



TENNESSEE STATE UNIVERSITY

College of Education

Teacher Education and Student Services

Pre-Residency (Junior) Handbook 2023-2024



Revised: Summer 2023

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ACKNOWLEDGEMENTS

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Dr. Nicole Arrighi, Assistant Dean for Teacher Education and Student Services, revised current edition.



Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, specialist in education, and doctoral degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Tennessee State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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Welcome

Dear Pre-Residency Candidate,

I am writing to welcome you to the teacher preparation program at Tennessee State University. I am so excited to have you join our community of learners and educators. I know that you have made a big decision to become a teacher, and I want to commend you for that. Teaching is a noble profession, and it is one that I am passionate about. I believe that teachers have the power to change the world, and I am confident that you have the potential to be a great teacher.

Our teacher preparation program is designed to give you the knowledge, skills, and dispositions you need to be successful in the classroom. We will focus on preparing you to teach in a diverse and challenging world. We will also emphasize the importance of social justice and equity in education.

I know that you are probably feeling a mix of excitement and nervousness right now. That is perfectly normal. Change can be scary, but it can also be exciting. I want to assure you that you are in the right place. We are here to support you every step of the way.

I encourage you to get involved in our program and community. We have a lot to offer, and I know that you will benefit from being a part of it. We have student organizations, clubs, and activities that you can participate in. We also have a strong mentoring program that can help you connect with experienced teachers.

I am confident that you will have a successful experience in our teacher preparation program. I am excited to see what you will accomplish in the future.

Welcome to the *Teaching Tigers* family!

Sincerely,

Dr. Nicole Arrighi

Assistant Dean – Teacher Education



Overview of the Teacher Education Program

The College of Education (CoEd) offers professional education courses and field experiences for pre-service and in-service early childhood, elementary, middle school, and secondary teachers, counselors, supervisors, administrators, and speech pathologists. The professional education component provided by the CoEd 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.

Office of Teacher Education and Student Services (TESS)

Website: <http://www.tnstate.edu/teachercertification>

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Mission Statement:

Tennessee State University highly values life-long learning, diversity, and commitment to service. The TSU Educator Prep Program (EPP) reflects that focus by fostering diversity of candidate teaching placements, intensive clinical experiences and support for participation in service activities. It is through these experiences that we prepare effective teachers and responsible global citizens.

The Teacher Education Student Services office (TESS) tracks the candidates' progress throughout the residency. Specifically, this unit

- Coordinates all processing of documents
- Reviews admission packets to the Teacher Education program
- Oversees placement of teacher education candidates by the Field Placement and Clinical Experience Coordinator
- Submits required paperwork to the state for certification validation

Professional Assessments for Tennessee Educators

II. 2.a. (Pedagogical Assessment) Individuals applying for an initial teacher license shall submit qualifying scores on the applicable edTPA® assessment.

III. 4.a. (Specialty Area Content Assessments) **Beginning June 1, 2023**, the submission of qualifying scores on a specialty area content assessment is not required for individuals seeking a practitioner license if the educator has completed a State Board-approved educator preparation program.*

**Biology, Chemistry, English, History/U.S. Government, and Math are excluded from edTPA® performance assessment.*

Program Content/Completion

In order to be recommended for an initial teaching license, aspiring educators must successfully complete the program requirements, which include:

- Qualifying Praxis II specialized exam (*if required, for their endorsement area*)
- Coursework affiliated with the following degree program
- Clinical Practicum (one semester), consisting of
 - Three (3) TEAMS evaluations
 - Weekly Log Reflections
 - Submission of edTPA® performance assessment

Candidate Support Team

Each aspiring educator will have a support team that is composed of, at minimum:

- University Faculty
- Field Placement Teacher(s)
- TSU Academic Advisor

In addition, candidates are encouraged to develop their own network of support which may include other teacher in the building and/or content area, professional networks, and external professional organizations.

Special Problems: Withdraw from Teacher Education Program

Tennessee State University Teacher Education Program assumes an obligation to the public schools and the students therein. Each teacher candidate is expected to conduct him/herself in a manner consistent with the university's mission and professional disposition of the college. University Faculty and field placement teachers can submit a disposition deficiency form in the event **there are dispositional issues that impact the candidate's ability to have a positive impact during Pre-Residency. This allows a remediation plan to be established amongst the advocacy team, as a first attempt to eliminate concerns.**

Occasionally, a candidate's performance or other problems are so acute that there is a question concerning his/her continuance in the classroom. Any teacher candidate who fails to act accordingly will be subject to review by the Equity Council. The committee will make recommendations for intervention or disciplinary action, including removal from residency placement and/or the teacher education program.



Council for the Accreditation of Educator Preparation (CAEP)

Teacher preparation programs for undergraduate and graduate programs for the preparation of teachers and related professionals are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The education program at Tennessee State University provides such opportunities for candidates to learn and evaluate theories and principles of sound educational practice.

Here are some of the benefits of CAEP accreditation:

- It ensures that teacher preparation programs are preparing teachers who are ready to teach effectively. CAEP accreditation standards are based on research on what it takes to be an effective teacher. Programs that are accredited by CAEP must demonstrate that they are meeting these standards.
- It provides a framework for continuous improvement. CAEP accreditation is not a one-time thing. Programs must undergo a rigorous review every seven years to maintain their accreditation. This process helps programs identify areas for improvement and make changes to ensure that they are always providing the best possible preparation for teachers.
- It promotes equity and diversity in the teaching profession. CAEP accreditation standards require programs to prepare teachers who are culturally responsive and who can teach all students, regardless of their background. This is important because a diverse teaching force is essential for ensuring that all students have access to a high-quality education.
- It increases the visibility and reputation of teacher preparation programs. CAEP accreditation is a valuable credential that can help teacher preparation programs attract students, faculty, and funding. It also signals to employers that the program is preparing teachers who are ready to teach effectively.



Understanding the INTASC Standards

The Interstate Teacher Assessment and Support Consortium (INTASC) is a national organization that developed a set of standards for what all teachers should know and be able to do to be effective in today's classrooms. The INTASC standards are divided into 10 areas:

1. Learner Development
 - Teachers understand how learners grow and develop, and they use this knowledge to create learning experiences that are appropriate for their students' individual needs.
2. Learning Differences
 - Teachers understand that all students learn differently, and they use this knowledge to create a classroom environment that is welcoming and inclusive for all students.
3. Learning Environments
 - Teachers create a classroom environment that is safe, respectful, and supportive of learning.
4. Content Knowledge
 - Teachers have a deep understanding of the subject matter they teach, and they are able to use this knowledge to create engaging and effective lessons.
5. Application of Content
 - Teachers are able to use their content knowledge to design and deliver instruction that is relevant to students' lives and that helps them develop critical thinking skills.
6. Assessment
 - Teachers use a variety of assessment methods to gather information about student learning, and they use this information to inform their instruction.
7. Planning for Instruction
 - Teachers plan instruction that is aligned to state standards and that is appropriate for their students' individual needs.
8. Instructional Strategies
 - Teachers use a variety of instructional strategies to engage students and help them learn.
9. Professional Learning and Ethical Practice
 - Teachers engage in ongoing professional learning to improve their practice, and they uphold high ethical standards in their work.
10. Leadership and Collaboration
 - Teachers are leaders in their schools and communities, and they collaborate with others to improve student learning.

The INTASC standards are a valuable resource for teachers, teacher educators, and policymakers. They provide a clear and concise framework for what it means to be an effective teacher in today's classrooms.

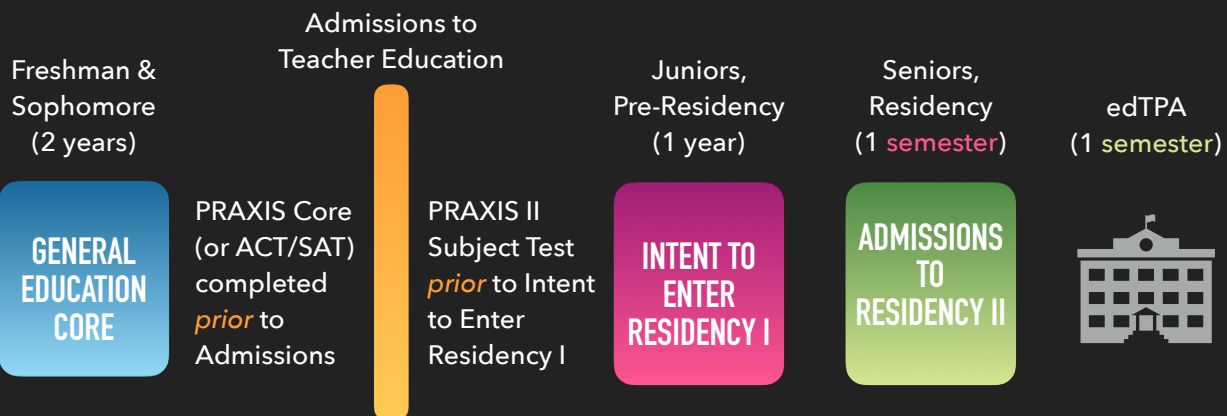
What is Pre-Residency?

The Pre-Residency year is the first phase in the “campus to classroom” transition for aspiring educators. 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 yearlong Residency. 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. Pre-service teachers will be expected to work with an individual and/or groups of learners in approved events and experiences.

PRE-RESIDENCY TIMELINE SUPPORT



- ▶ Advisement that leads to certification and graduation.
- ▶ Intentional alignment to prepare candidates for required benchmarks.
- ▶ Professional development as a means to support “campus to classroom” experiences in field placement.



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.

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: Disposition reports and assessment rubric(s) for candidate journals or reports	Assessments: Disposition reports and assessment rubric(s) for candidate journals or reports	Assessments: Disposition reports and assessments by TSU faculty and/or classroom teachers	Assessments: Disposition reports and assessments by TSU Master Clinician/University and partner school personnel (typically the Mentor Teacher)
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

Early Childhood (Pre-K) and Elementary (K-5) Certification

The Early Childhood and Elementary licensure options require that candidates take several methods courses with co-requisite field study courses:

EDCI 2100 – Field Study I (**fall, Pre-Residency**)

EDCI 2200 – Field Study II (**spring, Pre-Residency**) and

These courses present integrated teaching methods appropriate to the early childhood (PreK-3) or elementary (K-5) classroom. Extensive supervised and evaluated field experiences complement these courses.

Early Childhood Candidates:

- Pre-Field Study Observations (EDEC 1010/EDEC 2010)- PreK Inclusive Classroom/Preschool (Field Study-at least two different public school settings and a minimum of one placement in an urban or Title I school)
- Field Study 1- K or 1st grade inclusive classroom (Junior Year/First Semester- 60 hours)
- Field Study 2- 2nd or 3rd grade inclusive classroom (Junior Year/Second Semester- 70 hours)

Elementary Candidates: (at least two different public-school settings and a minimum of one placement in an urban or Title I school)

- Pre-Field Study Observations (EDCI 2010/EDCI 2420) any K-5 classroom if applicable
- Field Study 1- K, 1st, or 2nd grade classroom (Junior Year/First Semester- 60 hours)
- Field Study 2- 3rd, 4th or 5th classroom (Junior Year/First Semester- 60 hours)

Secondary (6-12) Certification

Secondary candidates take EDRD 4910 – Reading and Study in Secondary Schools and EDCI 3870 – Curriculum Development. These courses should be taken in the **spring semester of Pre-Residency** and each course contains observation/participation field experiences component.

*Note: Candidates interested in Music (Instrumental/Vocal), Visual Arts, Health, or Physical Education are licensed K-12, which include the elementary grades. Yet, the method courses will mirror those of the secondary grades.

Candidate Responsibility & Expectations

Professional Liability Insurance

All candidates are responsible for obtaining appropriate liability insurance. Many professional organizations, like the [Tennessee Education Association](#), offer their members professional liability insurance at discounted rates.

****At no time during the Pre-Residency should the Candidate be alone with the student in the classroom.***

Pre-Residency Candidate Responsibility

The Pre-Residency candidate has the responsibility to:

- Become familiar with the school system – its policies, regulations, procedures, and available services.
- MUST NOT be the official witness to corporal punishment.
- MUST NOT administer any medication to a student.
- Become familiar with the school, its community, faculty, organization, regulations, curriculum, and physical plant.
- Provide the cooperating teacher a time schedule for the semester.
- Be punctual and dependable.
- Be receptive to suggestions.
- Become acquainted with students as soon as possible.
- Make appropriate instructional plans under the direction of the cooperating teacher.
- Learn how to keep written school record and perform other duties.
- Maintain appropriate standards of personal grooming.
- Abide by all the rules, regulations and time requirements of your field placements.

Pre-Residency Candidate Expectations

- 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 s/he 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.
- To have equal access to school facilities.

Establishing Norms

It is important for candidates to 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 the specific classroom management guidelines established and implemented by the cooperating teacher. There will be fewer problems if the Candidate enforces the rules set forth by the cooperating teacher. If there are dispositional issues that impact the candidate's ability to have a positive impact during Residency, please complete a *disposition deficiency form* and return to the Office of Teacher Education (see Appendix). This allows a remediation plan to be established amongst the advocacy team.

Personal Appearance

Pre-Residency should dress appropriately as a professional educator. Tattoos and body jewelry other than earring should not be visible in the school environment (or an instructional distraction, if seen). 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.


Your Career Begins NOW!


CAREER READINESS


Competencies for a Career-Ready Workforce Overview


Competencies


There are eight career readiness competencies, each of which can be demonstrated in a variety of ways.


 Career & Self Development


 Equity & Inclusion


 Teamwork

 Communication

 Leadership

 Technology

 Critical Thinking

 Professionalism

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What is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core

naceweb.org/career-readiness-

the workplace and lifelong career management

NACE
NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

CAREER READINESS COMPETENCIES

The National Association of Colleges and Employers (NACE) is committed to academic programs connecting their experiences to those required in the workforce. As a Pre-Residency candidate, you will be developing the following four competencies: ***Career & Self Development, Equity & Inclusion, Teamwork, and Communication.*** The remaining four competencies will be reinforced during the year-long residency.

Professional Development Calendar

These sessions will be **in-person** to ensure candidates use these events for professional development and networking.

2023-2024 PROFESSIONAL DEVELOPMENT FRIDAYS Teacher Education & Student Services (TESS OFFICE)	
AUGUST	FALL SEMESTER 2023
25	Fall 2023 Orientation for Pre-Residency and Residency Candidates
SEPTEMBER	
1	<i>No event due to Labor Weekend</i>
8	“Mentoring and Coaching” by Dr. Rodriguez Johnson, Gwinett County (GA) Public Schools
22	Cassie Martin, Christian Academy School System
29	<i>No event due to Student Study Week</i>
OCTOBER	
6	<i>No event due to Midterms</i>
13	<i>Homecoming Event</i>
20	Effective Practices – Justin Alexander, Sumner County Schools
NOVEMBER	
3	Instructional Coaching and My First Teaching Job". Aaron Bouie III, Chief Academic Office, Youngstown City School District, Youngstown, Ohio
10	Amber Tyus, Executive Director of Hiring and Placement, Metro Nashville Public Schools & Dr. Diarese George, Executive Director, Tennessee Educators of Color Alliance
17	<i>No event due to Fall Break Weekend</i>
22-26	Fall Break/Thanksgiving Holiday – No classes

**Dates subject to change*

Definition of Roles

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

Assistant Dean for Teacher Education and Student Services

The Assistant Dean/Director of Teacher Education is responsible for all operations in the Office of Teacher Education and Student Services. 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.

Name: Dr. Nicole Arrighi	Phone: 615-963-5482	Email: nkendall@tnstate.edu
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Field Placement and Clinical Experience Coordinator

The Field Placement and Clinical Experience Coordinator works collaboratively with University Instructors, Principals and the appropriate officials designated by each school system in placing Candidates. For each school site placement, the principal is forwarded a copy of the official placement and specifics regarding the field experience. The Field Placement and Clinical Experience Coordinator and the TESS office Administrative Assistant facilitate and monitor all aspects of the clinical residency.

Name: Mrs. Linda Fair	Phone: 615-963-4485	Email: lfair@tnstate.edu
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TSU Field Study Faculty

The role of the Field Study faculty is one of mentoring the Teacher Candidate with understanding the *theories* of teaching methodologies and moving to instructional *practice*. The field study faculty makes critical connection with the coursework to increase the impact of education for students. At all times, the field study faculty is to portray the message that Tennessee State University supports co-teaching as the framework clinical practice.

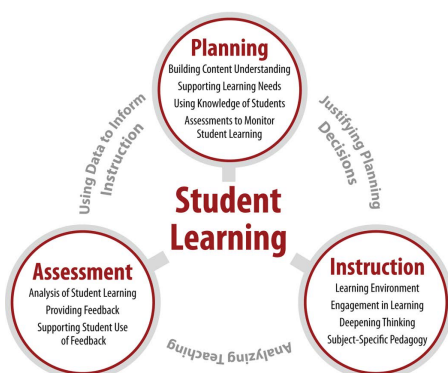
Name:	Phone:	Email:
Name:	Phone:	Email:

Cooperating Teacher

The Cooperating Teacher provides guidance in assisting the Candidate to develop his/her skills as a classroom teacher. The Cooperating Teacher models classroom management, differentiated instruction, and the dynamics of supporting the whole child during the school day.

Name:	Phone:	Email:
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Teacher Performance Assessment Overview



**Image and description courtesy of Pearson Education, Inc.*

Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA®. They received substantive advice and feedback from teachers and teacher educators and drew from experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers).

The design and review teams have included hundreds of university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K–12 teachers. Stanford University is the exclusive author and owner of edTPA®.

edTPA® is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA® is a subject-specific assessment that includes versions for 28 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA® requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA® builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

[Learn more About edTPA®.](#)

Tennessee edTPA® Requirements (effective score requirements: January 1, 2022)

Candidates must score a minimum of **40** out of 75 on the edTPA® portfolio to be recommended for licensure and, at the graduate level, receive your degree from the Tennessee State University Teacher Education Program. If a Candidate fails to achieve the minimum score, remediation is required before the Candidate resubmits the portfolio in part or total. **Candidates are required to pay all costs associated with resubmission.**

State of Tennessee – Professional Code of Ethics*

***Candidate must review and submit the signed agreement of the TN Teacher Code of Ethics (see below) and the NASDTEC Model Code of Ethics for Educators (MCEE).**

Tennessee Teacher Code of Ethics Preamble

An 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. An 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.

PRINCIPLE I Educator's Obligation to the Students

An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An 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 must:

1. Not unreasonably restrain the student from independent action in the pursuit of learning.
2. Not unreasonably deny the student access to varying points of view.
3. Not deliberately suppress or distort subject matter relevant to the student's progress.
4. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Not intentionally expose the student to embarrassment or disparagement.
6. 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.
 - d. Not use professional relationships with students for private advantage.
 - e. Not disclose information about students obtained in the course of professional service unless disclosure serves a compelling purpose or is required by the law.

PRINCIPLE II Educator's Obligation to the Education 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 nation 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 that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator shall not:

1. Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position.
2. Misrepresent his/her professional qualifications.
3. Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Assist a non-educator in the authorized practice of teaching.
6. Disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Knowingly make false or malicious statements about a colleague.
8. Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions

Links to review Codes of Ethics:

- [Tennessee Teacher Code of Ethics](#)
- [NASDTEC Model Code of Ethics for Educators \(MCEE\)](#)

Print, sign and submit at Orientation the [Code of Ethics Agreement Form](#).

APPENDIX

CALENDAR OF EVENTS AND IMPORTANT DATES 2023-2024

Teacher Education & Student Services (TESS OFFICE)

AUGUST	FALL SEMESTER 2023
11	Monthly Mtg. for Clinicians/ University Supervisors –10:30 A.M.
21	TSU Classes Begin
25 🍎	Pre-Residency I & Residency I, Fall Orientation
SEPTEMBER	
4	Holiday – Labor Day
8 🍎	“Mentoring and Coaching” by Dr. Rordriguez Johnson, Gwinett County (GA) Public Schools
22 🍎	HOLD – Cassie Martin, Christian Academy School System
OCTOBER	
2-6	Midterm Examination Week
16-17	Fall Break
20 🍎	Effective Practices – Justin Alexander, Sumner County Schools
25 – Jan. 12	Registration for Spring 2024
NOVEMBER	
3 🍎	Instructional Coaching and My First Teaching Job". Aaron Bouie III, Chief Academic Office, Youngstown City School District, Youngstown, Ohio
10	Amber Tyus, Executive Director of Hiring and Placement, Metro Nashville Public Schools & Dr. Diarese George, Executive Director, Tennessee Educators of Color Alliance
22-26	Fall Break/Thanksgiving Holiday – No classes
DECEMBER	
1	Last Day of Classes
4-8	Final Examinations
25 – Jan. 1	Holiday Break – University Closed
JANUARY	SPRING SEMESTER 2024
15	Holiday- MLK Day
16	TSU Classes begins
19 🍎	Pre-Residency II, Spring Orientation
26 🍎	(to be announced)

*Dates subject to change

FEBRUARY	
2 🍏	(to be announced)
9 🍏	(to be announced)
16 🍏	(to be announced)
23	<i>No event due to Student Study Week</i>
26 - MAR 2	Mid-term Examination Week – all classes meet as scheduled
MARCH	
1	<i>No event due to Midterm</i>
4-8	TSU Spring Break (<i>Student Teachers follow their assigned School District's calendar</i>)
8	<i>No event due to Spring Break</i>
15 🍏	(to be announced)
22 🍏	(to be announced)
26 – Apr. 27	Registration for Summer 2024
29 – Aug. 16	<i>No event – Good Friday</i> Registration for Fall 2024
30	Intent to Enter Residency I - Application Deadline
APRIL	
5 🍏	Teresa A. Lance, Ed.D, Assistant Superintendent of Equity and Innovation U-46
12 🍏	(to be announced)
19 🍏	(to be announced)
25	Last Day of Classes
26	<i>No event due to Finals Study Week</i> Pre-Residency II Deadline to Submit Qualifying Praxis II Scores
29 – May 2	Final Examinations

**Dates subject to change*

TSU TEACHER EDUCATION PROGRAM

PRE-RESIDENCY

☒ **Admission to the Teacher Education Program (Pre-Residency – Junior Year)**

Admission typically occurs in the spring semester of sophomore year. Once admitted, Candidates begin Pre-Residency in the fall semester of the junior year.

Requirements

1. Minimum GPA - **2.75** on a 4.0 scale
2. Professional Resume including link to LinkedIn page
3. Praxis Core Academic Skills for Educators, or ACT, or SAT (only 1 of the three tests is required)
 - ACT score of 21
 - SAT combined score of 1080 (Reading & Mathematics)
 - CORE Academic Skills for Educators scores: Reading - 5712 (156), Writing 5722 (162), and Math (5732 (150)
4. Clear TBI/FBI Security Clearance
5. Completion of at least 31 semester hours of coursework,
ENGL 1010, ENGL 1020, PSY 2420 (Early Childhood concentration take ECFS 2010),
EDCI 2010, plus appropriate sequence of freshman math and science
6. Two positive recommendations from content advisor and a professional educator/professor
7. Submission of Application
8. STEA Insurance
9. Admissions Interview

Pre-Residency (Junior Year)

☐ **Fall Semester**

- Complete methods courses and other block courses specific to content area (e.g. Elementary Education, Early Childhood, Music Education, History, etc.)
- Take/Pass PRAXIS II [Content Knowledge Assessment\(s\)](#) for your specific endorsement area.

☐ **Spring Semester**

- Complete methods courses and other block courses specific to content area (e.g. Elementary Education, Early Childhood, Music Education, History, etc.) Take/Pass PRAXIS II [Content Knowledge Assessment\(s\)](#) for your specific endorsement area.

☐ Submit Intent to Enter Year-Long Residency Application (**signed by Advisor**), due **April 4th**.

☐ Copy of Program of Study (4-yr plan) which indicates all pre-requisites courses completed with grades (**signed by Advisor**).

*Please utilize the PRAXIS II study guides and tutoring resources provided in the GRACIE-OTL located in Clay Hall, Room 212. Learn more about their services: <https://www.tnstate.edu/gracie-otl/>



Intent to Enter Year- Long Residency Checklist

Important Note: Completed applications received after published deadlines will be deferred to the following semester. Candidates may not apply for Residency I and Residency II in the same semester.

- Submit each required documentation via email to teachercertification@tnstate.edu in **PDF** Format **(No Photos Accepted)**

Application Deadlines: April 5th

CANDIDATE BACKGROUND

- ☐ Acceptance Letter to Teacher Education program
- ☐ Up to Date Program of Study (academic plan) – **MUST include grades for completed coursework and be signed by your academic advisor.**
- ☐ Copy of Transcripts Current GPA: _____
(Unofficial TSU and **Official copies** on file if attended other universities prior to TSU)
*To retrieve MyTSU transcript – Go to MyTSU > Select Banner Services > Student > Student Records > Academic Records > Web-transcript (undergraduate and/or graduate) > right click on mouse while viewing transcript > select Print (**but do not print**) > change from printer to save as PDF. Save document on your computer then attach to email.*
- ☐ Candidate Photo (headshot, 2x3 from Driver's License or Student ID).
**Note: Professional Photos can also be taken at the University Career Development Center.*
- ☐ Background Check Clearance Letter
- ☐ TB Skin Test
- ☐ TBI Waiver _____ (sem/yr completed) Privacy Act _____ (sem/yr completed)
- ☐ [Emergency Contact Form](#)
- ☐ Proof of [liability insurance](#) for field placements.
**Complete this step AFTER April 1st, to join for the next academic year.*

TEST SCORES ***Note: Scores should be passed at the time filing this application.**

- ☐ Copy of Praxis Content Knowledge Tests for your certification area.

PROFESSIONAL DEVELOPMENT

- ☐ Updated Teaching Philosophy (*minimum of 300 words*)
- ☐ Updated Professional Resume, URL to LinkedIn page: _____

TESS Office Only

Admission Status: ☐ Approved ☐ Denied

Emailed Certificate & Letter Mailed: _____ Department Notified: ☐ Yes ☐ No



Intent to Enter Year-long Residency (Undergraduate Only)

Intent to Enter Year-long Residency starts the culminating experience for licensure candidate as they make the “campus to classroom” transition. Aspiring educators serve as the lead instructor under the supervision of a mentor teacher and master clinician. The Residency I (fall) semester concludes methods coursework with intentional focus on edTPA preparations. The Residency II (spring) semester is the culminating experience for candidates to showcase their knowledge, skills, and dispositions of an emerging educator. The edTPA performance assessment is completed during this semester to evaluate the planning, instruction, and assessment abilities necessary for full certification.

- Submit each required documentation via email to teachercertification@tnstate.edu in **PDF** Format **(No Photos Accepted)**

Application Deadlines: April 5th

Name:		T Number:	
Phone:		Classification:	
Cum GPA:		Certification Area:	
		Anticipated Date of Graduation:	

PRAXIS II TEST SCORE RESULTS

***Note:** Indicate the Test Number and Passing Score Results below:

Test 1		Test 1 Results		Test 2		Test 2 Results	
Test 3		Test 3 Results		Test 4		Test 4 Results	
Test 5		Test 5 Results					

*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 the requirements upon completion of current course semester.***

Advisors acknowledge of applicant submitting and meeting all requirements for the Intent to Enter Year-long Residency (please select one): ☐ Approved ☐ Denied

Advisor Signature: _____ **Date:** _____

**Note: Applicants are encouraged to use an electronic service, such as Adobe or DocuSign, to expedite the submission of the application to the TESS office – teachercertification@tnstate.edu*

SUPPORTING DOCUMENTATION

Attach all supporting documentation in PDF format **with application** (pending documents please note as attachment):

1. **Transcript** (Unofficial TSU and **Official copies** on file if attended other universities prior to TSU)
*To retrieve MyTSU transcript – Go to MyTSU > Select Banner Services > Student > Student Records > Academic Records > Web-transcript (undergraduate and/or graduate) > **right click on mouse** while viewing transcript > select Print (**but do not print**) > change from printer to save as PDF. Save document on your computer then attach to email.*
 2. Program of study/Transcript Evaluation (Semester and Grade for each course completed and pending).
 3. Praxis Score Results for all required test (**pending result submit a copy of registration**)
*While viewing your test results, right click on mouse while viewing test results, select print – do not print > change from printer to save as PDF. Save the document on your computer then attach within email with application. **Passing score results are to be sent to the sent the State Department of Education - Tennessee State University when applicant registers and PDF copy to the passing results emailed to the TESS office (teachercertification@tnstate.edu)**.*
 4. Photo (headshot, 2x3 from Driver's License or Student ID). *Note: Professional Photos can also be taken at the University Career Development Center.
 5. Proof of [liability insurance](#) for the *next* academic year: **Renew after April 1st**.
 6. TB Skin Test (negative results signed by physician's office original copy attached)
 7. Attach copy of [Background Check Clearance](#) letter (contact TESS office if you can not locate)
Waiver Form: ☐ Privacy Act: ☐
 8. [Emergency Contact Form](#)
-

Do you have any family or relatives who are currently working for any school or district?

No ☐ Yes ☐ (If Yes, list their names, titles, school site and district below):

If you are seeking special accommodations under ADA, please attach the completed *A Reasonable Accommodation Request Form*. **(available of the TSU Disabled Student Services webpage)**

Verified Disabilities: No ☐ Yes ☐

Have you ever been dismissed from an observation, field placement, internship, or student teaching?

No ☐ Yes ☐ (If Yes, explain):

Have you ever been convicted of a misdemeanor or felony?

No ☐ Yes ☐ (If Yes, explain):

APPLICATION FOR INTENT TO ENTER YEAR-LONG RESIDENCY

BIOGRAPHICAL & TEACHER EDUCATION CLASSIFICATION DATA

Name:		T#:		SS#:	
Email:		Phone:			
Current Address:					
City:		State:		Zip:	
		County:			

☐ *Same as Current Address*

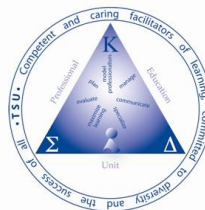
Permanent Address:					
City:		State:		Zip:	
		County:			

High School:					
City:		Graduation Year:		County:	

Applicant's Signature _____ Date: _____

Comments:

TESS Office Only	Date Received _____	By _____
Application for Residency (Semester/Date): _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Denied		
Reason for Denial:		



Process for Assessing Teacher Candidates' Disposition

Tennessee State University Teacher Education Program assumes an obligation to the PK-12 public schools and to the students therein. Therefore, each teacher education candidate is expected to conduct him/herself in a manner consistent with the university's mission and professional dispositions of the college.

The College of Education conceptual framework promotes the development of its teacher candidates as facilitators of learning—caring, competent professionals with a multicultural perspective. Candidates are expected to demonstrate behaviors that are indicative of dispositions characteristic of effective teachers and align with the INTASC standards.

Teacher candidates will be made aware of disposition expectations upon their admittance into the teacher education program. However, discussions on professional growth and etiquette will be reinforced in pre-requisite courses, student advising, and pre-professional student organizations.

In the TSU teacher education program, teacher candidates are expected to demonstrate professional dispositions throughout their program (refer to Disposition Matrix). Ten (10) courses have been targeted to assess student disposition: **EDCI 2010, EDCI 2100, EDSE 3330, EDCI 3120, EDCI 3500, EDCI 2200, EDLI 3500, EDCI 4190, EDCI 3220, EDLI 4500, EDCI 3870, EDLI 4910, EDCI 4550, EDCI 4600, EDCI 4620, EDCI 4705, EDCI 4706, and EDCI 4720.**

Post-baccalaureate candidates enrolled in the licensure courses are also subject to the same dispositional guidelines as undergraduate majors. The following courses have been targeted to assess student disposition at the post-baccalaureate: **EDCI 5000, EDCI 5840, EDSE 5530, EDCI 5190, EDLI 5610, EDCI 5715, EDCI 5290, EDCI 5830, EDCI 5820, EDCI 5270, and all EDSE courses under the Interventionist program.** These course instructors will check each candidate's proficiency and report any deficiencies for targeted dispositions.

Disposition deficiencies are not seen as weaknesses, but areas of improvement for teacher candidates. Once a disposition deficiency is reported, the instructor and/or PK-12 teacher will meet with candidate to discuss deficiency report and develop a remediation plan. Candidate will be given a copy of remediation plan and any other form requiring their signature.

College instructors and/or PK-12 teachers working with the teacher candidate can report disposition deficiencies (see DDF-1). Early deficiency reports can be provided to student on/before midterm week. Final reports will be submitted at the end of each semester (with any preliminary forms). The Professional Education Committee will monitor candidate's file for additional DDF forms. A candidate receiving a total of four (4) disposition deficiency forms may be subject to probation or removal from teacher education program.

Remediation Step 1:

Upon receiving first disposition deficiency report (DDR), the candidate will complete remediation plan and adhering to recommendations provided by instructor and/or PK-12 teacher.

Remediation Step 2:

(Candidate has received a second DDR.)

In addition to completing a remediation plan (as indicated in RS1), candidate will meet with advisor within seven (7) days for academic and portfolio analysis. Advisor may submit additional recommendations to the remediation plan to deter any future DDR.

Remediation Step 3:

(Candidate has received a third DDR.)

Remediation Steps 1 and 2 are followed; however, candidate is *not* able to amend the timeframe for DDR.

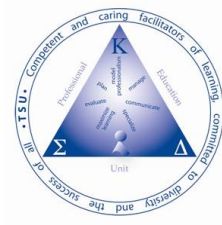
Candidate will sign a form acknowledging that a fourth DDR may result in probation or removal from teacher education program. Candidate's name is submitted to Teacher Education Office (105 Clay Hall) to be compiled for further analysis of increased intervention services.

Remediation Step 4:

(Candidate has received a fourth DDR.)

Candidate is subject to dismissal from the Teacher Education program.

Candidate has the right to appeal; however, request must be filed within seven (7) days.



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

COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher Candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires Candidates to demonstrate what they can and will do in the classroom to help all students learn.

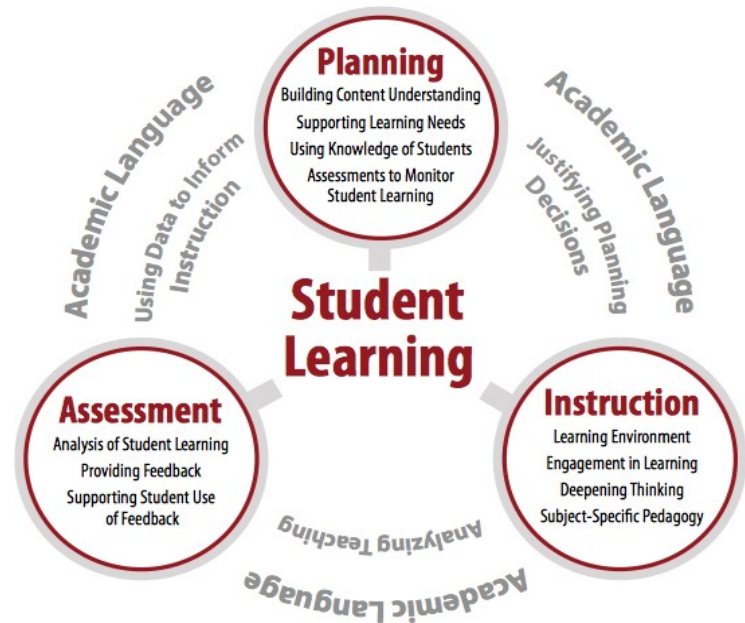
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P–12 teachers who supervise or support teacher Candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which Candidates teach. Teacher Candidates will develop lesson plans to engage students in learning consistent with the host school’s standards and curricula.

Evidence of Effective Practice

Teacher Candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the Candidate teaching, and commentaries on student learning and how the Candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning



edTPA®

SCALE

Stanford Center for Assessment, Learning, & Equity

Additional Resources

- [Backpack Connection Series](#) [Backpack Connection Series](#)
The Backpack Connection Series was created by the Technical Assistance Center on Social Emotional Intervention (which is now part of NCPMI) to help young children develop social emotional skills.
- [Initial Practice-Based Professional Preparation Standards for EI/ECSE \(2020\)](#) Link to the standards and supporting resources.
- [Center for Parent Information and Resources](#)
Link to family-friendly materials and resources.
- [Division for Early Childhood Recommended \(DEC\) Practices with Examples](#) Effective practices to improve child outcomes.
- [Early Childhood Recommended Practices Module 1: Interaction](#) A module to learn about effective instructional practices.
- [ECPC Cross-Disciplinary Competencies](#)
 - Core cross-disciplinary competence areas for use by ECI professionals.
- [ECPC Curriculum Modules: Professional Standards](#)
 - A module for each of the seven EI/ECSE Standards with a variety of resources (e.g., multimedia illustrations, websites, references).
- [Interaction Practice Guides for Practitioners](#)
From ECTA, resources and video examples of child and adult interactions.
- [Interaction Practice Guides for Families](#)
From ECTA, resources to support parent-child interactions.
- [Principles for Use of Technology with Early Learners](#)
A resource from the Office of Educational Technology.
- [Professional Standards and Competencies for Early Childhood Educators](#) A resource from NAEYC.
- [Zero to Three: Power of Play](#)
Learning through play from birth to three.



“The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.”

Confucius

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