADVISORS

Mr. William Cumming
Interdisciplinary Degree
(Elementary Education)
Main Campus
Elementary Education
Volunteer State Community College
963-5769 963-5471

Dr. Francisca Norales
Business Education
Avon Williams Campus
963-7176

Dr. Glen Steimling, Head
Human Performance and Sports Science
Main Campus
963-2172

Ms. Terry Davis
Human Performance and Sports Science
Main Campus
963-2114

Dr. Franklin B. Jones, Dean
College of Education
Main Campus
963-5451

Dr. Leslie Drummond, Associate Dean
College of Education
Main Campus
963-5478

Dr. John Mark Hunter, Assistant Dean
College of Education
Public Service – Main Campus
963-1348

Dr. Sharynn Ethridge-Logan
Language, Literature, Philosophy
Main Campus
963-1537

Dr. Kirmanj Gundi
Educational Administration
Main Campus
963-2298

Dr. James Head
Language, Literature & Philosophy
Main Campus
963-5733

Dr. Jeanetta Jackson-Williams
Physics & Math
Main Campus
963-5869

Dr. Geraldean Johnson, Head
Early Childhood Education
Main Campus
963-5617

Dr. Mary Dale Fitzgerald
Speech Pathology & Audiology
Avon Williams Campus
963-7008

Dr. Erick Schmeller
History/Government
Main Campus
963-5510

Dr. Judith Presley, Assistant Dean
Teacher Education & Certification
Main Campus 963-5459

Dr. Elaine Martin
Biology Department
Main Campus
963-5769

Dr. Grenneta Simpson
Music Department
Main Campus
963-5347

Dr. Peter Millet, Head
Psychology Department
Main Campus
963-5161

Dr. Sumita Chakraborti, Program Coordinator
Special Education
Main Campus
963-5476

Mr. Robin W. Lee
Language, Literature and Philosophy
Main Campus
963-1532

Dr. David Domin
Chemistry Department
Main Campus
963-5321

Dr. Dean Roberts, Head
Department of Teaching and
Learning
Main Campus
963-5474

Dr. Beth Quick
Early Childhood Education
Main Campus
963-5629

Mr. Carlyle Johnson
Art Education
Main Campus
963-5921

“BUT NOBODY TOLD ME” (OR) “I DIDN’T KNOW”

- I am expected to see my advisor every semester
- I was to enroll in orientation during my first semester at TSU
- I cannot be registered for one section of a course and attend another
- instructors cannot exchange grades for students
- I would be purged if I did not pay ALL charges on my account
- I would be suspended if I fail a developmental course more than once
- I must earn a grade of a least C in English 101 and 102
- I must take my two PE courses in separate semesters, not two in one semester
- I am on academic probation
- I had been suspended for unsatisfactory academic performance
- the last grade I earn is the grade that counts (up to the second repeat)
- I must have approval to repeat a course more than twice
- I must have approval to take courses at another institution
- I could not enroll in more than 13 hours when I am on academic probation
- I am restricted to a maximum of 11 hours if I have Work Rule
- I can be dropped from my classes for excessive absences; tardiness
- If I repeat a course at another institution, TSU is not required to accept it
- my instructors may lower my grades for being absent or tardy
- under Academic Fresh Start my first 40 hours must be completed at TSU
- though I never attend classes, I owe for all courses for which I register
- I must receive F’s in courses I do not drop or from which I do not withdraw
- once classes begin, the maximum refund I can receive is 75%
- I must withdraw by the published date or I will receive failing grades
- I cannot receive an official transcript if I have a delinquent balance
- if I am auditing a course, I must say this at the time of registration
- my courses cannot be reinstated if a check is returned for insufficient funds
- I will lose my scholarship if I do not make a certain average every semester
- I may be expelled for “signing” (forging) a faculty member’s name
- I am to repeat failed courses immediately—the next semester
- I may be asked to present my TSU ID to officials of the University
- I may be purged from classes for not paying a traffic fine
- this class does not meet on the main campus
- I cannot take a full course load at TSU and then enroll in courses elsewhere
- If I do not pay my deferment on time, I can be purged for the semester
- I should keep every piece of paper related to my enrollment at TSU
- the burden of proof is most often on the customer-me, the student
- I should read all all information in the catalog, schedule, handbooks and syllabi
- I always have a right of appeal and there is a protocol for appealing

**STUDENTS WHO READ AROUND DON’T GET THE RUN AROUND.
THEY KNOW THE REGULATIONS, ASK THE RIGHT QUESTIONS AND
GET THE RIGHT ANSWERS.**

SECTION IV: NOBODY SAID IT WOULD TAKE ALL OF THIS

The Office of Student Services and Teacher Education (SSTE) approves all students who apply for candidacy to the Teacher Education Program and secures a record of each applicant showing that the applicant has met standards for candidacy to Teacher Education. The Assistant Dean informs the departmental representative for each Teacher Education curriculum concerning the students approved for the program.

The departmental Teacher Education representative informs the Director of the Office of Student Services and Teacher Education through their respective Deans of those students in their departments who are maintaining the Teacher Education Program's retention standards. S/He will notify the students who are not meeting the retention requirements that they have one semester to remove their deficiencies. Students who do not remove their deficiencies or meet the retention standards during the semester of probation are subject to be dropped from the Teacher Education Program.

Admission to Teacher Education

Each student who desires to be a candidate for admission to the Teacher Education Program will make application to the Assistant Dean of Student Services and Teacher Education in the second semester of the sophomore year. An application package is available in the Office of Student Services and Teacher Education. The candidate and his/her advisor should complete the application together. The following are required:

1. Each student will submit documentation that s/he has:
 - a. **completed at least 50 semester hours of course work, including: ENG 101/102, PSY 242, EDCI 201 and an appropriate sequence of freshman mathematics and freshman science;**
 - b. **earned a grade of "C" or better in each of the following courses: ENG 101/102, PSY 242, EDCI 201;**
 - c. **maintained a grade of "C" average in all freshman level mathematics and science courses;**
 - d. **earned a 2.75 GPA on a 4 point scale over all previous college work.**

2. Each student will provide official records that indicates s/he has:
 - a. performed satisfactorily on the speech screening test;
 - b. earned acceptable scores on one of the following: Pre-Professional Skills Test (PPST), Computer-Based Assessment Test (CBT), ACT Composite, Enhanced ACT or Combined SAT; students who fail the PPST or CBT after having taken it twice may appeal to the Director of Student Services and Teacher Education. (Such appeals shall be made formally on forms available in the office).

- c. received from University professors, three positive recommendations on the Behavioral Rating Scale;
 - d. submitted three copies of a typewritten autobiography a minimum of 300 words;
 - e. received a positive recommendation from her/his interviewing committee.
3. Upon satisfactory completion of all admission requirements, the candidate will be notified in writing that s/he has been admitted to Teacher Education. Any candidate whose Teacher Education admission requirements are deficient will also be notified in writing regarding the disposition of his/her application.

TESTS REQUIRED FOR ADMISSION TO TEACHER EDUCATION

The Computer-Based Assessment Test (CBT) and the Pre-Professional Skills Test (P-PPST) consist of three parts: Reading, Mathematics, and Writing. The Computer-Based Assessment Test is given by the Sylvan Learning Center (Located in Madison, TN (615) 860-9111). The Pre-Professional Skills Test may be taken on National Test Dates set by Praxis (see Praxis Registration Bulletin).

Applicants who have attained an ACT Composite test score of 21 or above or a composite test score of 22 or above on the Enhanced ACT, or who have attained a combined verbal and mathematics score on the SAT 990 or above shall be EXEMPT from the PPST.

For Admission to Teacher Education Program, a student must make the following scores on the PPST: **Reading – 174; Mathematics – 173 and Writing – 173**. The Computer-based Assessments Test minimum passing scores are as follows: **Reading – 321; Mathematics – 318 and Writing – 319**.

Students who fail the PPST or CBT by two points after having taken it twice may appeal to the Director of Student Services and Teacher Education. (See page 15 for Appeal Procedure and Appendix for Appeal Form).

Students should be ready for admission to the Teacher Education Program by the end of the second semester of the sophomore year. It is therefore advisable that students take the PPST or CBT no later than the second semester or summer of the freshman year.

Speech and Hearing Screening Test is given by the Speech and Hearing Clinic on the Downtown Campus. **There is no cost for this test.** A student must call for an appointment.

Speech and Hearing Clinic
Avon Williams Campus
(615) 963-7340 or 7100

THREE BEHAVIORAL RATINGS

Applicants are to use the behavioral rating instruments that are a part of the application packet. Select three faculty members who you feel know you and ask each of them to complete a behavioral rating scale for you. Your teacher education advisor may be one of the three persons asked.

You are not required to submit letters of recommendations. The behavioral ratings are your recommendations. Forms are to be forwarded to the Office of Student Services and Teacher Education by the faculty member.

THREE TYPEWRITTEN COPIES OF YOUR AUTOBIOGRAPHY

Your autobiography should not exceed 300 typewritten words. Topics for consideration include but are not limited to experiences with children; work experiences (last five years); substitute teaching and/or observation/participation experiences; travel experiences and career plans.

THE ESSAY

Applicants are required to submit a writing sample in the form of an essay. This essay is to be written on site the day of the interview. Essay prompts may be obtained from the Teacher Education secretary, Room 105, Clay Building, College of Education.

THE INTERVIEWING COMMITTEE

The interview committee is composed of faculty from the College of Education, local education, public schools and the Director of Teacher Education. This committee will review all information in the applicant's folder. The purpose of the interview is to ascertain the applicant's views about teaching and learning as well as becoming better acquainted with the candidate. The interview should be taken seriously since it represents you. **The candidate should dress professionally. Candidate should bring portfolio to the interview.**

FAILURE TO MEET ADMISSION REQUIREMENTS

Any candidate who fails to meet the established admission requirements may initiate steps deemed necessary to fulfill said requirements. Examples of such actions might include, but not limited to the following:

- a. report course work
- b. attempt to raise her/his GPA
- c. retake standardized and/or speech examination within operational guidelines
- d. seek positive recommendations from University Professors
- e. seek a positive recommendation from the interviewing committee

APPEALS PROCEDURE

Should such steps not prove successful in meeting the established admission requirements the candidate may appeal to the Assistant Dean, Student Services and Teacher Education for variance. Such appeals shall be made formally on forms available in said office. In as much as variations from established admission procedures may be considered, all appeals are subject to review and action of the Tennessee State University Professional Education Council.

The Admission to Teacher Education Committee will utilize the following when considering appeals.

- (1) The score of the individuals appealing should be no more than two scaled score points less than the required minimum passing score.
- (2) If the conditions in (1) above are met, the individual appealing should meet at least one of the following appropriate conditions.
 - a. For a deficient Reading Test Score:
 - (1) have a cumulative grade point average of at least 3.0
 - (2) have an entrance test ACT Composite score of eighteen (18) or better.
 - b. For a deficient Math Test Score:
 - (1) have earned no less than a 3.0 grade point average in all Mathematics courses
 - (2) have an entrance test ACT mathematics score of eighteen (18) or better.
 - c. For a deficient Writing Test Score:
 - (1) have earned no less than a 3.0 grade point average in Freshman and Sophomore English courses
 - (2) Have an entrance test ACT English score of nineteen (19) or better.

**Students who have not been admitted to the TEACHER EDUCATION PROGRAM will not be permitted to enroll in the following courses:
EDAD 301, EDCI 387, EDRD 491, EDAD 400, PSY 312 and all methods courses.**

SECTION V: TESTING THE WATER

FIELD EXPERIENCES

Early field-based/clinical experiences have been a part of teacher training since the teacher education programs came into existence. Normal schools and other teacher training agencies in the 1800s recognized the need for prospective teachers to have real experiences teaching real children. Throughout this century education and educators have recognized the importance of early and in depth field experiences in the production of teacher competence. They have issued calls for expanding the number and the duration of prospective teachers' observation/participation experiences from the 1940's into the 1900's (Cruickshank and Armaline, 1986).

The field/clinical experiences component of the teacher education program, a three level sequence:

1. **The first layer** consists of an early field experience in the Orientation to Teacher Education Course (EDCI 101). Also included in this layer is Foundation of Education (EDCI 201), School Organization, Management and Community Relations (EDAD 301), Introduction to Special Education (EDSE 333), Curriculum Development (EDCI 387) and Professional Rights and Responsibilities (EDAD 400).
2. **The second layer** is comprised of methods courses. Pedagogy is examined in these courses. These courses typically are taken during the first semester of the senior year. You are putting theory into practice. This is the semester in which you will spend time in the classrooms of cooperating teachers with whom you will student teach.
3. **The third layer** is a semester long, enhanced student teaching experience. This is the culminating experience. It is fifteen weeks in duration and you are in the classroom for full day teaching. Enhanced student teaching requires dual placement. That is, you will be placed in two sites during the fifteen weeks.

Students must pass Praxis II and complete all coursework before Student Teaching.

Elementary Education majors spend eight (8) weeks at the elementary level and seven (7) weeks at the middle school.

Early Childhood majors spend eight (8) weeks at the kindergarten level and seven (7) weeks at the primary level.

Secondary majors spend eight (8) weeks at the high school level and seven (7) weeks at the middle school level.

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 field experiences. The faculty believes that three kinds of knowledge are needed, dispositional, theoretical, and practical, to produce competencies and confidence necessary for success as a beginning teacher. Candidates who complete our professional education programs will be able to:

1. Demonstrate broad and in depth knowledge of their content areas so that they can create meaningful learning experiences for all students.
2. Communicate effectively and collaboratively with students, parents, colleagues and other members of the community to support students' learning and well-being.
3. Promote cultural pluralism within educational settings by working constructively to address gender, class, race, international, and multicultural issues.
4. Demonstrate empathy and caring and other dispositions expected of professional educators through appropriate interactions with individuals and groups.
5. Appropriately apply knowledge of developmental and learning theories to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.
6. Design and implement instructional plans that evidence sensitivity toward and promote growth opportunities for all students, taking into account differences in cognitive, emotional, and physical abilities/qualities, race, and sexual/affectional orientation.
7. Analyze student learning so they can make appropriate decisions regarding learning outcomes, instructional strategies, and evaluation procedures (both formal and informal).
8. Demonstrate an understanding of professional ethics, standards, and responsibilities of the profession.
9. Effectively utilize the human, literary, and technological resources that enhance instruction, foster active inquiry, and encourage critical thinking and problem solving.
10. Continually reflect upon and evaluate their practice so they learn from experience and actively pursue growth and learning opportunities to enhance their professional development.

Getting Ready for the Experience:

The instructor

1. selects the event(s) in which you will engage.
2. initiates the paperwork
3. informs you when permission has been approved for the field experience.
4. prepares you for going into the school or agency.
 - a. specific learning events
 - b. what you might expect
 - c. suggests what you might want to think about
 - d. dress attire
5. goes over procedures for a visitor in the school:
 - a. report to the principal's office first
 - b. sign-in and sign-out
 - c. thank the principal
6. explains the importance of being on time and going when you are scheduled.
7. informs you of all documentation that will be required.

Seeing The Profession At Work

You will spend a total of three (3) hours of observation in an educational setting. The setting may be a school, day care center, nursery, etc. If you are observing in a public school setting, you are required to visit more than one class. (For example, if you are in a school that is K, 5-6 grades you will observe a teacher at all three grade levels and a teacher of special within the same school. In other words, you will observe four teachers in the K, 5-6 school).

You must complete the observation form (Appendix D) and the activity log (Appendix E). The observation form calls for check response and a comment when appropriate. Your journal entry becomes your place to reflect (Appendix F).

Checking-Out the Community: OHS! Volunteering

Volunteer at least three hours of service in a community agency. You may choose more than one site. There are a number of community agencies that may be used to fulfill this requirement. The list below is simply a suggestion; you are not limited to this list.

1. Red Cross
2. YMCA/YWCA
3. Samaritan Center
4. Project S.E.E.
5. 100 Black Men of Tennessee
6. Juvenile Court Youth Project
7. Girl Scouts
8. Other

Read to a child/Small Group (Extra Credit)

Assist a pre-school teacher by reading to a small group of children or read to a preschool child in your neighborhood. Use your activity log to record this experience. An entry on the observation sheet for your journal is also needed.

SECTION VI: REFLECTING DOES NOT HURT

Documentation may take different forms depending on the instructor. The following forms may be used: an observation checklist with comments, activity log, observation/participation in the classroom form, and journal entry.

These documents provide a record that helps you reflect. The materials may be shared with classmates. Reflecting on what you experience and sharing your observation, perceptions, and reflections allow you to learn from the thinking of others. This helps to evaluate and personalize your particular experiences, as well as clarify your thoughts and feelings.

You will select experiences and coursework to begin your portfolio. If you want your entire field experiences and coursework to go into the portfolio you may place them there. This is the first course for beginning your picture of experiences. You will add to this picture each semester as you engage in various learning experiences.

See APPENDIX G - Teacher Education Portfolio Guidelines.

APPENDIX A

APPENDIX B

APPENDIX C

APPENDIX D

APPENDIX E

APPENDIX F

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APPENDIX H