

College of Education Office of Educator Preparation

Pre-Residency (Junior) Handbook 2025-2026



Photo Credit: "TESS on the Town" field trip to the Country Music Hall of Fame October 4, 2024

Revised: August 2025

Dr. Nicole Arrighi, Assistant Dean/Director Email: nkendall@tnstate.edu Phone: 615-963-5482

Office: Room 350 Avon Williams Campus, 330 10th Avenue North, Nashville, TN 37203

<u>ACKNOWLEDGEMENTS</u>

The preparation of this handbook has been a collaborative contribution of faculty and administrators with the Colleges and Schools of Education, teacher education program coordinators, Metro-Nashville Public Schools, Sumner County Schools, graduate assistants, and administrative staff.

The first edition was prepared by Drs. Fannie Cathey, Mary B. Dunn, and Dean Roberts. A revised edition was prepared by Carol Stice, Robert Emans, James Head, Geraldean Johnson, Catana Starks, Katie White, Ada Willoughby, Herman Beasley, Leslie Drummond, Ruby Martin, Shirley Neal, Fannie Cathey, Mr. William Cummings, Ms. Rosetta Pride (graduate intern), Judith Presley, William Johnson, Mrs. Linda Fair and (Metro-Nashville Public Schools) Mrs. Ann Black, Belinda Jackson, Kathleen Mance, Sharon Nichols, Bobbie Williams, and Mr. Paul Bass, Melvin Bell, Leroy Lyle, and Michael Morgan.

Dr. Nicole Arrighi, Assistant Dean for Office of Educator Preparation, 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).

Table of Contents

Content	Page
Welcome	5
Office of Educator Preparation (OEP)	6
Overview	
Personnel	
Mission Statement	
General Services	
Professional Assessments for Tennessee Educators	
Program Content/Completion	7
Candidate Support Team	
Special Problems: Withdraw from Teacher Education Program/Residency	
Council for the Accreditation of Educator Preparation (CAEP)	8
Understanding the INTASC Standards	9
What is Pre-Residency?	10
Field Experiences and Clinical Experiences	11
Early Childhood (PreK-3) and Elementary (K-5) Certification	
Secondary (6-12) Certification	
Candidate Responsibility & Expectations	13
Professional Liability Insurance	
Pre-Residency Candidate Responsibility	
Pre-Residency Candidate Expectations	
Establishing Norms	14
Personal Appearance	
Your Career Begins NOW! (Career Readiness)	
Definition of Roles	15
State of Tennessee – Professional Code of Ethics*	16
Tennessee Teacher Code of Ethics Preamble	
Principle I Educator's Obligation to the Students	
Principle II Educator's Obligation to the Education Profession	17

Appendix	18
Pre-Residency Calendar of Events, 2025-2026	19
Field Placement Photography Consent Form	22
Pre-Residency Checklist	23
Admission to Teacher Education Program	
Fall Semester	
Spring Semester	
Field Study Log Sheet	24
Intent to Enter Year-Long Residency Application	25
Process for Assessing Teacher Candidates' Disposition	28
Remediation Steps	
Disposition Deficiency Form – Remediation Plan	30
Additional Resources	31

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 – Educator Preparation



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 Educator Preparation (OEP)

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



Nicole K. Arrighi, Ed.D. Assistant Dean (615) 963-5482 Nkendall@tnstate.edu



Zora Bates,
OEP Program Coordinator
(615) 963-2193
ZBates@tnstate.edu



Linda Fair, M.Ed. Field Placement Coordinator (615) 963-4885 Lfair@tnstate.edu



Samantha Graves, M.Ed. Data Analyst (615) 963-5045 Sgrave11@tnstate.edu

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 Office of Educator Preparation (OEP) 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

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 specialty area content assessment.

Program Content/Completion

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*)
- Best for All *Reading 360* literacy course
- Coursework affiliated with the following degree program
- Year-long Residency, consisting of
 - o Seven (7) TEAMS evaluations, across fall (3) and spring (4) semester of senior year
 - Weekly Log Reflections
 - O Submission of edTPA® performance assessment
- Favorable ratings of disposition assessment forms

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 teachers 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

o 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

o Teachers use a variety of instructional strategies to engage students and help them learn.

9. Professional Learning and Ethical Practice

o 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?

prior to

Admissions

CORE

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. Admissions to **Teacher Education** Freshman & Juniors, Seniors, Four (4) Sophomore **Pre-Residency** Residency **TEAMS** (2 years) (1 year) (1 semester) **Evaluations** (1 semester) PRAXIS II **PRAXIS Core ADMISSIONS** (or ACT/SAT) Subject Test **GENERAL** INTENT TO TO completed *prior* to Intent **EDUCATION ENTER**

RESIDENCY I

П

to Enter

Residency I

RESIDENCY II

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

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)

<u>Elementary Candidates</u>: (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/Second Semester- 70 hours)

Secondary (6-12) Certification

Secondary candidates take EDLI 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.



Photo Credit: "TESS on the Town" field trip to the Nashville Children's Theatre February 14, 2025

Candidate Responsibility & Expectations

Professional Liability Insurance

All candidates are responsible for obtaining appropriate liability insurance. Many professional organizations, like the <u>Tennessee Education Association</u>, 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 selfevaluation.
- To have equal access to school facilities.

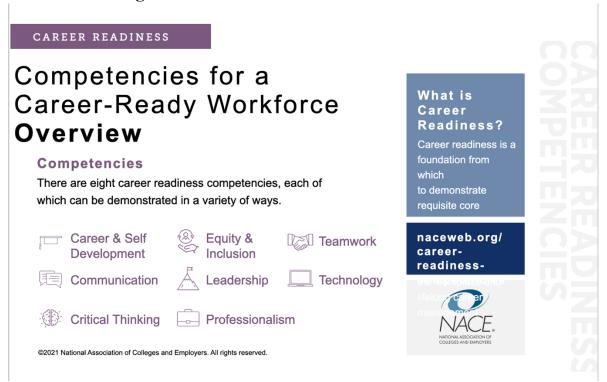
Establishing Norms

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!



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.

Definition of Roles

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

Assistant Dean for Office of Educator Preparation

The Assistant Dean/Director of Teacher Education is responsible for all operations in the Office of Educator Preparation. 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: <u>nkendall@tnstate.edu</u>
--------------------------	----------------------------	------------------------------------

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 OEP office Administrative Assistant facilitate and monitor all aspects of the clinical residency.

Name: Mrs. Linda Fair	Phone: 615-963-4885	Email: <u>lfair@tnstate.edu</u>
-----------------------	----------------------------	---------------------------------

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

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)



APPENDIX

CALENDAR OF EVENTS AND IMPORTANT DATES 2025-2026 College of Education - Office of Educator Preparation (OEP)

JULY	SUMMER SEMESTER 2025
28	Graduate Orientation (Job-Embedded), Fall Orientation
AUGUST	FALL SEMESTER 2025
18≌	TSU Classes Begin Mentor Teacher Orientation, 5pm
22	Pre-Residency I & Residency I, Fall Orientation
25/26	Residency I Begins (Residency I candidates report to their assigned schools)
28	MNPS Mentor Teacher Institute
SEPTEMBER	
1	Holiday – Labor Day
5	
12 🍎	Residency I, PD Meeting – "edTPA: Wise to Get Organized"
15	Deadline: Admissions to Instructional Leadership Application
19🏙	University Career Fair
26	
29	Deadline: TEAMS evaluation #1 to OEP office
	MIDTERM EXAMINATION WEEK (until October 4)
30.1	Residency I Late Deadline to Submit Qualifying Praxis II Scores
OCTOBER	
3	
10	
12-18	***HOMECOMING WEEK ***
20-21	Fall Break (Residency I Candidates will maintain their field placement schedule)
23©	edTPA Submisssion Deadline (by 11:55pm; Fall 2024 student teachers only!)
	>Scores reported to profile by November 13, 2025
24	Residency I, PD Meeting – "edTPA: Making Good Choices"
30	Residency II (UG)/Student Teaching (G) Application Deadline
And American Section 1971 Washington	Deadline: TEAMS evaluation #2 to OEP office
31	

^{*}Dates subject to change

NOVEMBER	
7	
10-13	Interviews TEP – Res II / Grad Student Teachers
14	
17-21	AMERICAN EDUCATION WEEK
21	**Last Day for Residency I (UG)/Student Teaching (G)
26-30	Thanksgiving Holiday – No classes
DECEMBER	
1	Master Clinician/University Supervisor Grades and Paperwork Deadline
	**Deadline for Submission of <i>final grades</i> , travel forms, and TEAM Evaluation #3 from Clinicians and Supervisors
1-4	Exit Interviews (graduate candidates only)
6	Fall 2025 Commencement
16	Records Office releases all posted grades via "MyTSU"
24 – JAN 1	HOLIDAY BREAK - University Closed
304	Request official transcript from <u>Parchment</u> to OEP (once degree has posted)
JANUARY	SPRING SEMESTER 2026
12	TSU Classes begins
	Residency II/ Student Teaching, Spring Orientation, including PD Meeting – "edTPA®: Respect the Rubrics"
	Submit Housing Request for Spring Break
13	Residency II – Begins (Student Teachers report to their assigned schools)
16🍎	Pre-Residency II, Spring Orientation, including PD Meeting – "What is edTPA?"
29	Holiday- MLK Day
23	
30	Deadline: Admissions to Instructional Leadership Application
FEBRUARY	
6	
13	
20	
23-27	Mid-term Examination Week – all classes meet as scheduled **Deadline for Mid-Term Grades March 4
in Life Square Control of Control	Deadline: TEAMS evaluation #4 to OEP office
27	

MARCH	
2-7	TSU Spring Break (Student Teachers follow their assigned School District's calendar)
	Xtreme Spring Break
13	
19©	edTPA Submission Deadline (by 11:55pm; Residency II (UG) /Student Teachers (G))
	>Scores reported to profile by April 9, 2026
20	Deadline: TEAMS evaluation #5 to OEP office
27	
30	Admissions to Teacher Ed. (UG)/ (G), Intent to Enter Residency I, Student Teaching (G) Application Deadline
APRIL	
3	Good Friday
10	Deadline: TEAMS evaluation #6 to OEP office
13-17	Admissions to Teacher Education Interviews
22	Deadline: TEAMS evaluation #7 to OEP office
24	** Last Day for Residency-II /Student Teaching
	Pre-Residency II Deadline to Submit Qualifying Praxis II Scores
27-30	Exit Interviews: Residency II, Student Teaching, and Clinical Placements
30	Deadline for Submission of final Grades , travel forms, all TEAM and Summative Evaluations from Clinicians and Supervisors.
MAY	
1	Spring 2026 Graduate Commencement
2	Spring 2026 Undergraduate Commencement
7	Faculty must have posted all grades via "MyTSU"
12	Records Office releases all posted grades via "MyTSU"
304	Request official transcript from <u>Parchment</u> to OEP Office (once degree has posted)

^{*}Dates subject to change

Field Placement Photography Consent Form

Dear Parent/Guardian,

As part of the teacher education program at Tennessee State University, our candidates are required to complete field study experiences in various educational settings. To enhance their learning and development, these candidates may take photographs during their field experiences. These images will be used strictly for educational purposes to build the candidates' knowledge, skills, and professional dispositions.

We assure you that:

- No identifying information (such as names, school names, or any other personal details) will be associated with the photographs.
- The privacy and confidentiality of all students and the educational site will be strictly protected.
- The photographs will be used solely for educational purposes, including but not limited to class presentations, portfolio development, and reflective assignments within Tennessee State University's teacher education program.
- The candidates will follow all photography guidelines as set forth by the district and Tennessee State University under our partnership agreement.

Please complete the form below to indicate whether you give permission for your child to be photographed as part of these field study experiences. If you have any questions or concerns, please feel free to contact us at 615-963-5459.

Thank you for your support and cooperation.

Dr. Nicole Arrighi
Assistant Dean, Educator Preparation

--- **Photography Consent Form**

Student's Name: ____ School/Grade: _____

I, the undersigned, am the parent/legal guardian of the above-named student. I have read and understand the above information regarding the use of photographs in the teacher education program at Tennessee State University.

-[]I GIVE PERMISSION for my child to be photographed by Tennessee State University teacher education candidates during their field study experiences. I understand that these photographs will be used solely for educational purposes, and no identifying information will be disclosed.

-[]I DO NOT GIVE PERMISSION for my child to be photographed by Tennessee State University teacher education candidates during their field study experiences.

Parent/Guardian Name: ______ Signature: _____ Date: ______

TSU TEACHER EDUCATION PROGRAM PRE-RESIDENCY CHECKLIST

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.

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 Materials
 - (signed by Advisor), due March 30th.

2025-2026 Praxis II Exam Fees

Early Childhood Education	 Education of Young Children (5024) Score: 160, \$156 Early Childhood Education (5025) Score: 156, \$130 Teaching Reading (5205) Score: 159, \$156 	Total: <u>\$442</u>
Elementary Education • (5002) Reading & Language Arts (Score: 159) • (5003) Math (Score: 157) • (5004) Social Studies (Score: 155) • (5005) Science (Score: 159) Individual subtests are \$64 each	 Multiple Subjects (5001)*, \$180 Teaching Reading (5205) Score: 159, \$156 	Total: \$336 *Cost based on multiple test and Teaching Reading exams
Music K-12 (Instrumental/General)	Music: Content and Instruction (5114) Score: 162, \$156 or Music: Instrumental and General Knowledge (5115) Score: 150, \$130	Total: \$ *Based on the test you select

^{*}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/





ourse: Field Study/Residency eld Experience/Observation Location: SU Student: Semester/Year			
Date Date	Time In	Time Out	Mentor Teacher Signature

College of Education, Office of Educator Preparation Room 350 Avon Williams Campus; 330 10th Avenue North; Nashville, TN 37203 Office: (615) 963-5459 I teachercertification@tnstate.edu

Tennessee State University is an AA/EEO employer



Intent to Enter Year-long Residency (Undergraduate Only)

Please TYPE on the application!

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 in-field practitioner development. The Residency II (spring) semester is the culminating experience for candidates to showcase their knowledge, skills, and dispositions of an emerging educator.

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

Application Deadlines: March 30

	Application	on Deadlines: Ma	rch 30	
Name:		T Number:		
Phone:		Email:		
Cum	Certification Area:	Eman.	Anticipated Date	
GPA:	Certification Area.		of Graduation:	
0111			01 01 11 11 11 11	
PRAXIS II T	TEST SCORE RESULTS	3		
	esults are to be sent to the se		partment of Education -	Tennessee State
	en applicant registers and <mark>PD</mark>			
-	ation@tnstate.edu).	to the po	ussing results emaneu to	the OLI office
<u>todolioroortifico</u>).			
Note: Failure	to have a 1 st attempt on Praxis	II orang may ha	ave implications as distri	ct seek to host
	ave completed content exams i			
estaents that he	ave completed content exams t	n ineir endorsem	ieni urea, prior io year-io	ng residency.
Note: Indicate	the Test Number and Passing	Score Results be	elow:	
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			
'	,	1		
acknowledge t	the accuracy and validity of thi	is application sub	bmitted to the Office of Te	eacher Education. Th
_	pplicant <mark>has met all prerequis</mark> i			
	current course semester.		G _	1
1	<u> </u>			
Advisors ackno	wledge of applicant submitting	g and meeting all	requirements for the Inte	nt to Enter Year-lon
Residency (plea		·	Denied	
pred			1	
		,		
Advisor Signat	ture:		Date:	

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

SUPPORTING DOCUMENTATION

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

- 1. Admissions to Teacher Education letter.
- 2. Updated Program of study/Transcript Evaluation (Semester and Grade for each course completed and pending)
- 3. Updated Evidence of Professional Growth
 - a. Philosophy of Education
 - b. Resume'
 - c. LinkedIn URL
- 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 <u>liability insurance</u> for the *next* academic year: Renew after April 1st to pay for next academic year.

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 <i>A Reasonable Accommodation Request Form</i> . (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:			Phon	e:				
Current								
Address:								
City:		State:	Zip:		Cou	ınty:		
☐ Same as Current	t Address							
Permanent								
Address:								
City:	, k	State:	Zip:		Cou	ınty:		
High								
School:					T			
City:	(<u>Graduati</u>	ion Year:		Cou	ınty:		
Applicant's Signa	ature					Llat	~ .	
Comments:						_ Dav	e:	
		Date Rec	ceived		By	_ Dav	e:	
Comments:					By	_ Dav	e:	
Comments: OEP Office Only Application for Re		ester/Date	e):		By	_ Dati	e:	
Comments: OEP Office Only Application for Re	sidency (Seme	ester/Date	e):		By	_ Dat	e:	
OEP Office Only Application for Re	sidency (Seme	ester/Date	e):		By	_ Dat	e:	
OEP Office Only Application for Re	sidency (Seme	ester/Date	e):		By	_ Dati	e:	



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 prerequisite 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-baccalareate: 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 Reportant Any candidate receiving a total of program.		3 4 Early/Midterm eports may be subject to probation or re	Final moval from the teacher preparation			
Disposition Deficiency (check al Academic Attendance Clinical Performance Professionalism	l that apply):	Explanation:				
In order to remedy noted deficience	ey/deficiencies, the car	ndidate will				
Will candidate need to provide any	y documentation/artifa	act for proficiency Yes No. If ye	es, explain			
Candidate will be expected to add	ress recommendation	of this plan by				
will assist in my professional deve Furthermore, I am aware that any teacher education program.	, nave reviewed lopment. I agree to accept additional deficiency	ed my remediation plan and acknowledg there to the expectations of this plan with reports may require further remediation	e that the noted recommendations nin the required timeframe. plans and possibly removal from the			
Student Signature	Date	Faculty/PK-12 Teacher	 Date			

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.

- <u>Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)</u> Link to the standards and supporting resources.
- Center for Parent Information and Resources

Link to family-friendly materials and resources.

- <u>Division for Early Childhood Recommended (DEC)</u>
 <u>Practices with Examples</u> Effective practices to improve child outcomes.
- <u>Early Childhood Recommended Practices</u> <u>Module 1: Interaction</u> A module to learn about effective instructional practices.
- ECPC Cross-Disciplinary Competencies
 - o 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.

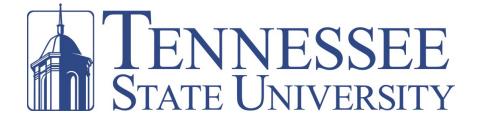
- Interaction Practice Guides for Families
 - From ECTA, resources to support parent-child interactions.
- Principles for Use of Technology with Early Learners

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.

Handbook Notes:



"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

TSU-25-021(A)-13a-13306 – Tennessee State University is an EEO employer.