

# **STUDENT TEACHING HANDBOOK**

**College of Education and  
Behavioral Sciences**  
(Revised 12/2/08)

**The University of Tennessee at Martin**

# 2008

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# SECTION I

## Introduction

This handbook was prepared to provide guidance to those who are directly involved in student teaching: the student teacher, the cooperating teacher, the principal, and the university supervisor. All forms and documents for student teachers that are referenced in the handbook are denoted by italics and can be found on the Education Student Services web page: <http://www.utm.edu/departments/cebs/ESSforms.php>.

The student teaching experience is a planned professional semester, which includes full day teaching and observation activities as an initial step in the induction process for teacher candidates. The University of Tennessee at Martin and the local system jointly plan the experience of each individual student teacher with significant input from principals and teachers.

Student teachers spend at least 15 weeks (one semester) in full day classroom teaching experiences. The professional semester focuses on direct teaching experience in at least two classrooms. Higher education faculty hold regular seminars to focus on application and analysis of teaching knowledge in the classroom, but no other courses may be taken by student teachers during the professional semester. Cooperating teachers assume mentoring roles and orchestrate, in cooperation with higher education faculty mentors, the activities of student teachers in the classroom. Orientation, continuing training, and support are provided to cooperating teachers and faculty mentors to enhance their abilities in mentoring and supervision.

The beginning and ending of the professional semester is normally defined by UT Martin's academic calendar and coordinated with the schedule of the local school system. Cooperating teachers and supervising higher education faculty share responsibility for formative evaluation of student teachers. Summative evaluation is the responsibility of higher education faculty with significant input from and consultation with members of the student teaching team.

## Student Teacher Placement

The Director of Education Student Services coordinates placement of all student teachers in cooperation with public schools. Only candidates with senior standing or graduate status who have met **all** criteria of eligibility for student teaching will be permitted to participate in the student teaching program.

According to the Tennessee Code Annotated, Chapter 13, Section 49-5-403: A student teacher, while serving a non-salaried internship under the supervision of a licensed teacher, shall be accorded the same protection of the laws as that accorded a licensed teacher, and shall, while acting as such student teacher, comply with all rules and

regulations of the State and applicable local board of education, and observe all duties of teachers as set forth in TCA 49-5-201.

Student teachers must have professional liability coverage. Liability insurance is available to student teachers through membership in the Student Tennessee Education Association.

Student teachers will not be placed in schools they have previously attended or in schools where members of the student teacher's immediate family are staff members or students.

Undergraduate and graduate candidates seeking **initial teacher licensure** may not student teach during the summer term or in an alternative setting.

Student teachers will only be assigned to a cooperating teacher or professional supervisor who meets the criteria for selection of cooperating teachers and has the approval of the local school administrator in collaboration with the Director of Education Student Services.

Student teachers will be assigned to two different classrooms in order to provide diversity of population, school size, and grade level. Each placement experience will consist of a period of time appropriate to the specialty area and the calendar of the host school district. The placement will further be defined by the calendar of the institution of higher education.

Student teachers may be placed in a teaching assignment for each of the subjects in which they are seeking licensure. However, licensure is not contingent upon student teaching in all areas for which certification is requested.

### **Removal from Student Teaching and Failure to Recommend**

The student teacher has a contract of implied promise with the university when he or she accepts a student teaching placement. The university attempts to place only those who have a reasonable chance of successfully completing student teaching; therefore, the university agrees to support the student teacher and serve as a resource. The student teacher must recognize that placement for student teaching does not guarantee completion. Successful completion of student teaching is the responsibility of the student candidate.

The student teacher is a representative of the College of Education and Behavioral Sciences, a guest in the classroom and, as such, is expected to act in a reasonable and professional manner at all times. The student is responsible for having read the *Student Teaching Handbook* and agrees to all student teacher requirements identified therein.

Students who are not, in the judgment of their cooperating teacher or university supervisor, making adequate progress by the fifth week of the first placement, will be informed in writing of the adjustments or corrections that must be made in order to pass the first placement. A student who fails the first placement will not be allowed to go to the second placement. Students who fail the first placement will receive a grade of F for the course and must repeat the entire semester of student teaching.

The second placement is similar to the first in that students will be notified by the fourth week if they are not making adequate progress. If a student is in danger of failing, the student will be notified in writing of the corrections necessary to pass. Students who fail the second placement will receive a grade of F and must repeat the second placement. A remediation strategy will be laid out and the student may repeat only the second placement.

Students whose performance is such that the school or cooperating teacher requests that they be removed will receive a failing grade for that placement.

Only the site-based principal or the director of schools can initiate initial discussion for a withdrawal. Written documentation must accompany any request for removal.

During the first two weeks of the first placement, if the candidate or supervisor decides it is in the student teacher's best interest to withdraw from student teaching, a grade of W will be given through the Office of Field Experiences. After this initial period, a regular withdrawal is not possible without consent of both the university supervisor and the Director of Education Student Services. Withdrawal to avoid failing the course is not an option.

In special instances regarding performance or conduct, the Director of Education Student Services, in communication with the university supervisor, may withdraw a student from student teaching. They may prescribe specific steps the student teacher will have to take before being allowed to student teach again.

### Remediation

The Director of Education Student Services, the university supervisor, and the departmental chair will comprise a review committee for consideration for remediation or reassignment.

If remediation is necessary and appropriate, the student's department and advisor will design a plan to help overcome any weakness the student may have. The strategy may include additional coursework, reading, observation, or additional fieldwork. Because each remediation strategy is individualized, the time period may be a semester or more. In any case, remediation is designed to prepare students to return

to student teaching. If and when the remediation is successful, the student will be placed in another student teaching situation.

### Termination

Student teachers whose progress is unsatisfactory or one who violate policies or regulations delineated in this handbook, may, upon the recommendation of the university supervisor in collaboration with the site-based principal, be terminated from the student teaching program. Remediation may follow.

## SECTION II

### Teacher Candidate Diversity Proficiencies

The Teacher Candidate will

1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

#### ETHNICITY

5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Deal with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

**RACE** (Caucasian, African American, Asian or Pacific Islander, Native American, and other)

8. Value racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Deal with students, parents, and colleagues of all races in an equitable manner. (PEB)

#### SOCIOECONOMIC STATUS

11. Consider socioeconomic status when designing instruction. (RP)
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
13. Understand the unique needs of children of poverty. (KSA)
14. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

#### GENDER

15. Consider gender when designing instruction. (RP)
16. Understand gender related issues relating to teacher questioning strategies. (KSA)
17. Integrate a knowledge of gender related issues into classroom management. (PEB)

#### LANGUAGE

18. Value linguistic diversity as an integral component of educational systems. (RP)
19. Understand the unique needs of linguistically diverse learners. (KSA)
20. Adapt instruction to the needs of linguistically diverse learners. (PEB)

**EXCEPTIONALITIES** (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

21. Consider these exceptionalities when designing instruction. (RP)
22. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)
23. Understand classroom management strategies that may be appropriate for a variety of exceptional students. (KSA)
24. Make accommodations for 504 students during field experiences. (PEB)

### **RELIGION**

25. Increase personal tolerance for religious diversity. (RP)
26. Consider religious diversity when designing instruction. (RP)
27. Understand legal issues regarding the expression of religion in the public schools. (KSA)
28. Deal with students, parents, and colleagues of all religions in an equitable manner. (PEB)

### **SEXUAL ORIENTATION**

29. Increase personal tolerance for persons of all sexual orientations. (RP)
30. Understand issues related to sexual orientation that may affect learning (KSA)
31. Deal with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

### **GEOGRAPHICAL AREA**

32. Consider geographical diversity when designing instruction. (RP)
33. Understand variations in regional speech and attitudes. (KSA)
34. Deal with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)

## SECTION III

### Roles, Responsibilities, and Requirements

#### Student Teachers

##### Attendance

1. Attendance is required. Reasons for absence include personal illness, death, or personal reasons that are school related. The student teacher must give the cooperating teacher, principal, the Director of Education Student Services, and university supervisor prior notice of any and every absence and obtain approval for the absence.
2. Absences in excess of five days during the student teaching experience may result in extension of the student teaching experiences or withdrawal from the program. Tardiness is not allowed.
3. Student teachers will not be excused from any student teaching responsibilities in order to work, participate in on-campus classes, or take part in university activities.
4. Student teachers are required to be present at all school-related functions that their cooperating teachers are expected to attend, regardless of the time of day. Examples include staff meetings, in-service training meetings, PTO meetings, teacher-parent conferences, and athletic events. The length of the student teacher's workday should be the same as that of the cooperating teacher.
5. Orientation and Seminars: the in-service aspect of the professional semester. Attendance is required. Reasons for absence include personal illness, death, or personal reasons that are school related. The student teacher must give the professor of record some prior notice of any and every absence and obtain approval for the absence.

##### Substitute Teaching

Student teachers should not be asked to serve as substitute teachers. However, student teachers may substitute in an emergency for the cooperating teacher's classes as part of the student teaching responsibility. To substitute under this condition, the principal and university supervisor must give approval.

Under no conditions may student teachers receive payment for substitute teaching during the student teaching experience.



### Corporal Punishment

Student teachers may not administer corporal punishment to students nor serve as witnesses when staff members administer corporal punishment.

Matters of discipline and/or punishment will be reported to the cooperating teacher and jointly addressed by the teaching team.

### Outside Work

Student teachers should arrange their personal schedule so that outside work during the student teaching experience will not conflict or interfere with their student teaching responsibilities and attendance. While the university will not deter any students who need to support themselves by working, it will discourage students from engaging in any activity that might jeopardize the success of the student teaching experience.

### Transportation

Student teachers are responsible for their own transportation. If a student teacher does not have a car, he or she is responsible for arranging transportation to the assigned school.

### Conduct and Dress

Student teachers will meet the standards of dress, personal appearance, and professional behavior expected of the staff of the school to which they are assigned.

Student teachers may not date students of the school in which they are student teaching nor should they conduct themselves in any manner that might be construed as professionally unethical. This includes email, phone calls, text messages, personal blogs such as My Space and Facebook, and any other electronic communications. Student teachers should avoid interacting with students in any personal manner that might be considered inappropriate.

## Other Student Teaching Policies

The student teacher is expected to be a part of the regular faculty and thus should accept local school policies and standards, both written and unwritten. The student teacher will

1. Place school duties ahead of personal wishes and accept responsibilities that are a necessary part of the profession.
2. Exemplify the attitudes and actions of a teacher rather than those of a student.
3. **Plan work daily.** The student teacher should submit plans to the cooperating teacher for approval prior to the teaching of the class.
4. Safeguard all personal and confidential information and use it for professional purposes only.
5. Avoid unfavorable criticism of the participating school, the cooperating teacher and the community, except with the appropriate professionals.
6. Follow the rules of basic courtesy toward teachers, students, the school staff, and members of the community.
7. Cooperate at all times with students, teachers and administrators.
8. Consult with the cooperating teacher, site principal, and university supervisor and notify the Director of Education Student Services In case of emergency.

## Four Components of the Student Teaching Experience

The student teaching semester is divided into four distinct experiences: 1) observation, 2) participation, 3) full teaching responsibility, and 4) co-curricular activities.

### Observation

During the first few days of student teaching, student teachers should observe primarily in the cooperating teacher's classroom. Student teachers should observe in other teachers' classrooms, at different grade levels and in various content areas during the last two or three weeks at each placement site or during an inter-session for those schools with two-week inter-sessions. Teachers usually want to know a few days in advance about observations. Student teachers should include reflections of observational experiences in the student teaching notebook.

Go to [http://www.utm.edu/departments/cebs/pdf/STObservation\\_Checklist.pdf](http://www.utm.edu/departments/cebs/pdf/STObservation_Checklist.pdf).

### Participation

Participation involves activities in which a student teacher is doing more than observing but not instructing a class. Participation includes the following types of activities:

1. Assisting individual students.
2. Working with small groups.
3. Helping with classroom and administrative routines.
4. Keeping records.
5. Preparing teaching material and bulletin boards.
6. Grading papers and checking students' work.
7. Supervising the hall, library, study hall, cafeteria, playground, bus, detention, etc.

### Full Teaching Responsibilities

The student teacher will assume the responsibility for planning, organizing, and teaching for a period of time. The duration of time for solo and shared teaching responsibility is left to the discretion of the cooperating teacher. When the student teacher assumes full teaching responsibilities, he or she will

1. Develop unit plans and prepare lesson plans.
2. Utilize a variety of research-based instructional methods and techniques.
3. Prepare and evaluate examinations and student work assignments.
4. Maintain effective classroom management.
5. Assume routine responsibilities of managerial tasks such as taking roll, reading announcements, recording grades, etc.

Every activity in which student teachers participate should conclude in reflection. Reflection should be used as a basis for conferences with the cooperating teacher and university supervisor; this should result in a realistic assessment of capabilities and need for future development. Summary reports of these activities should be included in the professional student teaching notebook.

### Co-Curricular Activities

Student teachers should participate in as many out-of-class activities as possible. Co-curricular activities include

1. Faculty meetings
2. In-service and professional meetings such as local TEA, etc.
3. PTA or PTO meetings
4. School board meetings
5. Parent conferences
6. Supervising students' activities
7. Attending student activities, athletic events, school plays, music programs, etc.
8. Observing and participating in community affairs
9. Spending some time observing activities that take place in the school office, library, etc.
10. Visiting with principal and guidance counselor to observe administrative and guidance procedures

## SPECIFIC STUDENT TEACHER ASSIGNMENTS

(\*Denotes forms that are online on the Student Services website. Click on [www.utm.edu/departments/cebs/ESS\\_php](http://www.utm.edu/departments/cebs/ESS_php))

1. Contact the cooperating teacher prior to each placement to arrange a meeting.
2. Observe each cooperating 3 times and at least 3 other teachers once per placement. (\*Observation Checklist for Student Teachers)
3. Participate as described above.
4. Attend applicable extracurricular activities described above.
5. Teach full-time as prescribed by the cooperating teacher.
6. Complete the Student Teaching Notebook. (\*Notebook Table of Contents)
7. Submit lesson plans for each lesson taught that reflect the preference of the cooperating teacher. Submit lesson plans to the university supervisor at least one week prior to evaluation by the supervisor. (\*Sample Lesson Plan)
8. Submit a weekly schedule to the university supervisor. (\*Sample Weekly Schedule)
9. Submit 1 unit plan for the semester. (\*Sample Unit Plan)
10. Complete reflections (journal entries) for all lessons taught, extracurricular activities, observations, conferences, and professional development.
11. Complete reflection forms for each formal supervisor evaluation. (\*Reflecting Information Record)
12. Conduct and record six interviews of various school personnel, 3 per placement. (\*Questions to Guide Interviews)
13. Dress professionally.
14. Use standard grammar in speaking and writing.
15. Be punctual and attend school regularly.
16. Provide contact information for the student teacher, university supervisor, and Director of Education Student Services to the cooperating teacher and principal
17. Submit Placement I and II forms to the Director of Education Student Services. (\*Placement Forms)
18. Evaluate the cooperating teacher. (\*Student Teacher Evaluation of Cooperating Teacher)
19. Evaluate the university supervisor (\*Student Teacher Evaluation of University Supervisor)
20. Submit the professional portfolio to the advisor for final checkpoint. (\* Overall Portfolio Rubric) **You must include 6 pieces of evidence from student teaching in the portfolio: 3 exemplifying professional and ethical behavior and 3 of your choice.**
21. Submit all cooperating teachers' forms to the Director of Education Student Services.



## **Cooperating Teachers**

### Criteria for Selecting Cooperating Teachers

Teachers who are cooperating teachers should meet the following requirements:

1. At least four years of full time teaching experience.
2. Appropriate certification (licensure).
3. Evaluation as a highly competent teacher through either local assessment and/or state evaluation procedures.
4. Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
5. Ability to work as a team member and facilitate learning experiences including pedagogical instruction.

### Introduction to the Student Teacher

Education Student Services will fax an autobiographical data form, completed by the student teacher, to the school before the student teacher arrives. In addition, the student teacher will contact the cooperating teacher prior to student teaching

### The Student Teacher's Induction into Teaching

Give the student teacher some limited but definite instructional responsibilities soon after arrival, even the first day.

Initial duties of the student teacher should be those that can be done successfully without a great deal of planning. Among the minor teaching duties which might involve the student teacher in the early days of the assignment are

1. Checking attendance.
2. Putting material on the board.
3. Recording grades and attendance records.
4. Collecting and distributing papers or materials.
5. Monitoring tests in class and giving make-up examinations.
6. Making seating charts.
7. Assisting individual pupils and small groups.
8. Planning and making bulletin boards.
9. Securing resource materials.
10. Developing and studying unit and lesson plans.

## COOPERATING TEACHER SUGGESTIONS

(\*Denotes forms that are included in cooperating teacher packets, which Education Student Services provides for the cooperating teacher)

1. Orient the student teacher to school personnel and building.
2. Acquaint the student teacher with rules, policies, and emergency procedures.
3. Provide textbooks, resource materials, and schedules.
4. Give the student teacher limited but definite instructional responsibilities soon after arrival, even the first day.
5. Use discretion and personal preference regarding the duration of time for solo and shared teaching.
6. Supervise the student teacher's instructional activities (check lesson plans before the student teacher uses them).
7. Analyze instructional plans (\*Analysis of Unit Plan and Lesson Plans)
8. Guide and mentor the student teacher in the areas of classroom management and assessment.
9. Observe the student teacher.
10. Confer with the student teacher at least weekly to provide mentoring. (\*Cooperating Teacher Checklist for Walk-Through Observation)
11. Communicate as needed with the university supervisor.
12. Notify the university supervisor and/or the Director of Education Student Services if problems arise.
13. Perform a mid-session evaluation of student teacher. (\*Mid-Session Dispositions Indicator).
14. Complete the final summative evaluation and share it with the student and the university supervisor. Then mail to the Director of Education Student Services prior to the student teacher's last week of placement (\*Final Student Teaching Performance Assessment Evaluation by Cooperating Teacher).
15. Evaluate the university supervisor (\*Cooperating Teacher's Evaluation of University Supervisor).



## **University Supervisors**

The university supervisor acts as a liaison between the Teacher Education Program and the public schools in the student teaching program. The university supervisor's major responsibility is to assist the cooperating teacher and student teacher in providing the most profitable education experience possible for the student teacher.

University supervisors are to call or e-mail the cooperating teachers and introduce themselves. They should then complete two evaluation observations per placement. The Director of Student Services must authorize any additional observations and evaluations.

## UNIVERSITY SUPERVISOR RESPONSIBILITIES

(\* Denotes forms that are included in the university supervisor's packet from Education Student Services)

1. Help to orient the student to the student teaching program.
2. Assist the cooperating teacher in understanding and meeting expected responsibilities in the student teaching program.
3. Make pertinent information concerning the student teacher available to the cooperating teacher.
4. Call or email each placement in order to become acquainted with the cooperating teacher and principal.
5. Acquaint the cooperating teacher and principal with what is expected from the student teacher and cooperating teacher.
6. Help the cooperating teacher and student teacher resolve problems.
7. Assist the cooperating teacher in planning the student teaching experience and in determining the timing and degree of teaching responsibility to be assigned to the student teacher.
8. Serve as a resource person to the cooperating teacher for developing and approving unit and lesson plans.
9. Hold periodic conferences with the student teacher to discuss progress.
10. Perform two formal evaluations of the student teacher at each placement. (\*Student Teaching Performance Assessment Evaluation)
11. Complete a final evaluation of the student teacher in order to assign final grades. (\*Student Teaching Performance Assessment Evaluations by University Supervisor and Student Teaching Notebook Table of Contents)
12. Complete an evaluation of each cooperating teacher. (\*University Supervisor's Evaluation of Cooperating Teacher)
13. Complete a final student teaching conference. At this conference, the supervisor will review the "Final Student Teaching Performance Assessment Evaluation by the Cooperating Teacher(s)" and other documents pertinent to the student teacher's grade. The university supervisor will provide a copy of each form not previously shared with the student teacher. Finally, the supervisor may share the student's grades for each placement with the student teacher.

## The Principal

The principal is the administrative and educational leader for the school. He or she serves as the host, leader, coordinator, and evaluator for UT Martin's student teaching program. The principal is responsible for informing the community, students, parents, and community leaders about the student teaching program and its implications for the school. The principal works closely with faculty and staff, the university supervisor, the Director of Schools, and the Director of Education Student Services to ensure an effective program for all parties involved in the student teaching experience.

The principal is asked to

1. Confer with and encourage cooperating teachers to accept the professional responsibility of assisting in the induction of college students into teaching careers.
2. Consult with teachers prior to assigning a student teacher.
3. Orient the student teacher to school policies and expectations.
4. Encourage the school staff to accept the student teacher as a member of the faculty and offer support and assistance.
5. Help provide adequate facilities and instructional materials for student teachers.
6. Observe the student teacher and offer instructional assistance.
7. Assist the cooperating teacher in evaluating the student teacher.

## **Director of Education Student Services**

The Director of Education Student Services coordinates all facets of programming with department chairs in establishing policies, determining procedures, and evaluating the student teaching program.

The specific responsibilities of the Director are

1. To coordinate the Field Experiences program for all areas of the Teacher Education Program.
2. To serve as a liaison person between the Teacher Education Program and cooperating school systems.
3. To work with the department chairs and cooperating school systems in a continuous evaluation of the objectives, procedures, operation, and general policies of the field experiences program.
4. To approve the selections of student teaching cooperating schools and cooperating teachers.
5. To make all official placement assignments of student teachers in the cooperating schools and to assign university supervisors.
6. To assume responsibility for coordinating the on-campus general orientation student teaching seminar at the beginning of each student teaching experience.
7. To coordinate the student teaching informational session the semester prior to the student teaching semester.
8. To coordinate the mid-semester student teaching seminar.
9. To approve and administer, with the approval of the Dean of the College of Education & Behavioral Sciences, all Field Experiences travel, travel expenses and honoraria expenses.
10. To maintain all records, student teaching applications, final student teaching evaluation forms, etc., necessary to the proper administration of the Field Experiences programs.
11. To stay abreast of national/regional trends, activities, and organizations related to clinical and field experiences.

## **SECTION IV**

### **Grievance Procedures for the Cooperating Teacher and the University Supervisor**

If a situation arises which requires the attention of the cooperating teacher and/or university supervisor, please adhere to the following procedures:

1. Make the student teacher aware of the situation. Be specific about what is wrong. Please document. You may wish to have the situation verified by another teacher, the principal, or a supervisor.
2. Outline in writing what you expect the student teacher to do in order to rectify the situation. Set a deadline for compliance.
3. Notify all parties - the university supervisor or cooperating teacher, the principal, and the Director of Education Student Services - of the problem and the action taken.

The Director of Education Student Services, in cooperation with the university supervisor, the site-based cooperating teacher, and the site-based principal, has the authority to withdraw a student teacher. When a student teacher is withdrawn, the Director of Education Student Services will conduct an on-campus exit/termination conference.

## SECTION V

### Procedures for Licensing

Students who desire a teacher's license should file an application in the Office of Education Student Services, Room 205 Gooch Hall, in the last semester before graduation.

The institutional recommendation for the license is based upon an applicant's having completed an approved program in teacher education and having met all requirements for licensing as outlined in the general catalog. All students who are eligible for a license should apply before graduation so that they will not be affected by subsequent requirements that may be mandated by the State Board of Education. Application for a teacher's license must be made within five years after degree requirements have been met; otherwise, an additional 8 semester hours in residence credit must be earned.

The State Board of Education has set minimum passing scores on the Principles of Learning and Teaching and Specialty Area Tests (PLT and PRAXIS II). Applicants for a license should determine their status regarding these minimums. **APPLICANTS WHO HOPE TO BECOME LICENSED SHOULD TAKE ALL TEACHING EXAMS NO LATER THAN THE END OF THE STUDENT TEACHING SEMESTER (see below).** For PRAXIS II information, go to <http://www.state.tn.us/education/lic>. Then go to PRAXIS Series tests to find required tests for licensure.

Students who wish to teach in another state must write to the division of teacher certification in the state department of education of that state requesting appropriate forms for obtaining a license.

Any questions regarding initial licensing or renewal of license should be addressed to the Licensure Coordinator located in the Office of Student Services. The telephone number is 731-881-7126.

## SECTION VI Evaluation

### Tennessee Teacher Licensure Standards: Professional Education

#### Introduction

All teacher candidates complete studies in professional education. Professional education is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences enable the teacher candidate to meet the following performance standards in teaching all students including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, intellectually gifted students, and students from different racial and ethnic backgrounds:

#### Standard 1

**Discipline Taught.** Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

#### Standard 2

**Student Learning and Development.** Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

#### Standard 3

**Diverse Learners.** Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

#### Standard 4

**Teaching Strategies.** Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

#### Standard 5

**Learning Environment.** Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

### **Standard 6**

**Communication.** Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

### **Standard 7**

**Planning.** Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### **Standard 8**

**Assessment and Evaluation.** Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

### **Standard 9**

**Reflective Practitioner.** Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

### **Standard 10**

**Colleagues, Parents, and Community.** Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

### **Standard 11**

#### **Technology.**

11.a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

11.b. Candidates use technology to enhance their professional growth and productivity.

- 11.c. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

## **Conceptual Framework for Initial Programs**

### **Educators as Facilitators of Learning**

The purpose of the Teacher Education Program (TEP) at UT Martin is to provide education professionals with the knowledge, skills, and dispositions necessary to become effective facilitators of learning. Graduates of the TEP will be disposed to view teaching as an act of being a facilitator of student growth and whose professional practice is characterized by reflection, active learning, inquiry, and assistance to others to unlock their potential. Upon completion of the program, candidates must demonstrate that they are capable of instructing, reviewing, and critically analyzing their own performance as well as the performance of their students.

### **Knowledge Base for Initial Licensure**

The conceptual framework for initial licensure of the Teacher Education Program at The University of Tennessee at Martin defines specific outcomes for participants of the curriculum. The basis for best professional practice embraces the following: (1) knowledge, skills, and application; (2) reflective practice; and (3) professional and ethical behavior.

### **Outcomes of the Initial Conceptual Framework**

The foundation and implementation of all initial licensure programs and experiences in the TEP are focused on those knowledge, skills, and dispositions that enable candidates to become facilitators who understand human development and create learning environments that encourage all students to grow. Based on the beliefs of the Unit faculty the knowledge base for the Initial Conceptual Framework is reflected in the following groups of outcomes:

#### **Knowledge, Skills, and Application - Candidates will**

- demonstrate subject-matter expertise.
- make the subject meaningful to all students.
- demonstrate knowledge of curriculum development and design.
- demonstrate the use of information technology as a teaching/learning tool
- understand the importance of professional, state and national standards to teaching.
- exhibit evaluative skill in designing experiences to effectively achieve the goals of instruction.
- create positive learning environments that promote responsible student behavior.
- exhibit the capacity to help and assist all students, especially those experiencing difficulties, those who are under prepared, and/or those with exceptionalities.
- apply knowledge about data collection in practice

**Reflective Practice – Candidates will**

- reflect on appropriate and inappropriate practice.
- reflect on the nature of all students and the learning environment.
- reflect on strategies for enhancing learning.
- monitor their own teaching strategies and behavior in relation to student success.
- modify lesson/unit plans and instructional approaches according to the needs of all students.
- use assessment techniques appropriately to guide their reflection on student progress and as a means for improving student learning.

**Professional and Ethical Behavior – Candidates will demonstrate**

- ability to articulate basic values and beliefs.
- value for professional interactions, self-respect and respect and understanding for cultural diversity
- belief in intellectual freedom, equity, tolerance, and due process.
- understanding of the professional codes of ethics in their specialty and the consequences of violating those propositions.
- active participation in collegial activities designed to make the entire school a productive learning environment for all students.
- active involvement in professional organizations

The College of Education and Behavioral Sciences Teacher Education Program currently evaluates student teachers, in part, using an adaptation of the Tennessee Framework for Evaluation and Professional Growth. The Comprehensive Assessment Summative Report instrument (following) is the required assessment component for apprentice teachers and is recommended for all non-tenured teachers in the State of Tennessee. The model provides a comprehensive picture of the teacher candidate's performance and effectiveness with students. In addition, the model provides a focus for future growth. The university supervisor reports the assignment of final grades for the student teaching semester with recommendations made by the site-based cooperating teacher(s).

## Framework for Evaluation and Professional Growth Tennessee Department of Education

<http://www.state.tn.us/education/frameval> and click on  
*General Education Domains and Indicators with Measurement Standards*

The Framework for Evaluation and Professional Growth is a research-based, public description of a teacher's performance in areas validated as critical to effective teaching. The framework provides descriptors for the complex act of teaching to allow evaluator and observers to make reasonable and fair decisions about teacher performance in the classroom. This framework provides 44 criteria clustered in six domains. These criteria are documented through both empirical and theoretical research as having a positive impact on student learning.

The domains include all aspects of teaching, beginning with planning, and including criteria that indirectly impact students. While teaching (Domain Two) is recognized as the primary responsibility of a teacher, the behaviors in the other domains are the infrastructure for instruction. Each domain can be studied as an independent variable related to student learning; however, the framework is synergistic in its design to ensure a comprehensive view of the characteristics, knowledge, and skill of an effective teacher.

There are six domains within the Framework for Evaluation and Professional Growth:

- A. Planning
- B. Teaching strategies
- C. Assessment and evaluation
- D. Learning environment
- E. Professional growth
- F. Communication

Within each domain, indicators identify the expected teacher behaviors and characteristics. Each indicator is further defined through criteria that are directly aligned with three performance levels: developing, proficient, and advanced. The performance levels are designed to provide clear, observable behaviors that define the teacher behavior specific to the criteria and indicator within each domain. For each indicator, data sources that must be used by the evaluator and observer are listed.

**The University of Tennessee at Martin**  
**Student Teaching Performance Assessment**  
**Evaluation by University Supervisor**

<b>STUDENT TEACHER (Last, First, Middle)</b>	<b>MAJOR/LICENSURE AREA</b>	<b>DATE PREPARED</b>	<b>Candidate Evaluation Observation Report # (Circle)</b> 1 2 3 4 5 6
<b>HOST SCHOOL</b>	<b>CITY, STATE</b>	<b>PRINCIPAL</b>	
<b>GRADE LEVEL (S)/SUBJECT TAUGHT</b>	<b>COOPERATING TEACHER</b>	<b>UNIVERSITY SUPERVISOR</b>	

**Copies: WHITE - University Supervisor    YELLOW - Cooperating Teacher    PINK – Student Teacher**

<b>DOMAIN I: Planning Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A Developing</b>	<b>Performance Level B Proficient</b>	<b>Performance Level C Advanced</b>
A. Establishes appropriate instructional goals and objectives B. Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community C. Adapts instructional opportunities for diverse learners	___ ___ ___	___ ___ ___	___ ___ ___	___ ___ ___
				___ Required Area to Strengthen
<b>DOMAIN II: Teaching Strategies Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A Developing</b>	<b>Performance Level B Proficient</b>	<b>Performance Level C Advanced</b>
A. Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area. B. Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.	___ ___	___ ___	___ ___	___ ___
				___ Required Area to Strengthen
<b>DOMAIN III: Assessment and Evaluation Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A Developing</b>	<b>Performance Level B Proficient</b>	<b>Performance Level C Advanced</b>
A. Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions. B. Communicates student achievement and progress to students, their parents, and appropriate others C. Reflects on teaching practice through careful examination of classroom evaluation and assessments	___ ___ ___	___ ___ ___	___ ___ ___	___ ___ ___
				___ Required Area to Strengthen
<b>DOMAIN IV: Learning Environment Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A Developing</b>	<b>Performance Level B Proficient</b>	<b>Performance Level C Advanced</b>
A. Creates a classroom culture that develops student intellectual capacity in the content area. B. Manages classroom resources effectively	___ ___	___ ___	___ ___	___ ___
				___ Required Area to Strengthen
<b>DOMAIN V: Professional Growth Indicators</b>	<b>Unsatisfactory</b>	<b>Performance Level A Developing</b>	<b>Performance Level B Proficient</b>	<b>Performance Level C Advanced</b>
A. Collaborates with colleagues and appropriate others B. Engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment. C. Performs professional responsibilities efficiently and effectively	___ ___ ___	___ ___ ___	___ ___ ___	___ ___ ___

	_____ Required Area to Strengthen
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**Student Teaching Performance Assessment Evaluation by University Supervisor-**

<b>DOMAIN VI: Communication Indicator</b>	<b>Unsatisfactory</b>	<b>Performance Level A Developing</b>	<b>Performance Level B Proficient</b>	<b>Performance Level C Advanced</b>
A. Communicates clearly and correctly with students, parents, and appropriate stakeholders	—	—	—	—

	_____ Required Area to Strengthen
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<b>AREAS OF STRENGTH:</b>	<b>AREAS TO STRENGTHEN:</b>
<b>COMMENDATIONS:</b>	<b>RECOMMENDATIONS:</b>

<b>COMMENTS (Student Teacher and/or Cooperating Teacher):</b>
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**The signatures below verify that the Student Teaching Performance Assessment Evaluation by University Supervisor has been discussed with the student teacher.**

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**UTM EEO/AA/TITLE VI/TITLE IX/SECTION 504/ADA/  
ADEA Statement**

The University of Tennessee at Martin does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in provision of educational opportunities or employment opportunities and benefits.

UTM does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in the education programs and activities which it operates, pursuant to requirements of Title VI of the Civil Rights Act of 1964, as codified in 42 U.S.C. 2000D; Title IX of the Educational Amendments of 1972, Public Law 92-318; Section 504 of the Rehabilitation Act of 1973, Public Law 93-112; the Americans With Disabilities Act of 1990, Public Law 101-336; and the Age Discrimination in Employment Act. This policy extends to both employment by and admission to the University.

Inquiries concerning Title VI, Title IX, Section 504, the Americans With Disabilities Act, and the Age Discrimination in Employment Act should be directed to the [Equity and Diversity Officer](#); 240F Gooch Hall; The University of Tennessee at Martin; Martin, Tennessee 38238-5002; (731) 881-7202. Charges of violation of the above policy should also be directed to the Equity and Diversity Officer.