

Standard 3

Working with School Partners

[Field experiences](#) for programs in the unit provide a continuum of opportunities for observation, tutoring, service learning, contact with families and community, and association with P-12 faculty and other school professionals prior to clinical practice.

The Director of Education Student Services coordinates placement for all undergraduate and graduate initial licensure students in the Department of Educational Studies for practicum and initial field experience courses in [collaboration](#) with an administrator designated by the P-12 partner. The Director or department [faculty members collaborate](#) with administrators and public school teachers to place students for their undergraduate and graduate methods courses. The [Director of Education Student Services](#) places all students in the unit for clinical practice in collaboration with an administrator designated by the local education agency.

For field experiences in the Teaching – Interdisciplinary Option, an advanced program, the Director of Education Student Services [coordinates placements with administrators](#) designated by local education agencies. Unit faculty members in other advanced programs (Counseling, Educational Leadership, and Advanced Teaching) coordinate internships and observations with mentors in local education agencies.

The [University of Tennessee at Martin](#)'s main campus in Martin enjoys a strong history of collaboration for field experiences and clinical practice with the [Weakley County](#), [Obion County](#), and [Union City](#) school districts. Primary partners for the graduate program in school counseling at the Jackson campus are the [Jackson/Madison County Schools](#). The [Selmer campus](#) collaborates primarily with [McNairy](#), [Hardin](#), and [Chester County](#) Schools. The [Ripley campus](#) collaborates with [Lauderdale](#), [Dyer](#), [Haywood](#), and [Tipton](#) Counties. Primary partners for the

[Parsons campus](#) are [Decatur County](#), [Henderson County](#), [Lexington City](#), and [Perry County](#).

There are [numerous additional districts](#) with which the unit collaborates (a total of approximately 50 systems).

The unit utilizes multiple assessment structures across all programs at the undergraduate and graduate levels for collaboration with partners in delivery and [evaluation of field experiences](#) in the areas of knowledge, skills, and professional [dispositions](#) in [alignment](#) with professional, state, and institutional standards. Cooperating teachers are the primary mentors for candidates. Partners in P-12 contribute to [assessment of candidates](#). Clinical faculty observe in field experience classrooms and [confer with cooperating teachers](#) to ensure joint evaluation of field experiences.

Prior to student teaching, candidates for clinical practice complete admission requirements per [university](#) and [state guidelines](#). (See Enhanced Student Teaching section.) Candidates in clinical practice spend 15 weeks in full day classroom teaching experiences in at least two classrooms, as prescribed by the state and the university. Student teaching mentors meet state and university criteria for the selection of cooperating teachers, university supervisors, principals, and field placement coordinator.

Cooperating teachers and university supervisors jointly plan the student teaching experience. Together, they resolve problems and approve students' unit and lesson plans. The [university supervisor](#) serves as a [resource](#) for the cooperating teacher in understanding and meeting cooperating teacher and student teacher responsibilities. Cooperating teachers determine the duration of time for solo and shared teaching. They guide and mentor the student teacher in the areas of teaching, classroom management, and assessment. Per state and

university guidelines, [summative evaluation](#) for student teaching is the responsibility of higher education faculty with significant input from and consultation with the student teaching team.

Candidates and university supervisors jointly evaluate cooperating teachers for clinical practice. Data gathered from [assessments of cooperating teachers](#) ensure the selection of accomplished school professionals as cooperating teachers. In addition, [cooperating teachers evaluate university supervisors](#) to ensure effective supervision.

Cooperating teachers in partner schools employ multiple [formative](#) and [summative](#) assessments to evaluate student teachers. Summative assessments of student teachers are adapted from Tennessee's Framework for Evaluation and Professional Growth. Cooperating teachers contribute [formative assessments](#) of student teachers through multiple instruments aligned with [Tennessee's P-12 Framework for Evaluation and Professional Growth](#). The unit's conceptual frameworks for initial and advanced programs align with Tennessee's Framework, and both the UT Martin and Tennessee frameworks, in turn, are aligned with [Tennessee Teacher Licensure Standards, ISTE National Technology Standards for all Teachers, and Interstate New Teacher Assessment and Support Consortium \(INTASC\) Standards](#). Personnel in the Dean's office through the Director of Assessment [compile and aggregate](#) data through Banner.

Education Student Services provides [cooperating teachers](#) UT Martin's [Student Teaching Handbook](#), along with a packet of pertinent [forms](#) and [calendars](#). In addition, the Director of Education Student Services provides [training](#) each semester for university supervisors, who, in turn, [train the cooperating teacher](#).

Continuous Improvement

To expand the continuum of [field experiences](#) prior to clinical practice for some undergraduate programs in the unit (as recommended from the [2004 report](#) of the NCATE Board

of Examiners), the unit added field experience hours to the programs in the fall of 2006. Secondary programs now include a total 60-75 planned hours of field experience ([TCED 302/305](#), [SEDU 414](#)) prior to clinical practice; [art](#) and [dance](#) programs include a total of 45 hours prior to clinical practice; and [music](#) programs include a total of 65 hours of field experience prior to clinical practice. For the initial licensure program at the graduate level, the Department of Education Studies standardized 45 hours of level I field experiences and added 3-5 hours of level II field experiences in [Reading 638](#).

To expand collaboration between the unit and its school-based partners in the area of assessment of field experiences, in 2006 the unit revised its [Level I](#) and [Level II](#) Summative Evaluation Forms. The Level I form is a tool for assessing observation experiences, primarily through feedback from the cooperating teacher to the university supervisor. Level II evaluations assess field experiences that include participation and observation. Because the forms were virtually identical and not all items applied to both levels, the unit tailored the forms to the actual field experiences by including a check sheet (thereby explaining each item of the rubric and relating it to the unit's conceptual framework) for cooperating teachers. The option of "Not Applicable" was added, and the option of "Exceeds Expectations" was deleted. In addition, the unit added a signature line and space for comments from cooperating teachers. The Dean's office is the centralized location for [collection, analysis, and aggregation](#) of the [data](#).

A recent successful collaboration has afforded P-12 partners an opportunity to contribute initially and continually to the design, delivery, and evaluation of field experiences. A pilot program for [TCED 302 \(Instructional Strategies\)](#) and [305 \(Classroom Management\)](#) began Spring Semester 2008 with local partner schools. The program was designed to allow group placement of students so that the professor of record can collaborate onsite with partner faculty

and administrators. The pilot combined the two courses and expanded the number of hours for field experiences from 15 to 75-90 hours. This initial field experience is now standard for all [programs](#) in the Department of Educational Studies.

Faculty in kindergarten practicum courses, which require 60-75 hours of field experience in a local kindergarten classroom, have enhanced their collaboration in designing and delivering field experiences. In Spring Semester 2007, faculty initiated collaboration with kindergarten teachers in local schools for kindergarten practicum experience, [TCED/ECED 475/675](#). Kindergarten teachers from Martin Primary and Dresden Elementary Schools serve as guest presenters for literacy skills, assessments, and methods during the seminar component of the courses. Instructors have also changed [syllabi](#) to align with curricula required in P-12.

Effective Spring 2009, two courses at the undergraduate level, [TCED 211](#) and [TCED 450](#), added service-learning projects to courses. The projects offer students [opportunities](#) to tutor students and work with small groups in various settings including after-school programs. Students in [Reading 438/638](#), Classroom Approaches to Teaching Reading in the Elementary School, complete an assessment project for an elementary student. At the graduate level, students who teach [developmental reading courses](#) at the university also tutor elementary students through a reading clinic.

The Department of Educational Studies began offering courses for the [Reading Specialist](#) endorsement at the graduate level during Spring Semester 2010. The program requires 60 hours of field experience including cases studies and assessment of individual students in P-12. Embedded assignments are related to reading theory, including the reading process, assessment, reading strategies and instructional intervention.

Effective Spring Semester 2010, the unit requires a [standardized reflection format](#) during clinical practice. [Reflection](#) assignments include analysis of candidates' effect on student

learning and implications for application in order to develop strategies for improving student learning.

In the Fall 2009 the program in School Counseling was revised. Among the changes was a reorganization of the internship's activities to align with CACREP standards in completing the [600 hours requirement](#). Two members of the Education Studies faculty were members of the state's committee for revision of programs in education leadership, previously Educational Administration and Supervision. As a result of the state revisions, in Fall 2009 the unit enacted clinical supervision requirements that [focused on activities](#) instead of completing a certain number of field experience clock hours. Internship assignments in both programs stipulate that students design, implement, and evaluate projects related to their future roles as other school professionals.

As of Fall 2008 the unit's [diversity standards](#) have been included in [syllabi](#) for courses with field experiences and clinical practice. After clinical practice, students complete a [diversity survey](#) to reflect on their inclusion of students with exceptionalities and those from diverse ethnic, racial, linguistic, gender, and socioeconomic groups.

In order to encourage and improve candidates' incorporation of technology into clinical practice, [student teaching orientation](#) now includes a required presentation and assignment in use of Smart Board. As of Spring 2009, candidates are required to complete a Smart-Board assignment, reflect on the workshop and the assignment, evaluate them, and propose opportunities for application during clinical practice.