

Tennessee Technological University

TTU HANDBOOK

for Clinical and Field Experiences



NCATE

National Council for Accreditation of Teacher Education
The Standard of Excellence in Teacher Preparation

Colleges of Education • Tennessee Technological University • Revised 2011

Mission Statement

The organizational structure and mission of the College of Education at Tennessee Tech has evolved since the beginning of the University in 1915, when teacher education was one of the early recognized functions. Currently the College of Education is divided into four separate departments. The academic departments are [Counseling and Psychology](#), [Curriculum and Instruction](#), [Exercise Science, Physical Education and Wellness](#), and [Music and Art](#). Our college is supported by the following mission statements:

1. Prepare caring, competent professionals for a diverse, technological society through the three domains of performance, dispositions and knowledge.
2. Provide high quality preparation programs for undergraduate and graduate studies.
3. Provide a model of an early childhood development laboratory.
4. Provide cultural events through the Upper Cumberland, the state and the region.
5. Provide opportunities for professional development and resources to benefit the Tennessee Technological University service area.

More information regarding the TTU College of Education may be located at the following site:

<http://www.tntech.edu/education/home/>

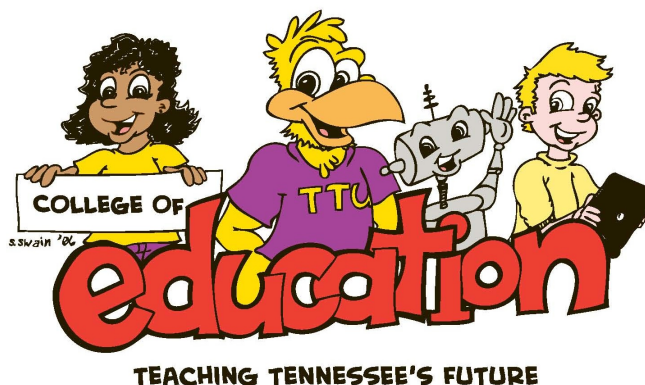


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WELCOME FROM THE DIRECTOR OF TEACHER EDUCATION



Dr. Sandy H. Smith
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On behalf of the Faculty in the College of Education, I am pleased to welcome you and to share with you the TTU Handbook for Field and Clinical Experiences.

The purpose of this handbook is to provide field and clinical candidates with information concerning programs, departmental policies, and procedures. This handbook will assist candidates with the planning of their clinical experience. It also includes important information concerning Tennessee's degree and certification process.

After you have read this handbook carefully, the Office of Teacher Education will be happy to answer any questions you may have as well as advise you regarding your particular academic and career aspirations. Please feel free to contact your assigned advisor at any time for this purpose. If you are not sure who is listed as your advisor, contact the department secretary.

The handbook is designed to detail the requirements and the requisite field experiences required for licensure by the State of Tennessee. Please read this handbook, complete the requirements and communicate with your university advisor and site supervisor to maintain appropriate paperwork and direction for each field and clinical experience.

This handbook is an effort to present comprehensive information concerning the programs offered by the teacher education program at Tennessee Technological University. Please carefully read and make use of this handbook. We are ready to assist in whatever way we can. We offer you our best wishes for a productive academic experience.

Sincerely,

Sandy H. Smith, Ed.D
Director, Office of Teacher Education and Rural Services

About this Handbook

This handbook was originally created by Dr. Gene Talbert and revised by Dr. Sandy H. Smith (Director of Teacher Education) and Dr. Charles A. Long for the College of Education's Office of Teacher Education.

ACCREDITATION

The College of Education at Tennessee Tech University is accredited by the [National Council for Accreditation of Teacher Education](#) (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036, phone: (202) 466-7496. This accreditation includes undergraduate and graduate levels of professional education programs offered at Tennessee Tech. Accreditation is the process by which the profession of teaching declares its expectations for teacher education and applies these expectations to institutions that prepare members of the profession. NCATE establishes standards and procedures to carry out the accreditation process and provides training for those who conduct on-site review of higher education institutions.

The essential function of external, national accreditation is to provide professional judgment of the quality of a teacher education program and to encourage continuous improvement in the program. Institutions that are accredited nationally are required to provide quality professional education programs that foster competent practice by graduates of their programs. As a part of the accrediting process, the College of Education must meet rigorous standards of excellence developed by professional educators. The College must demonstrate that its programs reflect established knowledge and sound professional practice, must establish and uphold national standards of excellence, and must strengthen the quality and integrity of professional education. Through the accreditation process, NCATE provides assurance to the public that professionally accredited units have met national professional standards.

In a number of states, graduates of NCATE-accredited professional education programs are eligible for interstate reciprocity when applying for a license. To determine if they qualify for such reciprocity, graduates of Tennessee Tech should contact the Certification Analyst for the College of Education or the State Director of Teacher Education and Certification or Licensure in the state in which they are interested in practicing.

Continuing Professional Accreditation

Studies show that teacher quality is the most important factor in P-12 student achievement. But how do we know that our children's teachers enter the classroom ready to help them learn? Professional accreditation is one way to ensure the public that colleges of education are graduating well-qualified teachers ready for today's classrooms. Tennessee Technological University's College of Education has proven its commitment to producing quality teachers for our nation's children by achieving continuing accreditation for its undergraduate and graduate programs this month under the performance-oriented standards of the National Council for Accreditation of Teacher Education (NCATE), the organization responsible for professional accreditation of teacher education.

All visits since fall 2001 have been conducted using the NCATE Unit Standards ratified in May 2000. To assist the unit in addressing Standards 1 and 2, NCATE has developed a transition plan that details the required submissions through 2005; NCATE expects the unit to meet Standards 3-6 without the benefit of a transition period. Under NCATE's performance-based accreditation system, the unit must meet each of the six standards in order to be accredited. Units that do not meet all standards are granted accreditation with conditions or probation.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The College of Education at Tennessee Technological University is committed to the preparation of educators to work in P-12 schools at the initial, continuing, and advanced licensure levels. The central theme of the Conceptual Framework describes a graduate as a Competent, Caring Professional for a Diverse, Technological Society. Supporting the central theme of the Conceptual Framework are the domains of knowledge, performance, and dispositions. The preparation of teacher, school counselor, school psychologist, school library information specialist, and educational administrator candidates is a shared effort guided by the Conceptual Framework involving collaboration among members of the P-16 community.

The unit's vision is represented by the central theme of the Conceptual Framework (A Competent, Caring Professional for a Diverse, Technological Society) and is supported by the three domains of knowledge, performance, and dispositions. The knowledge domain includes the general education courses reflecting theoretical and practical knowledge in communication skills, humanities and the arts, social science and culture, science and technology, and mathematical concepts and applications and subject matter or discipline-specific courses. The performance domain emphasizes professional and pedagogical knowledge, the understanding of the affective needs of students in the learning environment, the teacher's role in improving student performance in the classroom, the collection and analysis of assessment data, and the teacher's ability to provide and adapt instruction to meet the needs of individual students. The dispositions domain reflects the values, commitment, and professional ethics of the candidate and includes scholarship, communication, collaboration, responsibility, respect, and reflection.

Candidates seeking initial licensure at the undergraduate level complete course work in general education, giving them a broad background in the arts and sciences and strengthening basic skills in communication. They complete a teaching field major and a professional education component that:

- Leads to a high level of scholarship in the content they will teach,
- Builds understanding of learning and the learning process,
- Develops teaching competencies,
- Cultivates skills in establishing and maintaining a positive and productive classroom climate, and
- Builds competence in a variety of strategies for performance assessment, its interpretation, and its implications for instruction.

Required Dispositions

The dispositions provide the guiding network for the collection of evidence that prepare candidates for teaching, principal, school counselor or school psychologist licensure who:

- Demonstrate scholarship in subject matter, understand tools of inquiry, and effectively integrate learning across the curriculum.

- Communicate effectively, using verbal, nonverbal, and media techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Demonstrate positive relationships and collaborate effectively with partners in the educational process.
- Accept the responsibility to provide a supportive, safe, and technologically integrated environment and to facilitate learning in ways that promote critical thinking, problem solving and intellectual growth.
- Establish an atmosphere of respect and create an environment conducive to learning that considers the values, backgrounds, and learning needs of individual learners.
- Engage in reflection that leads to appropriate professional behavior, effective educational decision making and a commitment to lifelong learning and professional growth.

Throughout the professional education preparation program, basic elements of caring are modeled, stressed, and assessed. Regularly encouraged in class and in field experiences are such qualities as:

- Respect for each individual student.
- Empathy based on understanding the student as a unique individual.
- Effective use of verbal and nonverbal communication skills.
- Active listening.
- Open-mindedness that facilitates collaboration and intellectual growth.
- Communicating high-expectations founded on confidence that each student can achieve excellence.



ADMISSION REQUIREMENTS FOR TEACHER EDUCATION PROGRAM

Full admission to the TTU Teacher Education Program requires:

- The completion of a minimum of 30 semester hours of credit, exclusive of ADP courses. The 30 semester hours must include ENGL 1010, ENGL 1020 and FOED 2011, 1822 or 1820, or the equivalent. A minimum grade of "B" or higher must be earned in all courses that are designated field-experiences or technology related, or include a major field experience.
- The attainment of a minimum academic cumulative quality point average of 2.50.
- The attainment of the minimum required scores on the PRAXIS I (Pre-Professional Skills Test) series. The current required PRAXIS I scores are as follows: Math (173), Reading (174), and Writing (173). The PPST (PRAXIS I) may be taken as many times as necessary in order to successfully complete the entire series. The Tennessee State Board of Education has approved the following PRAXIS I exemptions for admission to Teacher Education Programs: An enhanced ACT composite score of 22 or a score on the re-centered SAT of 1020.
- Evidence of desirable dispositions for success in teaching as reflected on four disposition assessments from multiple sources.
- A formal online application filed with the Office of Teacher Education at the beginning of the first semester of attendance after the completion of 30 semester hours of credit.
- Acceptance by the Teacher Education Committee. The candidate must meet the standards for full admission and receive acceptance by the Teacher Education Committee before he/she is eligible to register for courses that require full admission.

BACKGROUND CHECK

Criminal background checks from outside agencies will not be accepted. The background check must be completed through the Office of Teacher Education – No exceptions!

If you completed the criminal background check process for admission to the teacher education program, then you will not need to complete this step again. A second report is not required unless otherwise requested by our office.

Tennessee Code Annotated 49-5-5610 requirements for entering teacher training programs.

All students wishing to enter approved teacher training programs shall be required to:

1. Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI) and the Federal Bureau of Investigation (FBI); and
2. Agree that the TBI may send information indicating the results of the criminal history records check to the TTU Office of Teacher Education. The results will indicate whether the applicant has a criminal conviction that would result in automatic revocation of a teacher's license pursuant to this chapter and under Tennessee Rules of State Board of Education.

As a result, all students applying for a teaching program must complete the following steps to obtain the required criminal background check and fingerprinting:

1. Complete the [Authorization for Background Check Form](#) and return to Precious Edmonds, TJ Farr Room 107 or Fax to 931-372-6286. This form must have your signature or else it will not be accepted!
2. Go to the [L-1 Identity Solutions](#) website and click the link for "**Online Scheduling**".
3. When registering online please select the following:
 1. Select the agency as "**Non-DCS Child Care Providers/Adoption Providers**"
 2. Select the type of application as "**Child-Related Worker**" (Private)
 3. Enter ORI Number as **TNCC71018**
 4. Please include your **full legal name** when registering.
4. Schedule a fingerprinting appointment at one of the locations nearest to you during your registration process. You can view available by visiting <http://www.tnenrollment.com/locations/?st=tn>.
5. Payment options will be presented at the end of the online registration process (Options: Money Order, eCheck, Cashier's check, Visa or MasterCard). The cost is **\$48**.
6. Please be aware, if your results come in showing a "**reason to preclude you as a candidate**", a meeting will be required and further action may need to be taken on your part.

What to bring:

You will need a State or Federal government-issued photo identification and your registration number. You must also provide either a payment confirmation number or a money order.

IMPORTANT NOTICE! PLEASE READ:

Background check results must be received by the designated deadline! Otherwise, you will not be permitted to take upper division classes. If you register for an upper division class, you will be administratively dropped if your results are not received in time.

PRAXIS I WAIVER INFORMATION

If a student fails any section on the first testing, remediation is required through approved tutorial support services (ex. TTU Academic Development Program in Room 153, Matthews - Daniels). If a student fails to make required score(s) on the second attempt, the following guidelines apply for the student to be eligible to appeal testing requirements.

All other requirements for admission to Teacher Ed Program have been met.

- F. Two of the three sections of the PPST have been successfully completed. The third section of the PPST for a person must be within the following range(s) to be eligible for the waiver:
 - a. 2.500 cumulative QPA within one point of passing;
 - b. 2.750 cumulative QPA within two points of passing;
 - c. 3.000 cumulative QPA, within three points of passing.
- G. A formal written request for the waiver must be submitted by the student. Letters of support from the student's advisor and department chair must accompany the student's request. In addition, documentation and evidence outlining the student's progress attained during the tutoring sessions must be provided by the person or unit providing the required tutorial support. All of the documents must be received by the TTU Certification Analyst by the deadlines posted on the Admission to Teacher Education Webpage.
- H. A decision will be made by the PPST Waiver Sub-Committee (or their designee). If extenuating circumstances exist, a student may request a personal appearance before the Sub-Committee.
- I. The decision of the Sub-Committee is final.

COURSES REQUIRING ADMISSION TO TEACHER EDUCATION

Agriculture

AGED 4110 M&M Tchg. Agriscience
AGED 4200 M&T Tchg.in Agri. & Ext. Educ.

Art Education

ARED 3210 Secondary Art Education
ARED 3220 Tchg. Art Apprec. In the Schools

Curriculum Education

CUED 4150 Middle School Curriculum

Early Childhood Education

ECED 3300 Con Yng Child:Math/Sci/Soc St.
ECED 3310 Pract: Conc. for Young Children
ECED 4000 Dev. Approp. Practices Birth-Pre.
ECED 4100 Dev. Appropriate Practices K-4

Early Childhood Special Education

ECSP 3001 Curr. For Infant/Toddler/Preschool
ECSP 4000 Dev. Approp. Practices Birth-Pre.
ECSP 4100 Dev. Appropriate Practices K-4
ECSP 4300 Assessment/Young Children

English as Second Language

ESLP 4100 ESL M & M for PreK-12
ESLP 4200 ESL Assessment: Reading/Writing
ESLP 4300 Field Experience in ESL

Educational Psychology

EDPY 3300 Evaluation & Guidance

Foundations of Education

FOED 3800 Field Experience
FOED 3810 Field Experience
FOED 3820 Field Experience
FOED 3830 Field Experience

Exercise Science, Physical Education and Wellness

EXPW 4711 Analysis & Devl/Sport Skills
EXPW 4721 Methods of Elementary Movement

Human Ecology Education

HEC 3800 M & M Tchg. Voc. FACS
HEC 3810 Practicum: Fam & Cons. Sci. Educ.

Music Education

MUED 3110 M&M Music Grades K-6
MUED 3130 M&M in Instrumental Music 7-12
MUED 3140 M&M in Vocal Music 7-12
MUED 3810 Practicum in Music Educ.
MUED 3830 Practicum in Music Educ.
MUED 3840 Practicum in Music Educ.
MUS 3530 Music Applications

Elementary Education

ELED 3140 Teaching of Social Studies
ELED 3150 Teaching of Mathematics
ELED 3152 Teaching of Mathematics
ELED 4140 Science for Elementary Teachers
ELED 3151 Teaching of Language Arts & Writing

Reading

READ 3311/3312 Literacy I and II
READ 3350 Tchg. Reading in the Content Area
READ 4310 Rdg/Wrt Connection: Elementary
READ 4411 Rdg/Wrt Connection: Secondary

Secondary Education

SEED 4120 M&M Tchg. English
SEED 4122 M&M Tchg. Mathematics
SEED 4123 M&M Tchg. Science
SEED 4124 M&M Tchg. Social Studies
SEED 4125 M&M Tchg. Foreign Language

Special Education

SPED 3000 Tchg. Pers. w/Dis. in Reg. Classroom
SPED 3040 Eval/Assess. for Child. w/Spec. Needs
SPED 4820 Pract: Tchg. Pers. w/Mild/Mod. Dis.
SPED 4821 Pract: Systematic Instruction
SPED 4130 Methods Tchg. Pers. w/M&M Dis.
SPED 4320 Assess. Procedures in Special Ed.
SPED 4340 Sys. Instr. of Pes. w/Comp. Dis.

Student Teaching/Internship

All Areas

AGED
ARED
ECED
ECSP
ESLP
EXPW
HEC
MUED
ELED
SEED
SPED

Student Teaching 4870, 4880,4890

Residency 4871, 4872, 4881, 4882

INTRODUCTION TO FIELD EXPERIENCES

Field experiences are scheduled throughout the various teacher education programs to provide multiple opportunities for candidates to develop competencies and perform in real-life settings with mentorship provided by experienced professionals. It is through these experiences that candidates make connections between theory and practice and view the teaching and learning process from the perspective of professionals.

POLICIES AND PROCEDURES FOR FIELD EXPERIENCES

- Field experience participants will be enrolled in the appropriate courses, including any required co- requisites.
- Field experience participants will have completed any required prerequisites as outlined in their program plans and/or course expectations
- Field experience participants will be under the direct supervision of a mentoring teacher and must abide by existing expectations of the site.
- Field experience participants must wear TTU ID at all times during site assignments
- Field experience participants will sign in and out at each participating site.
- Field experience participants must be punctual and in attendance. If an emergency arises and a field experience participant will be late or absent, he or she must contact the site immediately and notify the mentoring teacher and the university supervisor as soon as possible.
- Field experience participants must dress according to the appropriate dress code for each assigned site.
- Field experience participants must abide by state and local laws regarding tobacco and possession of controlled substances on school grounds.
- Field experience participants will be assigned to a university supervisor who will observe and meet regularly with the participants. Field experience participants are required to attend any additional seminar meetings scheduled by the university supervisor.
- If the welfare of the students or the field experience participants is being adversely affected by the assignment, the university supervisor, mentoring teacher, site administrator, and Director of Teacher Education will cooperatively make whatever changes are deemed necessary.
- If the mentoring teacher or the site administrator decide that disciplinary action must be applied regarding the field experience participant, the matter should be referred to the university supervisor and the Director of Teacher Education Program.
- The assignment of field experience participants will be conducted collaboratively with course instructors, university supervisors, site administrators, and the Director of Teacher Education.

ASSESSMENT OF FIELD EXPERIENCES

The assessment of field experiences is a combination of multiple measures. Each experience will require the demonstration of specific competencies. Each course shall outline the field experience performance outcomes and provide copies for each participant. In addition to course-specific expectations, each field experience participant shall select and maintain appropriate artifacts for designated sections and assessment benchmarks.

INTRODUCTION TO CLINICAL EXPERIENCES

Congratulations! You are now embarking on an experience that teacher education candidates rank among the most meaningful. Your clinical experience will be completed through a semester of student teaching or a two semester sequence involving Residency I and Residency II. Your culminating clinical experience is designed:

- to use the knowledge you have gained
- to add even more information--the kind that comes from first-hand experiences and from interaction with on-site professionals
- to polish the skills you have developed
- to add even more skills--the kind that seem a little nebulous in the textbook but take on real significance in the classroom
- to further explore your own natural teaching style.

This handbook is intended to facilitate transition. Hopefully, it will serve primarily as a guide when direction seems a little uncertain. Nothing can, or should, replace open and adequate communication between you and those who have agreed to support you. You, your mentoring teacher, and your university supervisor or student teacher coordinator will help to chart the course that challenges you to seek the greatest possible professional growth. It is in the context of this triad that the most useful appropriate routes and solutions can be found.

Your clinical experience provides the opportunity to put the whole model into operation in the real-life setting of the school for an extended period of time. It is, therefore, time to put on finishing touches and to get another surge of growth toward the outcomes of the program.

Admission Requirements for Clinical Experience:

- A minimum cumulative QPA of 2.50
- A minimum 2.0 average in the major teaching field
- All PRAXIS II tests required for the candidate's licensure program endorsement areas must be attempted and passed. *Results must be received in the Office of Teacher Education by **July 31** for Fall Clinical Experience and by **October 31** for Spring Clinical Experience.*
- Evidence of current CPR and First Aid training (cards or documentation must be presented to the Office of Teacher Education during the opening seminar dates of the designated student teaching semester)

- Completion of all pre requisite courses for clinical experience in the approved program of study.
- Minimum grade of "B" in all courses that are field experiences, technology-related, or include a major field experience.
- Evidence of positive dispositions for teaching.

Important Dates

- Online Intent to Student Teach: January 31 for Fall Clinical Practice
- Online Intent to Student Teach: August 31 for Spring Clinical Practice

Clinical experiences generally include the following components:

- Orientation - Getting acquainted
- Observation - Looking carefully at what goes on
- Participation - Getting involved with curriculum, students, learning environment and community.
- Instruction - Planning and crafting of successful learning segments.
- Culmination - Reflecting on your contribution to the learning environment.

ORIENTATION: The initial days of clinical experiences are often devoted to acquainting the yourself with the school environment. During this period, you may find yourself engaged in (but not limited to) such activities as:

- meeting administration, faculty, staff members and other support personnel
- becoming acquainted with school policies and procedures
- becoming familiar with the facility and the community
- discovering materials and available for use in the classroom such as those in materials and media centers
- identifying available community resources.

OBSERVATION: Observation of your mentoring teacher and other teachers is critical in your success during your clinical experience. The amount of time spent in observation will vary from situation to situation. Occasionally, opportunities for observation of other teachers are included throughout your clinical experience.

While observing, you should be aware of such things as:

- the composition and general characteristics of each class or context for learning
- the involvement of students
- classroom management techniques involving established routines and procedures
- student interaction and grouping patterns
- use of instructional materials, resources, and technology
- the physical setting (arrangement of the room, bulletin boards, etc.)
- the general classroom environment

You may occasionally observe methods that your mentor uses very effectively, but, you may not feel are appropriate for you to use. These differences of opinion do not make a method appropriate or inappropriate. They only emphasize differences in teaching styles. Observation is an opportunity for you to learn, not an occasion to find fault. Evaluation of the mentoring teacher is the responsibility of the school not the TTU teacher education program.

PARTICIPATION: Before assuming extensive teaching responsibility, you may be asked to participate in a wide range of activities that support instruction.

These may include such things as:

- grading papers
- making displays or bulletin boards
- preparing materials for learning centers
- performing clerical duties
- working with individual students or small groups
- participating in other activities deemed valuable by the cooperating teacher.

Your role is to significantly contribute to the learning environment in multiple ways while shadowing the professional mentor.

INSTRUCTIONAL RESPONSIBILITY: Many times before giving a candidate full instructional responsibility for a class, the mentoring teacher may team teach with you. This is preferred procedure recommended by the TTU Office of Teacher Education. This shared approach to instruction allows primary responsibility for teaching to shift from the mentoring teacher to you as appropriate throughout the clinical experience. Other patterns may include a process of gradual release whereby the mentoring teacher models instruction while you begin by observing and planning and teaching only small segments of the curriculum. If gradual release is employed, there is a systematic plan for shifting full teaching responsibility to the you at a point during the clinical experience. This timeline should be discussed and clearly understood by you, your mentoring teacher, and your university supervisor / student teacher coordinator. University supervisors and mentoring teachers may prefer different collaborative models and different patterns of activities. There may also be a variety of situations in which a mentoring teacher cannot give you major teaching responsibility for a particular class. In all cases, the well being of students takes precedence over your clinical experience.

CULMINATION: The final part of the clinical experience generally provides opportunities to :

- a transition of instructional and non-instructional activities for the candidate back to the mentoring teacher
- preparation of students for the departure of the candidate
- finalization of all assigned responsibilities
- an in-depth analysis of the experience by the candidate , mentoring teacher, and university supervisor / student teacher coordinator. The most important thing a candidate can do is to ask for feedback from the mentoring teacher and university supervisor / student teacher coordinator as to what is expected of him/her throughout the experience.

ROLES AND RESPONSIBILITIES FOR STUDENT TEACHING

Many individuals have roles in contributing to a successful clinical experience. Your advisor helped plan the program that led successfully to this point. A team of university supervisors, school administrators, along with the Director of Teacher Education identified the school settings that seemed best for your needs. Your university supervisor worked with a school administrator to place you in the position you will fill during your clinical experience. All of these individuals are interested in your having a rich culminating experience – one that challenges you to grow professionally as much as possible.

PRINCIPAL OR BUILDING LEVEL ADMINISTRATOR

On site at the school, the principal or a person he/she designates should assist in the coordination of your experience, assist the mentoring teachers in your orientation to the school, and observe and provide feedback to you, when appropriate.

The information shared may include such things as:

- description of student body, faculty, facilities, and school environment
- school policies and procedures
- expected participation in extracurricular activities
- parking regulations
- expected dress for school
- cost of and procedures to follow for school lunches
- use of faculty lounges
- procedure to follow in the event of an unavoidable absence
- use of school equipment and facilities.

UNIVERSITY SUPERVISOR / STUDENT TEACHER COORDINATOR

The university supervisor is full time employed faculty member and may have served as an instructor or advisor in your approved program of study. The student teacher coordinator is an adjunct faculty member who will schedule visits to your school, conduct observations and conferences with you and your mentoring teacher. The university supervisor / student teacher coordinator will regularly visit the school and may also conduct small-group seminars as needed. Adequate communication with the university supervisor / student teacher coordinator is critically important for you during your clinical experience.

Expect the university supervisor / student teacher coordinator to:

- arrange for an orientation to the school and the classroom
- visit regularly in the school
- confer with the candidate and each mentoring teacher in order to plan experiences and evaluate progress
- work on improving both instruction and classroom management
- assist in resolving misunderstandings and/or problems that may arise
- arrange regular seminars that foster professional growth

- to complete and share appropriate evaluations that provide information about formative progress
- to collaborate with the mentoring teacher to complete and submit the final summative evaluation
- to recommend, after consultation with each mentoring teacher, grades that accurately reflect the candidate's performance and growth.

MENTORING TEACHER

Perhaps the most important person to you during your clinical experience is your mentoring teacher. He/she has agreed to share with you a classroom or learning environment, a rich background of experience, and several weeks of professional life. He/she will serve as a role model, provide the day-to-day guidance you will need for maximum growth, and demonstrate effective teaching strategies and methods. Building positive, open communication between you and your mentoring teacher is probably the most important early task to complete. If adequate communication is not established, or if it breaks down, problems are sure to arise.

The following provides a checklist of expectations for the mentoring teacher:

- prepare students for your arrival and outlining the role you will play in the classroom
- acquaint you with the class, other faculty members, and support staff
- familiarize you with the instructional area, the building, supply areas, and work areas
- acquaint you with policies and procedures to be followed
- acquaint you with the instructional plans for the weeks you will be in the classroom and with the materials available in the school for that instruction
- designate responsibility to you for instructional support activities
- Conference with you and the assigned university supervisor / student teacher coordinator in order to plan quality experiences and evaluate progress.
- Plan with you, and approve the plans in advance to assure that you are prepared for any teaching responsibilities given
- work with you on improving both instruction, assessment and classroom management
- complete and share with you appropriate evaluations that provide information about progress
- complete the online final summative evaluation for the TTU Office of Teacher Education.
- communicate adequate information about your performance and development during your clinical experience to assist the university supervisor / student teacher coordinator in recommending appropriate grades.

Dealing with Concerns

On occasion, the mentoring teacher may have concerns about a TTU candidate. These concerns may include:

- Unpreparedness
- Unexcused absences
- Unprofessional behavior
- Poor quality of work
- Lack of collegiality (Students, Faculty, Staff)

Even if a slight concern, it is better for both the LEA mentor and the IHE supervisor to be aware of potential problems. We suggest the following:

- Discuss your concerns with the candidate and allow time for response;
- If you are unsatisfied with the response, contact the university supervisor / student teacher coordinator.
- If you have concerns about the university supervisor / student teacher coordinator contact the Office of Teacher Education office at (931) 372-3170.

On very rare occasions, a serious conflict may arise between the mentoring teacher and the candidate, the candidate and the university supervisor / student teacher coordinator, or the university supervisor / student teacher coordinator and the mentoring teacher. In order to be impartial and rational to each party involved, a meeting should be scheduled immediately with the Director of Teacher Education.

CLINICAL CANDIDATE (STUDENT TEACHER OR RESIDENT)

The quality of the clinical experience depends most heavily upon you, the experience and preparation you bring to it, the commitment to professional growth you reach, and the willingness to invest yourself in the culminating experience.

Those involved in the clinical experience assume that you:

- have adequate preparation in the academic areas you will be teaching.
- are strongly committed to quality teaching and will thoroughly prepare for teaching responsibilities.
- have rich, varied, and sound repertoire of teaching methods and skills.
- perceive the clinical experience as a learning and growing experience and will respond positively to efforts to facilitate development.
- strive to communicate clearly and adequately so that concerns can be allayed quickly and problems can be solved effectively.
- set aside time specifically for the clinical experience; thus other work, extracurricular and social activities, and family responsibilities will not interfere with fulfillment of your clinical experience responsibilities.

Most of the specific things one does to make the clinical experience successful come naturally from the background and attitudes in these assumptions.

General checklist of recommended actions you should complete and/or consider prior to your first day of your clinical experience:

- Familiarize yourself with the schools and communities to which you have been assigned. Visit the system or school website prior to your beginning date.
- Familiarize yourself with school policies and expectations. If student and teacher handbooks are available, review and read them.
- Follow all policies and expectations for teachers carefully.
- Familiarize yourself with the professional dress code policy, if a policy exists in your setting. Dress as a professional educator.
- Maintain regular school hours. Your day should be approximately the same as that of your mentoring teacher.
- Notify the school, mentoring teacher, and university supervisor if you are ill and will not be able to be on the job.
- Share concerns, difficulties, and excitement with your mentoring teacher and university supervisor / student teacher coordinator. Keep communications open.
- Be open and positive to suggestions for improvement.
- Learn students' names as quickly as possible. Prepare a seating chart or some other device to assist you.
- Make sure your mentoring teacher knows you want to be involved.
- Plan carefully and thoroughly for each instructional activity.
- Plan collaboratively with your mentoring teacher.
- Obtain approval of all unit/lesson plans / assessment plans and/or interventions.
- Evaluate and reflect on your own lessons. Identify what went well and what you would need to change if you were to teach the lesson again.
- Discuss lessons and classroom management procedures and routines with the mentoring teacher. Seek suggestions for improvement. Share your own evaluations with him/her.
- Attend and participate in each scheduled professional seminar.
- Participate in school functions.
- Avoid spending too much time in the teachers' lounge.
- Keep discussion of sensitive matters limited to your mentoring teacher and/or university supervisor / student teacher coordinator.
- Wear TTU ID at all times while in the school.
- Properly qualify your opinions when you are unsure of something by saying, "I don't know... but I will find out."
- Reread and revise emails before sending them. Be sure that you use proper email etiquette and reply with information relevant to the situation or concern.

Your clinical experience should be challenging and rewarding. If approached with enthusiasm, it is full of excitement and reward. If each person fulfills his/her responsibility, rich professional growth for all is assured.

ASSESSMENT OF FIELD AND CLINICAL PRACTICE

Throughout field and clinical practice experiences, candidates receive both formative and summative feedback. Candidates are also provided multiple opportunities for reflection and self assessment. All assessments will be aligned with the expectations for competencies as outlined in the Teaching Skills, Knowledge, and Professional Performance Standards of the TAP Teaching Standards. See Office of Teacher Education website for online assessment tools appropriate to specific field or clinical experiences: <http://www.tntech.edu/teachered>

The primary function of clinical practice is to develop competencies that assure appropriate learning for all students. Candidates in clinical practice participate in authentic learning environments in collaboration with a mentoring teacher. The competencies assessed during clinical practice include those same competencies identified TAP rubric in the Tennessee Educator Acceleration Model (TEAM).

PLANNING

- Instructional Plans
- Student Work
- Assessment

ENVIRONMENT

- Expectations
- Managing Student Behavior
- Environment
- Respectful Culture

INSTRUCTION

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving

PROFESSIONALISM

Community Involvement
School Responsibilities
Growing and Developing Professionally
Reflecting on Teaching

@2011, 2010 National Institute for Excellence in Teaching

STUDENT TEACHING POLICIES AND PROCEDURES

1. Only seniors and graduate students who are in good mental and physical health will be permitted to participate in the student teaching program (students on probation are not eligible). The guidelines of the American Disabilities Act will be followed. Admission to student teaching requires approval of the Teacher Education Committee.
2. Student teaching must be conducted in approved centers.
3. Student teachers will be given credit for student teaching only when they have demonstrated readiness to undertake the duties of a teacher. No credit is allowed unless the experience brings the student teacher into contact with preschool, kindergarten, elementary, middle school, and/or senior high school students as required by the approved program under the supervision of university staff members.
4. A semester of work in residence at Tennessee Technological University, or its equivalent, is required as a prerequisite for student teaching. The QPA during this period must meet minimum requirements for student teaching.
5. A student teacher's courses in Methods of Teaching must have been completed at TTU.
6. All courses in the professional sequence, and the majority of courses in the teaching field should be completed prior to student teaching. (The candidate's advisor and the Director of Teacher Education will determine exceptions to this policy on an individual case basis.)
7. Student teaching, and the accompanying seminar, will constitute a maximum academic class load. Only rare and unusual exceptions are allowed.
8. The length of the student teaching semester will coincide with the academic calendar at TTU, however the vacation periods observed by student teachers will coincide with those observed by the schools to which they are assigned.
9. No student teacher will be assigned to a school in which he/she is employed, even if a leave of absence is taken, and no student teacher will be assigned to a mentoring teacher who is a relative or a former teacher.
10. Student teachers are expected to conform to all regulations governing teacher conduct that apply in the schools to which they are assigned. Policies regarding maternity cases will be considered in processing applications of pregnant student teachers.
11. Insofar as possible, student teachers will not be assigned to a center in their hometown or to a school attended by them.
12. Student teachers should not be assigned to a mentoring teacher with less than four years experience.
13. In cases where disciplinary actions are deemed necessary by either the mentoring teacher or the school administrator, the matter should be referred to the university supervisor and the Director of Teacher Education.
14. When it is felt that the welfare of the student teacher, or the students, is being adversely affected by the student teaching assignment, the university supervisor, mentoring teacher, school principal or administrator, and the Director of Teacher Education will cooperatively make whatever changes are deemed necessary.
15. No student teacher will be permitted to date a student from the assigned student teaching center.

16. The amount of \$75 (\$37.50 for each placement) is paid, to the school, per student teacher. No student teacher may receive monetary remunerations for services performed during the student teaching experience.
17. The assignment of student teachers to particular centers is determined cooperatively, insofar as possible, by university supervisors, mentoring teachers, school administrators, and the Director of Teacher Education, and is based largely upon the selection of experiences which are most appropriate to the needs and interests of that student.
18. A student teacher may substitute for the regular teacher in the class to which he or she is assigned if, in the opinion of the university supervisor, mentoring teacher and principal, the student teacher has demonstrated sufficient understanding of students, content, and procedures to satisfactorily fill the vacancy. Where the absence of mentoring teacher is for an extended period, a substitute should be employed. When emergency situations arise in other classrooms, and substitutes are not available, it is recommended that the administrator utilize the classroom teacher as a substitute at other grade levels or in the class to which he/she is familiar. At no time will the student teacher receive remuneration for substitute work in the school.
19. All required PRAXIS II tests (Principles of Learning and Teaching and the various specialty area tests required for your teaching field) must be passed and scores on file by designated deadline before student teaching!

TTU COURTESY PLACEMENTS

Students enrolled at another institution who request to complete their clinical experience through Tennessee Technological University will be charged a fee to cover payment for mentoring teachers, university supervisors / student teacher coordinator, and travel.

The following **fee schedule** will be maintained:

Out of State Private and Public Universities	\$600.00
In state Private Universities	\$600.00
In State Board of Regents Universities	\$600.00
In State UT System Universities	\$600.00

TTU accepts requests for courtesy placements only if the candidate's request is approved by the college or university granting the degree. The number of courtesy placements can be limited due to the lack of resources.

Students who request a courtesy placement through TTU must follow these guidelines:

- The original request must be made by the appropriate individual facilitating field or clinical experiences at the candidate's home university.
- The clinical experience application and a written request must be submitted with a statement verifying that the student is in good standing, has been admitted to the teacher education program, and has met all requirements for the clinical experience.

- The candidate must register at the school granting the degree, but pay the \$600.00 fee to cover additional costs of placement at TTU. The fee is paid directly to the assigned supervisor and is due at the first scheduled TTU student teaching seminar.
- Candidates in courtesy placements must meet the guidelines in place at TTU including attendance in seminar, unless otherwise approved.
- Forms used by TTU will be used to evaluate candidates unless otherwise requested and provided by the home institution.
- The assigned TTU supervisor / student teacher coordinator will visit the candidate and prepare a written evaluation following each visit. Appropriate formative and summative assessments will be provided the institution granting the degree on a predetermined schedule.

TTU candidates interested in obtaining a courtesy placement through another institution must contact Dr. Sandy H. Smith for details regarding the request.

DRESS CODE

Teacher Education candidates are expected to dress appropriately while participating in all field and clinical experiences. It should be understood that all TTU candidates are attending a professional setting and should dress in attire that is acceptable for the profession. Each school will have its own standards for dress; however, some basic rules apply for all candidates: revealing and distracting clothing are heavily discouraged in any school environment. Consult your immediate supervisor for dress code concerns or questions.

SEXUAL HARASSMENT

The university administration, faculty, staff and student employees shall not engage in any form of sexual harassment. The reporting of sexual harassment concerns or complaints is encouraged and expected from all Tennessee Tech Employees and students. Corrective measures will be taken to stop sexual harassment whenever it occurs. The Sexual Harassment training material can be viewed at the following URL: <http://www.tntech.edu/aa/training>.

CONFRONTATIONS

During the course of your clinical experience, you may be confronted by a student. A confrontation involves vulgar, rude, obscene, insulting, or threatening use of language or actions. These confrontations seldom occur, but it is necessary to be prepared for one. If students become disruptive or agitated, you are asked to turn the situation over to your mentoring teacher immediately. **DO NOT ARGUE WITH STUDENTS**. The mentoring teacher will handle the situation. If you are threatened in any way, please contact the proper authorities and ask for assistance. After a situation like this occurs, please send a detailed email message of the incident to the Director of Teacher Education. Please include all the details that preceded the situation.

SPECIAL ACCOMMODATIONS

If you are in need of any special accommodations, please contact the TTU Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible. The TTU Office of Disabilities is located in the Roaden University Center, room 112; phone 372-6119. Please inform ODS of the specific dates and times in which accommodations will be needed. If TTU ODS is not contacted, it will be assumed that no accommodations are needed.

DISPOSITIONS

The Office of Teacher Education encourages candidates to develop dispositions that enhance success.

- Practice interpersonal skills that involve listening, reflecting, and then responding.
- Be open, share experiences and ideas.
- Be discrete, share criticism constructively.
- Be open to correction.
- When mistakes are made, notify the mentoring teacher and apologize.
- Use and develop good judgment, but ask for support when needed.
- Accept responsibility and take on extra work when needed, but don't overcommit.
- Take time to communicate. Plan ahead!

Engaging in one or more of the following forms of **Prohibited Conduct** may result in disciplinary action ranging from disposition review to immediate withdrawal from field and clinical experiences (depending upon the specific form of conduct and/or the number of infractions).

Performance

- Insubordination, including disobedience, or failure or refusal to carry out assignments or instructions
- Loafing, loitering, sleeping, or engaging in unauthorized business.
- Unauthorized disclosure of confidential information or records.
- Falsifying records or giving false information to other state agencies or to employees responsible for record keeping.
- Failure to provide accurate and complete information whenever such information is required by an authorized person.
- Failure to comply with health, safety and sanitation requirements, rules and regulations.
- Negligence in performance of assigned tasks.

Use Of Property

- Unauthorized possession or improper use of university/school property.
- Unauthorized possession or removal of another person's private property.

Personal Actions and Appearance

- Threatening, attempting, or doing bodily harm to another person.
- Threatening, intimidating, interfering with, or using abusive language towards others.
- Unauthorized possession of weapons.
- Making false or malicious statements concerning other residents, supervisors, teachers, mentors or university personnel.
- Use of alcoholic beverages or illegal drugs during residency hours.
- Reporting to a school under the influence of alcoholic beverages or illegal drugs.
- Inappropriate dress or lack of personal hygiene which adversely affects proper performance of duties or constitutes a health or safety hazard.
- Failure to exercise good judgment, or being discourteous, in dealing with fellow residents, students or the general public.

These rules do not constitute the entire list of violations for which student teachers may be disciplined. Other rules are provided by statute, by administrative code, and by administrative policies and procedures established by the University.

REQUIREMENTS FOR GRADUATION AND LICENSURE

Teacher education has been a vital part of Tennessee Technological University since 1915. The Office of Teacher Education monitors and facilitates procedures for candidates from admission to the teacher education program through program completion and currently coordinates licensure programs leading to 35 endorsement areas for both initial and advanced certifications. Current licensure programs are available at both the undergraduate and graduate levels. The TTU teacher education program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

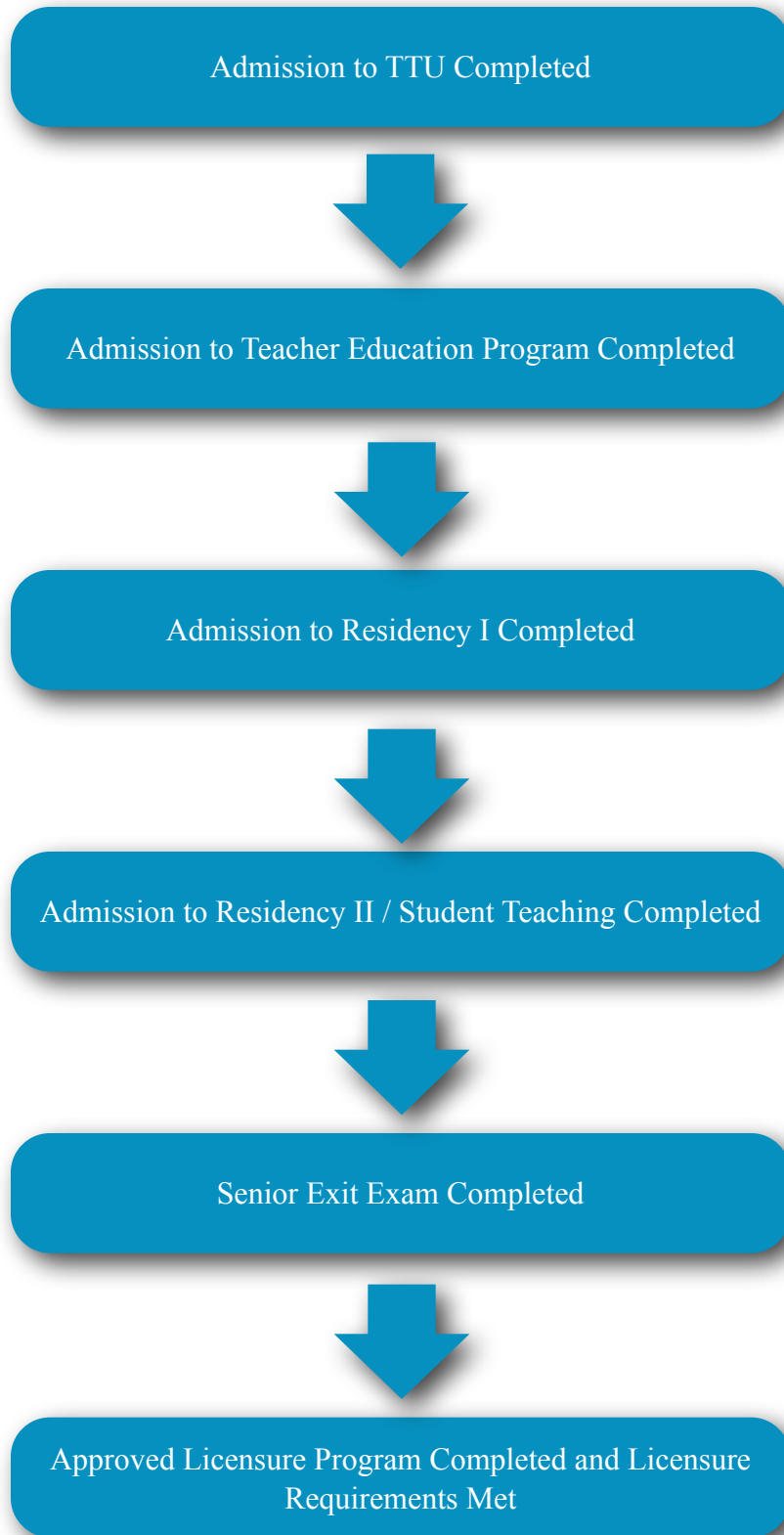
TTU candidates seeking an initial Tennessee teaching license must complete an approved program of study and submit success scores on the identified state licensing assessments. Resources for the application process are available on the Office of Teacher Education website:

<http://www.tntech.edu/teachered>

Detailed information on obtaining, renewing, and advancement of the teacher licensing process in Tennessee is located on the Tennessee State Department of Education website for the Office of Teaching Licensing:

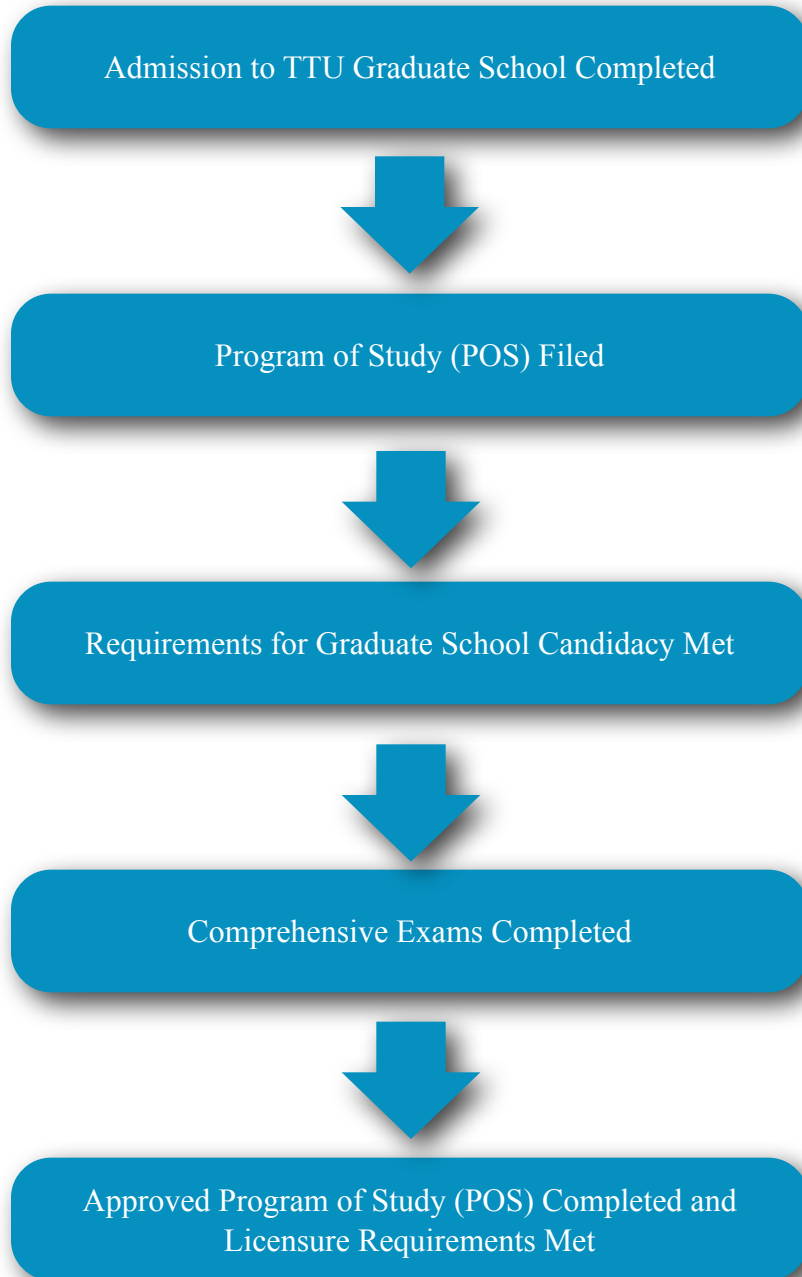
<http://www.state.tn.us/education/lic/index.shtml>

UNDERGRADUATE INITIAL LICENSURE PROCEDURES

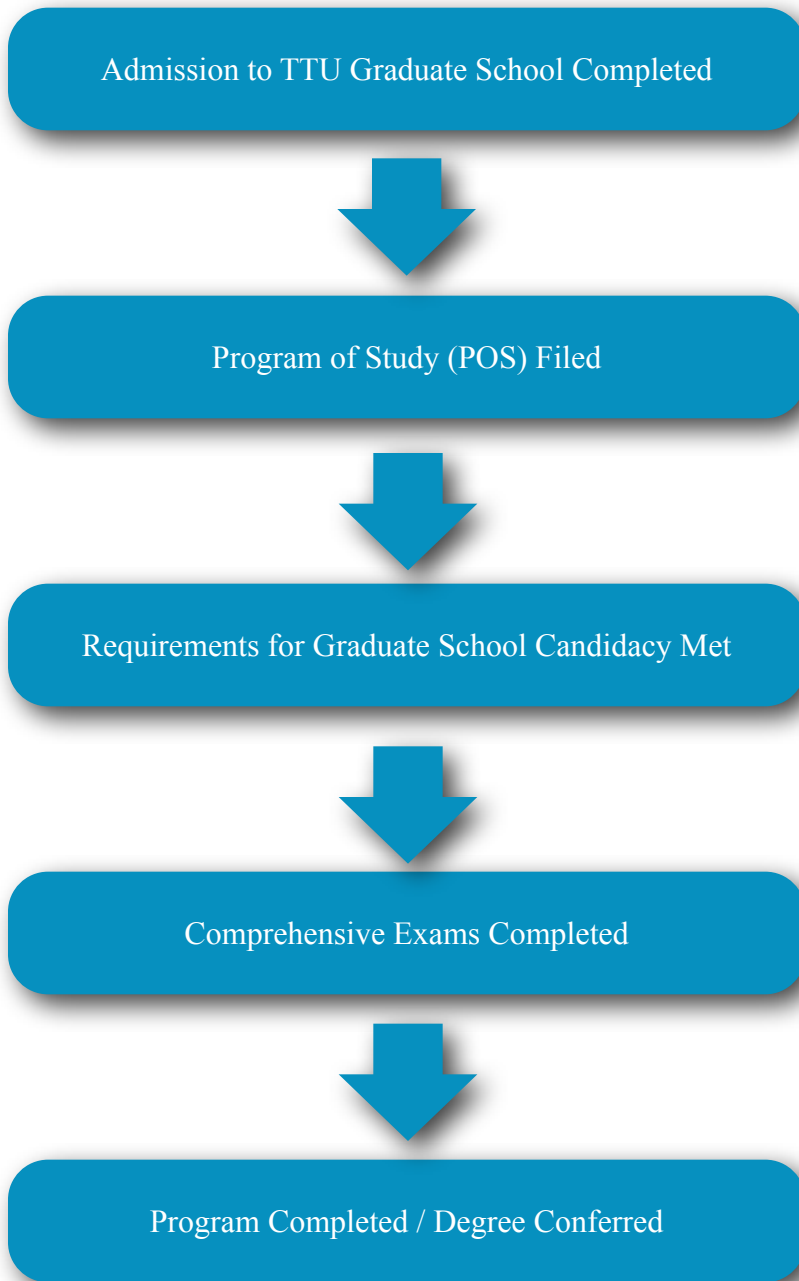


ADVANCED DEGREE / LICENSURE PROCEDURES

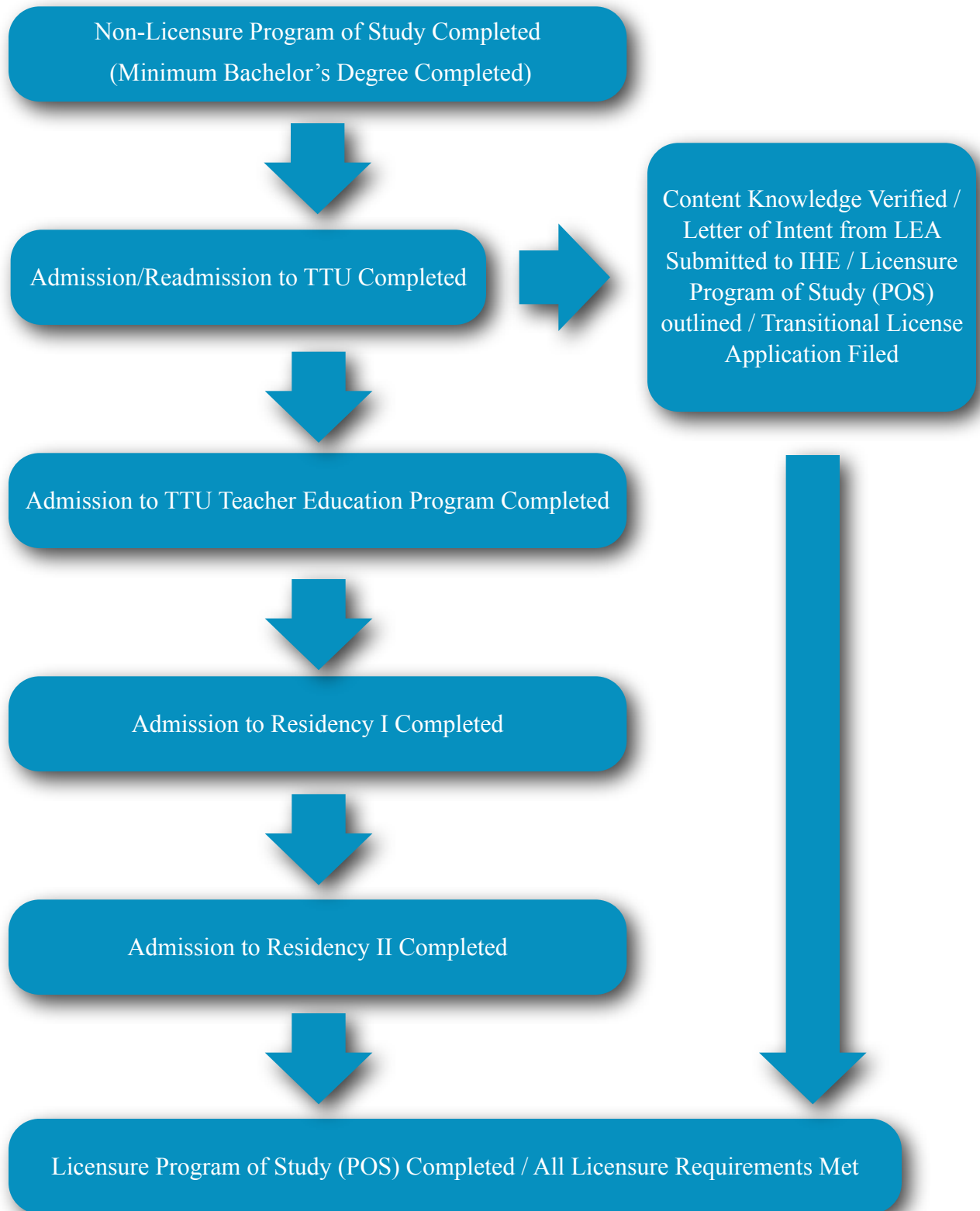
(Instructional Leadership, Library Information Specialist, Reading Specialist,
School Counselor, School Psychologist)



ADVANCED DEGREE / NON LICENSURE PROCEDURES



POST BACCALAUREATE INITIAL LICENSURE / TRANSITIONAL LICENSURE PROCEDURES



HELPFUL RESOURCES / LINKS / FORMS

Praxis I & II Study Information

<http://www.ets.org/praxis/prepare/materials>

Educational Testing Services

<http://www.ETS.org/praxis>

Praxis Waiver Tutoring Packet

<http://www.tntech.edu/files/teachered/Tutorservic.pdf>

Form to request Praxis/NTE scores

<http://www.tntech.edu/files/teachered/Resources/PraxisRequest.pdf>

Admission to Teacher Education Program

<http://www.tntech.edu/teachered/admission-to-teacher-education/>

Background Check Information

<http://www.tntech.edu/teachered/background-check/>

Admission to Student Teaching

<http://www.tntech.edu/teachered/clinical-experience/>

Programs of Study for Additional Endorsements

<http://www.tntech.edu/teachered/programs-of-study/>

Student Teaching Disposition (Online Form)

<https://www2.tntech.edu/teachered/fmforms/studteachdispo/>

Intent to Student Teach Form (Online Form)

<https://www2.tntech.edu/teachered/FMforms/StudTeachIntent/default.asp>

Form to request transcript analysis (Online Form)

<https://www2.tntech.edu/teachered/fmforms/TAnalysis/default.asp>

Request to be Evaluated (Online Form)

<https://www2.tntech.edu/teachered/FMforms/FieldExp/default.asp>

Site Evaluation (Online Form)

<https://www2.tntech.edu/teachered/FMforms/SiteEval/default.asp>

LEA FIELD AND CLINICAL PARTNERSHIPS 2011-2012

1. Anderson County Schools
2. Bedford County Schools
3. Bledsoe County Schools
4. Boyd, F.C. Sr. Christian School
5. Bradley County Schools
6. Cannon County Schools
7. Clay County Schools
8. Cleveland City Schools
9. Clinton City Schools
10. Coffee County Schools
11. Cumberland County Schools
12. DeKalb County Schools
13. Fayetteville City Schools
14. Fentress County Schools
15. Franklin County Schools
16. Grundy County Schools
17. Hamilton County Schools
18. Jackson County Schools
19. Knox County Schools
20. Lebanon Special School District
21. Lincoln County Schools
22. Loudon County Schools
23. Macon County Schools
24. Manchester City Schools
25. Marion County Schools
26. Maryville City Schools
27. Moore County Schools
28. Morgan County Schools
29. Oak Ridge City Schools
30. Oneida Schools
31. Overton County Schools
32. Pickett County Schools
33. Putnam County Schools
34. Rhea County Schools
35. Roane County Schools
36. Scott County Schools
37. Smith County Schools
38. Tullahoma City Schools
39. Union County Schools
40. Van Buren County Schools
41. Warren County Schools
42. White County Schools
43. Wilson County Schools
44. York Institute

FREQUENTLY ASKED QUESTIONS (FAQ'S)

Question: Where do I start the licensing process?

Students applying for an initial license must to submit an application and a transcript request form to the TTU Office of Teacher Education at the beginning of their final semester. A link to the initial license application is located on the Resources for Teacher Education website (<http://www.tntech.edu/teachered/resources/>). The transcript request form is available at the TTU Records and Registration website (<http://www.tntech.edu/records/transcripts/>).

Question: Will I need verification of my First Aid/CPR card to student teach?

Yes. There are 2 options for which verification can be documented:

- If you have taken a college course (ie: EXPW 2430) that certifies you in First Aid and CPR, and we have your transcripts at TTU, we do NOT need a copy of your certification cards.
- If you take the class at the hospital, Red Cross, online, etc., we will need a copy of both First Aid and CPR certification cards. You may send the copy via email, fax, mail, or hand-delivered to the OTE.

Question: Can a school district interview me before I have my License?

Yes. You may go through the interview process at any time. However, you may not be the teacher of record until you have obtained your Teacher License number. Once the appropriate documentation leaves the TTU Office of Teacher Education it is sent to the Tennessee State Department of Education. There will be a processing period, however, you may track your status by checking the “Teacher Lookup” link located on the State Department website at: <http://www.tn.gov/education>

Question: Will the license granted by TTU and the Tennessee State Department of Education qualify me to teach in other states?

No. There are certain states which accept a Tennessee Teaching License, but you will need to go through that state’s Department of Education to obtain requirements to meet their licensing standards.

Question: Can I obtain additional endorsements?

Yes. Once you have obtained your initial license, you may acquire information needed for an additional endorsement by completing a Transcript Analysis Request. That form is located on our website at: <http://www.tntech.edu/teachered/resources>

Question: Am I allowed to teach outside my endorsement area?

There are some exceptions that allow a candidate to teach outside their obtained endorsements, however, an LEA may need to request a Waiver from the TN State Department of Education in order for an employing teacher to be able to teach a subject outside of the endorsements earned. The employing LEA will determine the appropriateness of such a request.

Question: How do I get my Praxis scores?

If you had a copy of your Praxis scores sent to TTU, you may obtain a copy of your scores by filling out the form at: <http://www.tntech.edu/files/teachered/Resources/PraxisRequest.pdf>

Question: Can I student teach or participate in residency part time?

TTU will work with candidates to do complete student teaching on a part - time schedule, when needed. Rather than complete student teaching in one semester, candidates would schedule student teaching across two consecutive semesters. However, you must contact the Director of Teacher Education in order to make those arrangements.

Question: Can I student teach or complete my residency in my home town?

If TTU has a Field and Clinical Experience partnership agreement with the school system with which you request, we make every effort to ensure your preferences are met. However, we cannot promise placements in any one location due to the varying circumstances that arise with each cohort of student teachers and residents.

Question: Can I student teach and take classes at the same time?

The approved programs of study require that candidate complete all course work as a pre-requisite to student teaching. The approved programs of study limit candidates to enrollment in Residency I and II with specific professional education blocks.

Question: Do I have to pass all my Praxis II exams prior to student teaching?

Yes.

Question: Is it possible for me to continue to work while student teaching?

While it is not recommended, we understand that there are certain situations in which this is not an option. We do require that the employment not interfere with the school day or any required school activities. If your job does require you miss out on school days, you may be a perfect candidate for part-time student teaching. Please see the above question which references that topic.

Question: What is the attendance policy for my student teaching semester?

Attendance is required daily. If there is an emergency that occurs, those situations will be handled on a case-by-case basis.

Question: Do I have to obtain a new background check for student teaching?

No. The background check required for admission the Teacher Education Program is sufficient. However, if you were admitted to the Teacher Education Program, but there was an indicator on your background check, you will want to try to obtain a clear one. Once you report for student teaching, we are required to alert the schools of any issues of which we are aware.

Question: When do I have to apply for graduation?

In addition to satisfying all degree requirements, a candidate must file an Application for Graduation at the beginning of the semester in which the degree is expected to be conferred or at the end of the prior semester. The last date for the filing of the application is contained in the Academic Calendar.

HELPFUL HINTS FOR THE CLASSROOM

As a classroom teacher, no doubt a major concern is classroom management. There is no one correct style or method. However, there are a few cardinal rules that will apply in any case.

- Let students know what to expect.
- General rules should be in writing and displayed in some manner.
- Mean what you say and say what you mean.
- Do not make threats or promises that you cannot or are not willing to keep.
- You are the authority in the classroom.
- Choose your battles.
- Remain calm.
- Establish routines.
- Have organized and engaging lesson plans.
- Treat your students with respect.
- Maintain your sense of humor.
- Keep your options open.
- Don't back yourself into a corner.
- Don't hesitate to ask for help or advice.
- Don't take things personally.
- Admit your mistakes.

Effective Classroom Managers Plan and Prepare

- Know/Plan what procedures and expectations you plan to implement before the first day.
- Clearly communicate procedures, routines, and expectations to students and parents.
- Monitor compliance of expectations and rules by teaching and reinforcing these, and helping students practice and understand these until all are routine.
- Determine rewards and consequences in management plan.
- Post classroom rules, schedules, etc.
- Have all materials and equipment ready before students arrive each day.
- Anticipate student's needs and movements.
- Develop a system for record keeping.
- Anticipate time constraints.
- Be consistent.
- Provide clear and concise directions.

- Use praise to motivate and reinforce appropriate behavior.
- Individualize and personalize instruction (Differentiation).
- Move about the classroom, helping, correcting, asking, answering, smiling and caring.
- Monitor understanding, progress and behavior.
- Greet students at the door.
- Maintain an attractive, clean and orderly environment.
- Communicate clearly, often, and use various approaches and media.
- Know the School/System Policies and procedures.

Using Varied Teaching Styles

- Use both auditory and visual directions. Students in the classroom may be auditory or visual learners. Giving directions in both written and oral form will include these varied learners. Also, be aware of giving multiple directions, especially orally, that students of varied levels may not be able to retain. Write directions on the board or overhead projector and leave them up throughout an activity so they can be referred to at any time.
- Demonstrate concepts by using visual examples. After directions are given and the student teacher feels students understand, specific examples should be given to concretely show what is expected. This does not mean students are supposed to copy the example. It is to provide a visual prop that is used by the student teacher or classroom teacher to demonstrate what is expected.
- Allow for choice when appropriate. If possible, provide several activities that meet the same objective and allow students to choose the one with which they feel most comfortable. Example: If the goal is to solve a word problem in math, choices for solving could include paper and pencil, manipulatives, working alone, or working with a partner. The point is that you want the students to use their best learning style to solve the problem.
- Plan for varied paces. Students think and work at difference speeds. The faster thinkers are not necessarily the most accurate or the most creative problem solvers. Don't be trapped by rewarding only the quickest students, because you may be missing some outstanding problem solving. Sometimes it is appropriate to leave a task incomplete. Doing a portion of some math problems can show you whether the students understand the concept.
- Assist students who need support. Some students will need additional support during a lesson because they do not understand the directions or are unable to complete the task. You may not have time to walk around the room and meet with these students individually. One strategy is to let them work with a partner who is able to explain more clearly what is expected. These "partner coaches" can be selected before class begins, and they do not have to have their own work done to assist. Sometimes students who finish early are used as "coaches" for students who may need extra support. Be careful though-

this could look as if you want all students to finish early. Another approach is to bring students having difficulty to you in a small group situation. Not only can you save time by saying things once; the group members can then support each other once they understand the concept.

- Provide optional enrichment for students who finish early and understand the concepts. Students who complete the assignment and fully understand the lesson may finish early and be a distraction to others who need more time. One way to involve them for the rest of the class time is to offer several “challenge” problems or activities that take more effort. These can be placed on the board or on a handout. Another way is to set up pre-determined learning stations in the classroom and allow students to select one to work at for the rest of the period. For middle school or high school, you may prefer to encourage the students to manage their own time and use it to read or complete homework. Enrichment time should be optional as long as the students are engaged in some activity of their choice. More of the same original activity is not recommended because students will quickly notice that a faster pace just gets more of the same.

DEFINITION OF TERMS / GLOSSARY

2+2 Onsite Programs - Baccalaureate programs comprising of two years at a community college followed by junior and senior years at a four-year institution using an articulation agreement (AACTE, 2002).

Accreditation - (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by NCATE when an institution's professional education unit meets NCATE's standards and requirements (NCATE, 2008b).

Articulation Agreement - The process and relationship involved in the systematic movement of students between institutions of higher education. Ultimately, articulation should promote a seamless transfer from one institution to another (Wright, Briden, Inman, & Richardson, 1996).

Assessment - The process of collecting, synthesizing, and interpreting information to aid in decision making.

Authentic assessment - Reference to the use of evaluation procedures that are highly compatible with instructional objectives.

Classroom management - The provisions and procedures necessary to create and maintain an environment in which teaching and learning can occur.

Partner School or local education agency (LEA) - Local education agencies with whom TTU has signed partnership and established collaborative to prepare candidates for the teaching profession.

Field/Clinical Experiences - A variety of early and ongoing field-based opportunities in which residents may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools (NCATE, 2008b).

Grade Point Average (GPA) - A set of cumulative scores based on a 4-point scale used by the university to compute grades based on the total number of hours earned.

Institution of Higher Education (IHE) - An educational institution in any State that – admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate; is legally authorized within such State to provide a program of education beyond secondary education; provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2- year program that is acceptable for full credit toward such a degree; is a public or other nonprofit institution; and is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time ("Higher Education Act of 1965," 1965).

Mentor - An experienced, Tennessee certified classroom teacher, who is responsible for assisting in the development and professional growth of the student teacher. Major responsibilities include the daily supervision and evaluation of the student teacher and conferring with the university supervisor regarding the student teacher's performance.

NCATE - The National Council for Accreditation of Teacher Education is an accrediting body of colleges and universities that prepares teachers and other school personnel. NCATE is recognized by the US Department of Education. NCATE is a nonprofit coalition that provides a peer review process to ensure quality teacher preparation programs (NCATE, 2008b).

Praxis I - A series of tests that measure basic skills in reading, writing and mathematics. In Tennessee, these tests are often used as one option to qualify candidates for entry into the teacher education program.

Praxis II - A series of tests used to measure knowledge of specific subjects that Pre K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. There are Subject Assessments, Principals of Learning and Teaching Test, and Teaching Foundation Test. Individuals entering the teaching profession take these exams as part of the teacher licensing and certification process required by many states, including Tennessee. A number of professional associations and organizations require these tests as one criterion for professional licensing decisions (Educational Testing Services, 2008).

Program Completer - A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer (U.S. Department of Education, 2010).

Residency - A two-semester culminating clinical practice completed by pre-service residents preparing to teach.

Residents - Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals.

Students - Children and youth attending P-12 schools, as distinguished from teacher candidates (NCATE, 2008b).

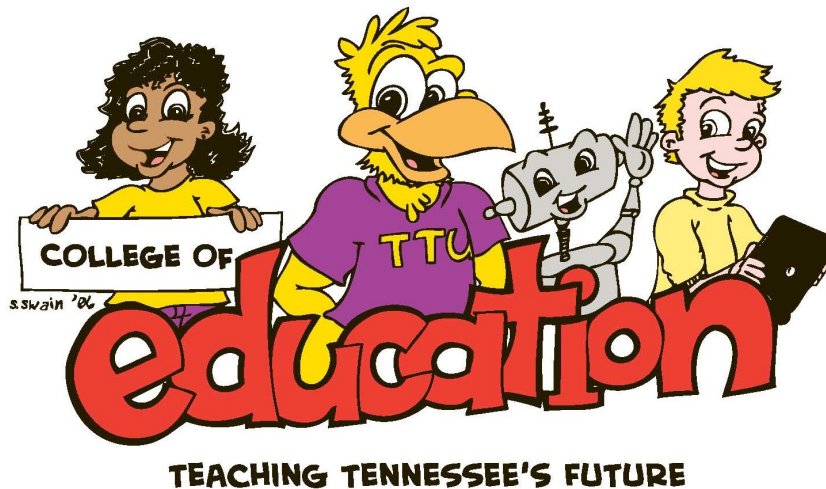
Student Teaching - A period at the end of your teacher education program in which you are placed in an accredited school under the direct supervision of a university supervisor and a mentoring teacher for a full semester or, at the candidate's request, one year.

Supervisor - A university representative, trained in clinical experiences, who together with the mentoring teacher is responsible for the supervision and evaluation of the student teacher. Services provided by the university supervisor include assisting and observing the developing teacher and conferring with the mentoring teacher regarding the student teachers professional growth and development.

Teacher Preparation Program (TEP) - A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a regular program or an alternative route to certification, as defined by the state of Tennessee. Also, it may be within or outside an institution of higher education (IHE). In applying this definition, states and institutions may not determine that a teacher preparation program concludes after an individual has passed all examinations the state uses for initial certification or licensure, unless the state or institution requires that an individual pass these examinations before it will confer a degree, institutional certificate, program credential, transcript, or other proof of having met the program's requirements. In addition, for the purpose of reporting, the guide considers all regular teacher preparation programs at a single institution of higher education (IHE) to be a single program (Department of Education, 2000).

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