I. COURSE TITLE AND NUMBER

Teacher Education (TCED) 402 - Student Teaching Grades 1-4

TCED 403 - Student Teaching Grades 5-8

TCED 404 - Student Teaching Grades 7-8

TCED 405 - Student Teaching Grades 9-12

TCED 406 - Student Teaching Grades K-8

TCED 407 – Student Teaching in Special Education (K-12)

TCED 408 – Student Teaching Special Education: Non-School Setting (PreK-1)

TCED 409/Early Childhood Education (ECED) 409 - Student Teaching in Kindergarten

ECED 411 - Student Teaching in Pre-K

ECED 412 – Student Teaching Grades 1-3

Elementary Education (ELED) 793 – Student Teaching Grades K-4

ELED 794 – Student Teaching Grades 5-8

ELED 795 – Student Teaching Grades K-6

Secondary Education (SEDU) 793 – Student Teaching Grades 7-8

SEDU 794 – Student Teaching Grades 9-12

SEDU 795 – Student Teaching Grades 7-12
II. CONTACT HOURS AND SEMESTER CREDIT HOURS

Two 7.5-week diverse placements in public schools for a total of 75 days or 1500 contact hours

6 semester hours for each undergraduate course
3 semester hours for each graduate course or 6 hours for TCED 795

III. CATALOG DESCRIPTION/PURPOSE

NOTE: For student teaching courses, students should check their program of study check sheet and student teaching application for other student teaching prerequisites specific to their major. All prerequisites must be met satisfactorily in order to student teach.

Admission to Student Teaching will be granted if students:

1. are admitted to Teacher Education
2. complete the appropriate application one semester in advance of the Student Teaching semester.
3. have a cumulative 2.75 GPA on all courses taken.
4. have a 2.75 GPA in teaching specialty area.
5. complete a minimum of 80% of course work in the endorsement area(s) including all methods courses.
6. have satisfactory progress on teacher education portfolio.

IV. RATIONALE

The enhanced 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 experience of each individual student teacher is planned jointly by the institution of higher education and the local school system with significant input from principals and teachers.

Student teachers will spend at least 15 weeks (one semester) in full day classroom teaching experiences. The professional semester will focus on direct teaching experience in at least two classrooms which may be at different schools. Regular seminars will be held with higher education faculty 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 will 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 will be provided cooperating teachers and faculty mentors to enhance their abilities in mentoring and supervision.

V. TEACHER EDUCATION MODEL
The UTM Teacher Education Model is designed to develop teachers who **facilitate learning** by engaging in methods and strategies that can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase understanding, skills, and dispositions in working with students of diverse culturally backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the TCED program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, embedded and intertwined among the components of the conceptual framework, are the commitments to **diverse learners** and the use of **technology** and **assessment** as pedagogical tools to enhance student learning.

**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.
- Appropriately use assessment techniques 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.
- An 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.

**VI. COURSE OBJECTIVES/LEARNING ACTIVITIES**

This course work meets the State Matrix and aligns with State Student Teaching Guidelines as well as with the “Conceptual Framework for Initial Programs.” The UTM student teaching program provides opportunities for the student teacher to participate in the varied activities that constitute the responsibilities of P-12 educators.

To meet the objectives of the student teaching program, student teachers will submit or complete:

**Knowledge, Skills, & Application:**

1. Observations (2 per placement of cooperating teacher, plus 2 per placement of other teachers)
2. Participation
3. Out-of-class activities
4. Full-time teaching
5. Student teaching notebook
6. Daily lesson plans that reflect the preference of the cooperating teacher
7. Six interviews of various school personnel, 3 per placement
8. Evaluation of cooperating teacher
9. Evaluation of university supervisor

Reflective Practice:

1. Reflections (journal entries) for all lessons taught, extracurricular activities, observations, conferences, and professional development
2. Reflection forms (Reflecting Information Record) for each formal supervisor evaluation
3. Weekly email reflections to university supervisor
4. Mid-semester seminar

Professional and Ethical Behavior:

1. Contacting the cooperating teacher prior to each placement to arrange a meeting
2. Professional dress, personal behavior, and standards of behavior expected of the staff of the school to which they are assigned
3. Use of standard grammar in speaking and writing
4. Punctuality and regular attendance at all school-related functions attended by the Cooperating Teacher (Daily Student Teacher Sign-In; notify the principal, cooperating teacher, and university supervisor of any and all tardiness and absences.)
5. Providing contact information for the student teacher, university supervisor, and Coordinator of Field Placements to the cooperating teacher and principal.
6. Submission of Placement I and II forms to Coordinator of Field Placements.
7. Submission of a weekly schedule to the university supervisor.
8. Final submission of portfolio to advisor.
9. Submission of all cooperating teachers’ forms to Coordinator of Field Placements.
10. Punctuality and regular attendance at all Student Teaching Preliminary, Orientation, Mid-Term, and Exit Seminar Meetings.

VII. COURSE CONTENT

1. Teacher Education Portfolio Checkpoint by Advisor
2. Unit and Daily Lesson Plans
3. Daily Attendance for 75 Days
4. Student Teaching Orientation (2 days), Mid-Semester Seminar, and Exit Survey Meeting and Reception with Coordinator of Field Placements
5. Student Teaching Growth Portfolio, which includes the following. This information is also provided in the 2014-15 Student Teaching Handbook.

- TN Academic Standards for each placement (You may need a separate notebook for these.)
- Classroom and Discipline Policies with Reflections (1 set of reflections each placement)
- Introduction Letter to Parents- Must be reviewed by U.S. and approved by C.T.-
(first three days of placement)
- Lesson plans for evaluation by U.S. (minimum of 12)
- “Reflecting Information Record” for each lesson evaluated by University Supervisor and Cooperating Teacher
- Lesson plans for evaluation by C.T. (2 sets total- 1 set per placement)
- “Cooperating Teacher Checklists for Walk-Through Observation”
- Other lesson plans-All plans other than those used when formally observed.
- Checklists and reflections for observations of CT’s by S.T. (2 per placement) and Other Teachers (2 per placement).
- Professional Development Activities- Total of 2 with reflections ( 1 per placement)
- Interviews: (2 per placement= Total of 4) *Suggested personnel to interview: Principal, School Nurse, Guidance Counselor, Secretary, Assistant Principal, Librarian, Special Education Teacher, Custodian
- Email reflections with university supervisors (1 per week)

VIII. EVALUATION

Student teachers are required to follow a grading plan that reflects the collaborative evaluation and assessments of a university supervisor and site-based mentor or cooperating teacher. The evaluation and reflection assessment instrument is adapted from the state Framework for Evaluation, TEAM Model, which is also used to evaluate in-service teachers in Tennessee’s public schools. The process includes evaluation, post-evaluation consultation, reflective components, student teaching growth portfolio completion, and exit conferences. Attendance and participation are required. Attendance at Student Teaching orientation and seminars are mandatory. Failure to do so may result in forfeiture of and dismissal from placement. The Coordinator of Field Placements may require students to student teach additional days in the case of absences.

Grades for the two student teaching courses are based on University Supervisor evaluations with significant input from cooperating teachers. The Student Teaching Growth Portfolio is considered in the final grade to be determined by the course instructor.

Honesty and Cheating:

Non-compliance with behavior codes of expectation for appropriate professional conduct:

The policies explained within the Student Teaching Handbook, UTM Student Handbook and policies of specified school districts will be enforced without exception.

Behavior and conduct must be above reproach. Willful disregard, conduct inappropriate to professional codes, or unlawful behavior will result in immediate dismissal.
IX. 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 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 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)

**X. TEXTBOOK(S)**

*Student Teaching Handbook.* University of Tennessee at Martin, Education Student Services, 2014-15.

**XI. OTHER RESOURCES**
UT Martin Student Teaching Forms
http://www.utm.edu/departments/cebs/ESS_forms.php
XII. PREREQUISITES

See course information above. Course descriptions are located in the 2014/15 University Course Catalog.

XIII. FACULTY FREQUENTLY TEACHING COURSE

Staci H. Fuqua, Coordinator of Field Placements
UTM Faculty and Adjuncts

XIII. PROGRAMS IN WHICH COURSES ARE REQUIRED

All undergraduate and graduate programs leading to initial licensure through the University of Tennessee at Martin’s Teacher Education Program. See each program’s check sheet for student teaching courses required for the specific program.

XIV. DISABILITY STATEMENT

Any student eligible for and requesting reasonable accommodations due to a disability is required to provide a letter of accommodation from the Student Success Center within the first two weeks of the semester.