

2014-2015
College of Education
Full-Year Residency Handbook

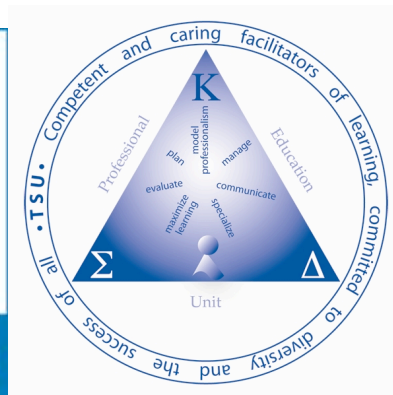


Table of Contents

Welcome.....3

Dean’s Message.....4

Ready2Teach Overview.....5-7

Candidate Assessment.....8-10

EdTPA Overview.....11-12

Co-Teaching Overview.....13

Candidate Expectations.....14-16

Handbook Review Acknowledgement.....17

References:

- Tennessee State University Academic Calendar
- Metro Nashville Public Schools Academic Calendar
- Sumner County Schools Academic Calendar
- Tennessee State University Residency I Calendar
- Vol-State Residency I Calendar
- EdTPA Sample Lesson Plan Format
- Mentor Teacher Evaluation Form
- Residency I Evaluation Form
- Candidate Summative Evaluation Form

Welcome

Congratulations Teacher Candidates! You have made it to your Full-Year Residency. It is imperative that the materials contained herein are reviewed thoroughly and carefully, both by you as well as your Mentor Teacher. We look forward to working with you in order to ensure that all of your needs are met and that you are prepared to enter the workforce as a *competent and caring, facilitator of learning, committed to the diversity and success of all.*



Dean's Message

Dear Teacher Education Candidates:

It is truly a great day to be at Tennessee State University! As you know, Tennessee State University's Teacher Education Programs prepare you to be competent and caring facilitators of learning, committed to diversity and the success of all students. Our vision for your success is contingent upon our ability to facilitate a series of classroom and field-based experiences that allow you to grow into the professional you want to be.

To develop your competency and nurture a caring attitude, the Teacher Education Program implemented *Ready2Teach*, a clinically-rich, co-teaching residency model. *Ready2Teach* maximizes the time you will be engaged with students in field experiences. This engagement begins prior to your last year and gradually increases until your final semester. In the last year of the program, you will complete a co-teaching residency wherein the first semester (Residency 1) will consist of 50% of your time spent with students in the classroom. In the second semester (Residency 2), one hundred percent of your time is spent in the classroom. All of your experiences are guided by Master Clinicians and your Mentor Teacher. This experience culminates in a capstone assessment, the edTeacher Performance Assessment or edTPA. edTPA allows you to demonstrate your ability to plan, instruct, assess and reflect. Moreover, as a graduate of TSU's Teacher Education Program, you will be ready to teach from your first day in your own classroom.

This handbook includes information that will assist you in navigating your program successfully. Please adhere to the policies and procedures outlined in the handbook, and do not hesitate to contact the office of Teacher Education for clarification as needed. While the Teacher Education faculty and staff will support your Ready2Teach experience, remember it is your responsibility to complete program requirements and meet all deadlines. As you move closer to entering the teaching profession, continue to increase your knowledge, develop your instructional skills, and monitor your dispositions so that you will be ready to teach effectively on the first day you stand in front of your students as a professional educator.

Keep in mind, the ability of any student to succeed in today's schools is contingent upon your ability to develop into the best educator that you can be. We owe that to the students, schools and communities that we serve as educators.

It is a great day to be a TSU tiger because we breed excellence in educators . . . that means ***You!***

Sincerely,

Kimberly L. King-Jupiter, Ph.D.
Dean and Professor



Ready2Teach Overview



The Tennessee Board of Regents (TBR) is the sixth-largest state university and community college system in the United States and prepares more than half of all Teacher Candidates in the state. We have redesigned all Teacher Preparation Programs within the Tennessee Board of Regents system, which includes 6 universities and 13 community colleges. Our redesign is called Ready2Teach as our focus is on preparing Teacher Candidates who are ready to teach from day one.

The primary goals of Ready2Teach are to:

1. Work with public schools to prepare teacher candidates so that they, in turn, have a positive impact on student performance from day one.
2. To address the needs of schools.

Ready2Teach will produce graduates with strong academic content knowledge aligned with Tennessee high school curriculum standards, strong skills in instruction, assessment, and management, and well-developed skills in meeting the academic and social needs of all students.

Our comprehensive, progressive year-long school-based clinical residency equips Teacher Education Graduates to succeed in challenging urban and rural public schools. The close partnership between university faculty and public school faculty also promotes professional development and innovation among all participants. Education components of the curriculum are organized in modules, within which candidates learn by working through targeted real-world situations. We use a Problem Based Learning model for structuring these situations. Our redesign focuses on demonstration of learning and best practice.

Teacher Candidates' tasks are aligned with identified school priorities and needs rather than only with traditional teacher education program requirements. Faculty work closely with school administrators and mentor teachers to implement meaningful experiences for Teacher Candidates that allow schools to meet their needs and the goals identified in their school improvement plans. This means that our university faculty will spend more time in P-12 schools and classrooms engaging in co-teaching with both Mentor Teachers and Candidates.

TSU is in partnership with Stanford University, the Council of Chief State School Officers and the American Association of Colleges for Teacher Education (AACTE) along with Vanderbilt and UT Knoxville as part of the Teacher Performance Assessment Consortium, TPAC-TN. Our Ready2Teach program is a four-year program, as opposed to other teacher preparation programs being fifth-year.

Residency I

The Residency Year is comprised of the final two semesters. Candidates enter Residency I as a cohort and are engaged in authentic Field-Based Experiences for fifty percent or one half of their semester credit load. The remainder of the semester is designated for participation in professional studies and continued involvement in Problem-Based Learning and other effective instructional delivery methods. Candidates are engaged in coursework and experiences designed to develop general and content specific pedagogy. Candidates complete the majority of the semester in one primary location appropriate for their endorsement. During Residency I, Candidates initiate efforts toward completion of Task 1, Task 2, and Task 3 of the Teacher Performance Assessment. In addition, Candidates successfully submit a minimum of one Signature Formative Assessment (SFA) as a requirement for admission to Residency II.

During this “Pre-Clinical” (Residency I) semester, Candidates may be placed with the classroom teacher who will serve as their Mentor Teacher during the following clinical semester. The program is structured such that it scaffolds greater responsibility, and sequences the observation and participation experiences that will naturally lead into the Residency II (Culminating Clinical Semester).

The following objectives serve as a guide for observation and participation activities during Residency I:

1. To become acquainted with the Mentor Teacher and Candidates.
2. To become familiar with classroom procedures, school policy, duties and responsibilities of the Mentor Teacher.
3. To participate in individual and small group instruction.
4. To assist the Mentor Teacher in grading papers, bus duty, hall duty, cafeteria duty, etc.
5. To begin dialogue relative to Context for Learning and develop lesson and unit plans for Residency II.
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.

Residency I Candidates typically report to their first assignment mid-way through the Fall Semester and accumulate approximately 100 hours of direct clinical field experience in the classroom.

Residency II

Residency II is a continuation of the primary placement successfully completed during Residency I. Candidates continue in the same placement throughout the duration of the final semester of their approved programs of study. During Residency II, Candidates are engaged in full time placements and supportive professional seminars that provide intensive experiences to further develop the knowledge, skills and dispositions of effective practitioners. Based upon a foundation of substantive content, authentic experiences, involvement in Problem-Based Learning, supported by a strong co-teaching (collaborative) partnership involving School-Based Mentors with educational and pedagogical expertise, the Residency II portion of the program provides Candidates culminating opportunities on which to transition into the profession as competent and caring educators.

The Full-Year Residency bridges two semesters of Residency (Clinical Field Experience Activities). Typically, Elementary Education (K-6) and Early Childhood (PK-3) are placed in the elementary levels (PK-4). The (K-12) Teacher Candidates - Exceptional Education, Physical Education, Health and Wellness, Music, and Art may experience three levels of placements; the elementary (PK-4), middle school (5-8), 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, may engage in two levels of placements; the middle school (5-8) and the high school (9-12).

Candidate Assessment

Clinical Semester Seminar

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

In addition to the maintenance of written records of evaluation evidence of daily collaboration and verbal discussions of the Candidate's performance serve to document progress in the residency. Evaluation of the candidate's professional growth is a continuous, systematic, honest, and comprehensive process involving the School Based Mentor, University Supervisor, Clinical Seminar Instructor, the Teacher Candidate, and at times, the School Principal.

Candidate In-Residence Self-Evaluation

Candidates should keep an electronic journal and /or an activity log. Reflective thinking should be an integral part of the Candidate'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

The University Supervisor should make as many visits to a site as deemed necessary, based on the level of support needed to ensure Candidate success. A minimum of six formal site visits should be scheduled for observation and evaluation. Additional visits include an introductory meeting with the mentor teacher and other school personnel to arrange the schedule for candidate's activities.

Following an observation, the University Supervisor will confer with the Mentor Teacher and the Teacher Candidate relative to the Candidate's performance and progress. The Teacher Performance Observation form (TPO) is a key component of this formative performance review.

The University Supervisor should record his/her comments, suggestions, and recommendations on the Formative Teacher Performance Observation forms and subsequently, on the Summative Assessment forms.

If the Teacher Candidate is unable to confer with the University Supervisor immediately after the observation, the candidate should be instructed to call the Supervisor for a telephone conference. For the teleconference, the Candidate must have the Teacher Performance Observation form available with the reflection portion of the lesson plan completed.. 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.

School-Based Mentor’s (Mentor Teacher) Evaluation

The primary role of the School-Based Mentor is one of mentor. As such the evaluation tools and forms serve primarily as an aid or benchmark and formative documentation for daily debriefing sessions with the student teacher regarding their professional growth, (i.e., lesson plans, teaching strategies, and classroom management).

A Candidate Professional Development Progress Form is required to be completed by the School-Based Mentor for each month that the Candidate is in Residency II. All daily lesson plans must be approved and initialed by the Mentor Teacher prior to implementation. The Mentor Teacher and the Teacher Candidate are expected to arrange a weekly conference time for planning and evaluation purposes. The conference should be used to provide feedback to the Candidate regarding his/her performance, and to plan the upcoming lessons and activities.. The School-Based Mentor is encouraged to keep a log of conference meetings and discussions. The School-Based Mentor should use the log when communicating Candidate development and conferencing with the University Supervisor.

A Candidate Professional Development Progress Form is required to be completed by the School-Based Mentor for each month that the candidate is in Residency II.

All daily lesson plans must be approved and initialed by the Mentor Teacher prior to implementation

The School-Based Mentor and the Teacher Candidate are expected to arrange weekly conference time for planning and evaluation purposes.

The School Based Mentor is encouraged to keep a log of conference meetings and discussions.

Course Grades:

A grade of A, B, C, D, F, W, or I may be assigned to Residency II. Any Candidate who makes less than a grade of “B” in EDCI 4705/4706 will not be recommended for licensure. A course grade report of “C” will allow for graduation without recommendation for license.

A Teacher Candidate may be withdrawn from Residency II at any time. Generally, Candidates who are withdrawn from Residency during Residency I are allowed to reapply to be placed in a subsequent semester, after they have demonstrated that all deficiencies have been resolved. A Candidate, who is withdrawn from their placement during Residency II, may be dismissed from the program and may not be eligible for future placements.

Both the Mentor Teacher and the University Supervisor are to assign a recommended grade to the Teacher Candidate. Each must discuss the given grade with the Candidate. In accordance with Tennessee EdCode, the final decision of a grade is the responsibility of the University Supervisor after consulting with the Director of Teacher Education.

All Candidates who receive a —satisfactory grade (A or B) for Residency II become eligible for recommendation for a teaching license if all other requirements are fulfilled. Also, the Director of Education reports /confirms the final grade – A, B, C, D, or F to the Records office. Therefore a Candidate whose performance is such that he/she cannot fulfill the duties normally expected of teachers will receive a grade of C, D, or F.

Candidates who received a grade of C in student teaching may graduate but will NOT be recommended for licensure.

Teacher Performance Assessment Overview



edTPA is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

** Courtesy of the American Association of Colleges for Teacher Education (AACTE)*

One of the most important challenges facing public education is to ensure that the nation's increasingly young and inexperienced teacher workforce is prepared to meet the academic needs of all students. Teachers must be ready to teach, with the necessary skills needed to support student learning, from the first day they enter the classroom.

That is why Stanford University and the American Association of Colleges for Teacher Education formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment. For the first time, edTPA will give teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.

Recognizing the need for a uniform and impartial process to evaluate aspiring teachers, 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 over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards, the InTASC Standards portfolio, and the Performance Assessment for California Teachers). The more than 120 design and review team members included university faculty, national subject-matter organization representatives, and K-12 teachers.

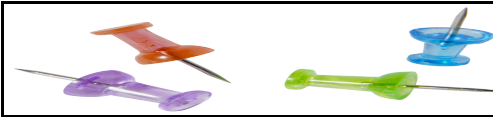

Demand for edTPA grew so rapidly that Stanford University engaged Pearson as an operational partner to help deliver it to the wide educational audience that asked for it. Involvement with edTPA is endorsed by AACTE and the Teacher Performance Assessment Consortium (TPAC), comprised of 24 states and the District of Columbia and more than 160 teacher preparation programs participating in edTPA activities.

edTPA was field tested in Spring 2012. Stanford University is the exclusive owner of edTPA.

edTPA is transformative for prospective teachers because the process requires candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is intended to be used for teacher licensure and to support state and national program accreditation. edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. It is comparable to the licensing exams that demand applications of skills in other professions, such as medical licensing exams, the architecture exam, or bar exam in law. edTPA is subject-specific with separate versions for Early Childhood, Elementary, Middle Childhood and Secondary licensure fields. edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students.

Co-Teaching Overview

Co-Teaching is defined as two teachers (*cooperating teacher and teacher candidate*) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

<p>Co-Teaching is an Attitude... An attitude of sharing the classroom and students</p> <p>Co-Teachers must always be thinking</p> <p>We're Both Teaching!</p>	<p style="text-align: center;">Data show Co-Teaching is a way...</p> <table border="0"> <tr> <td data-bbox="613 304 1071 577"> <p>To build stronger connections between universities and school partners;;</p> <p>To provide both support and professional development for cooperating teachers;;</p> <p>To increase opportunities for placements;;</p> <p>To better meet P-12 student needs;;</p> <p>For teacher candidates and cooperating teachers to build strong relationships;;</p> </td> <td data-bbox="1101 304 1567 472"> <p>For teacher candidates to have more opportunities to teach;;</p> <p>For teacher candidates and cooperating teachers to enhance their communication skills;;</p> </td> </tr> </table> 	<p>To build stronger connections between universities and school partners;;</p> <p>To provide both support and professional development for cooperating teachers;;</p> <p>To increase opportunities for placements;;</p> <p>To better meet P-12 student needs;;</p> <p>For teacher candidates and cooperating teachers to build strong relationships;;</p>	<p>For teacher candidates to have more opportunities to teach;;</p> <p>For teacher candidates and cooperating teachers to enhance their communication skills;;</p>
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<p>Why Co-Teach?</p> <p>Increases instructional options for all students</p> <p>Addresses diversity and size of today's classrooms</p> <p>Increases instructional options for all students</p> <p>Enhances classroom management</p> <p>Provides mentoring and guidance throughout the experience</p> <p>Creates an opportunity to plan, teach and evaluate as a team</p> <p>Helps develop knowledge, skills and dispositions for teaching</p> <p>Improves the academic performance of students in the classroom</p>	<p style="text-align: center;">Co-Teaching Strategies</p> <p>One Teach, One Observe – One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.</p> <p>One Teach, One Assist – One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Station Teaching – The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.</p> <p>Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.</p> <p>Supplemental Teaching – This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.</p> <p>Alternative/Differentiated Teaching - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.</p> <p>Team Teaching – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p style="text-align: right;"><small>Adapted from Cook & Friend (1995)</small></p>		
<p>Co-Teaching is NOT:</p> <p>A less rigorous student teaching experience or easier for teacher candidates;;</p> <p>One person teaching one subject or period followed by another who teaches a different subject or period;;</p> <p>One person teaching while another person prepares instructional materials or sits and watches;;</p> <p>When one person's ideas prevail regarding what will be taught and how it will be taught.</p>	<p>Co-Teaching Won't Happen Without PLANNING. Pairs Are encouraged to:</p> <p>Designate a co-planning time. <i>This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. You will be responsible for additional planning beyond this planning time;; the focus is on planning for co-teaching.</i></p> <p>Try each co-teaching strategy.</p> <p>Adjust the lead role. <i>Lead of the planning shifts from the cooperating teacher (early in the experience) to the teacher candidate as the experience progresses.</i></p> 		

Candidate Expectations

***At no time during the Full-Year Residency should the Candidate be alone in the classroom. This includes both the Mentor Teacher as well as Substitute Teachers.**

Calendar

While at the placement school, a Candidate should follow the district calendar for all holidays and vacation dates. However, during Residency I, due to the limited amount of time spent in the classroom, the Candidate will follow the TSU Academic Calendar.

Attendance and School Schedule

A general guideline for beginning the school day is that your required time of arrival coincides with the expectation for teachers. However, there are actually two arrival times that are important: (1) the time at you are to sign in the office and (2) the time that you are expected to be in your classroom. Before your first day in the school, contact your Mentor Teacher to learn of these times. Similarly, the end of your school day will mirror the expectancy for teachers. Of course, there will be conferences and other after school activities that will require your attendance at school beyond the typical departure time (i.e, math night, PTO, parent night, professional development sessions, etc.).

During Residency II, Candidates 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 Residency II** and any days missed due to illness, bereavement and other special situations must be made up. If illness or emergency should require a Candidate to be absent for any period of time, the Candidate must notify the school, the School-Based Mentor and the University Supervisor. Should the Candidate 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 Mentor Teacher and School Administrator, determine whether the Candidates 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.)

Residency II 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 Mentor Teacher's daily schedule, including any assigned lunch, bus, or playground supervision. The Candidate is expected to be at his/her assigned school at the appointed hour. Arrival and departing times should be the same. The Candidate 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, Teacher Candidates will be expected to arrive at least 30 minutes early and leave at least 30 minutes beyond the dismissal time for Mentor Teachers. Candidates cannot avail themselves of the Mentor Teacher's expertise and assistance unless extra time is spent at the school. Please discuss with your Principal and School-Based Mentor his/her expectations about time of arrival and dismissal.

The Candidate should attend all after school functions that his/her Mentor 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.

Steps to follow when you are absent

Notifying others when you are absent is vital. Please make contact in the following order. Obviously, if you can't make contact with one, go on to the next. However, each person identified is to be contacted. When you are going to be absent, contact each of the following as soon as possible:

1. Your School Based Mentor at home or school;
2. Your University Supervisor at home or TSU;
3. The School Secretary (have that individual leave a message with the principal about your absence).

Absences and Holidays

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

Absences in excess of six days during the total Residency II experience may result in extension of the Residency II experience or removal from the program. Tardiness is not allowed.

The Candidate will observe the same holiday and faculty in-service schedule as the school district in which he/she is student teaching, **not the University Academic Calendar or Holiday Schedule**. *If allowed, participation in district in-service activities is required, even if the Mentor Teacher does not attend.*

Student Discipline

Attend the orientation session provided by the principal or Mentor 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 Mentor Teacher.

Acknowledgement of Handbook Review

I _____, Mentor Teacher to Teacher
Candidate _____, have reviewed this handbook
along with the Teacher Candidate and understand the expectations of both myself
and the Teacher Candidate.

Signature (Mentor Teacher)

Date

Signature (Teacher Candidate)

Date

*Please return this form to the University Supervisor for delivery to the Office of Teacher Education and Student Services, located in Clay Hall, 112.



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