

Standard 6

Standard 6 has been chosen as the standard on which the unit is moving to the Target Level. The rationale is that the unit is able to adequately prepare candidates to meet professional, state, and institutional standards because the unit has a well-defined governance system that provides a communications and feedback loop to all partners in the unit to include faculty members, clinical faculty and other personnel in the schools, as well as faculty members who teach in the content areas ancillary, but essential to the unit's preparation of quality candidates. The resources, both personnel and budget, are also available to assure a quality teacher preparation program. [UT Martin](#) meets the unique needs of the [Northwest Tennessee area](#), which is primarily rural by providing teachers who score well on the statewide [Teacher Education Effectiveness](#) report card. Data in other standards reflect the satisfaction level of our [employers](#) and [alumni](#). Concerns such as more opportunity for time in the schools by our candidates have been addressed and continue to be reviewed and evaluated for improvement. Through a process that includes meeting with partners on the [Teacher Education Effectiveness Committee](#) once a year, the unit is able to share data and receive feedback from the [TEEC membership](#) which includes former graduates who are current teachers and administrators and current students who are in the program as well as community leaders who have an interest in the work of the unit. The [budget](#) for the unit is comparable to other units who have field experience components and is also adequate to provide the opportunity for unit faculty and candidates to participate in activities that enhance their teaching and learning.

How does the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

The unit provides the leadership to effectively coordinate all programs at the institution designed to prepare education professionals to work in P-12 schools. A [Professional Education Council](#) which includes all licensure areas in the unit, meets once each semester for the purpose of sharing information and advising the dean on particular issues and challenges in teacher education. The department chair for Educational Studies also meets once per semester with secondary education [content area](#) representatives to discuss advising issues, field experience requirements, and student teaching experiences. The committee provides the opportunity for shared concerns and for input from the content areas represented in our licensure programs. A [Teacher Education Effectiveness Council](#) (TEEC) meets once a year to provide feedback to the unit from data presented from the specific checkpoints in the unit assessment plan. This council is made up of representatives from licensure areas, students at the undergraduate and graduate level, area teachers and administrators, and community stakeholders. The TEEC is the primary forum for sharing data with the P-12 community.

[Recruiting and admissions](#) practices for the university and for the teacher education program are described clearly and consistently in publications and catalogs. Students can easily access [academic calendars, publications, and grading policies](#) through the website as well as the catalog and in course syllabi. [Advising](#) in the teacher education unit is structured and consistent for all students. Students who have not been admitted to the [teacher education program](#) are advised by graduate assistants in the Education Student Services office. They are trained to answer any questions, to interpret [Career Advising and Planning Program \(CAPP\)](#) reports and to utilize [program of studies](#) for specific degree areas. Candidates admitted, or eligible for admission, to the teacher education program are advised by area faculty members. Graduate candidates also have an added component of a [Blackboard course](#) specifically designed to

provide information particular to each major as well as general advising and registration information. [Counseling services](#) are provided on campus for personal as well as career issues. Candidates have the opportunity to take [courses](#) in career choices, study skills, and time management. [Academic Counselors](#) are also available in the Student Success Center. Candidates have access to [math, writing, and reading labs](#) to improve skills in those areas. Work with the Teacher Education Effectiveness committee provides evidence of collaboration with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. Individual faculty members also work with P-12 practitioners to [plan field experiences](#). The Director of Education Student Services elicits [feedback](#) from university supervisors, who are former teachers and principals to insure a successful student teaching experience. The dean, department chair for Educational Studies, [Director of Education Student Services](#), and faculty members regularly meet with the [Northwest Tennessee](#) school directors, supervisors of instructions and principals to share information and to receive feedback on programs. An example of how information was shared and feedback elicited occurred when the School Leadership program was changed in 2008. The new structure required that the school districts work as partners with the university educational leadership program to recommend potential candidates and to serve on the interview team for selection. The department chair for Educational Studies and the professors for Educational Leadership courses met with School Directors from Northwest Tennessee to secure their support on the Memorandum of Understanding.

The [Professional Education Council](#) provides evidence that colleagues in other units recognize the teacher education unit as a leader. The Dean of the College of Education and Behavioral Sciences (CEBS) is the chair for the Council. The unit provides [professional](#)

[development on effective teaching](#) with faculty in other units through partnership grants, specifically with the math and science departments where Educational Studies faculty teach pedagogy to complement content. Educational faculty members also participate as leaders in [“Talking about Teaching” workshops](#) offered to all faculty members on the campus. These workshops are held monthly.

The teacher education unit is fortunate, even during a time of statewide budget cuts, to have an adequate [budget](#) to support teaching, scholarship, and service that extends beyond the unit to P-12 education and other programs in the institution. School districts receive [vouchers](#) for coursework at the university based on the number of candidates in the schools service for student teaching. [Cooperating teachers](#) for student teachers are recognized each semester with a reception. [Certificates](#) and small tokens of appreciation are given to cooperating teachers for a major field experience component in the combined classes TCED 302/305. In exchange for partnering with the unit to provide field experiences, [free professional development](#) is provided by [Becky Cox](#), who teaches TCED 302/305 as well as by the Director of Education Student Services and [Sandra Murray](#), a professor in the educational leadership program. [High quality work](#) is supported in the unit as faculty members are encouraged to submit proposals for national and international conferences. Although the budget constraints have reduced the number of conferences a faculty member can attend, the unit is committed to supporting at least one or more national or international presentations per faculty member each academic year. The professors who teach online also have added support for [travel from UT Online](#). Support for [candidate presentations](#) is also available. The [budget](#) for the teacher education unit also compares favorably with other units preparing majors for service to the community such as [social work](#) and [nursing](#).

[Workload policies](#) and practices permit and encourage faculty to be engaged in a wide range of [professional activities](#), including teaching, scholarship, assessment, advisement, work in schools, and service. [Faculty members in the unit](#) (see [Becky Cox](#), [Cris Whitlow](#), [Beth Quick](#), [Mary Lee Hall](#)) contribute on a community, state, regional and national level.

Formal policies and procedures have been established that include online course delivery in determining course loads. Since some graduate programs are totally online for delivery, faculty members teach only three courses as they would with face-to-face courses. The difference is that a commitment is made to limiting the number of students in online courses based on research as to the most [effective class size](#). Faculty must participate in a rigorous process to be granted [graduate faculty status](#).

[Part-time faculty members](#) are used judiciously and must meet content and pedagogical requirements as determined by the faculty. Faculty members [approve adjuncts](#) to teach. [University supervisors](#) who are part-time meet state department of education criteria for enhanced student teaching and are former principals and teachers. [Graduate assistants](#) are utilized for support to advise undergraduate candidates, teach freshmen level basic reading classes, and assist faculty members in a myriad of other ways.

[Clinical faculty](#) (university supervisors, cooperating teachers) are valued colleagues in preparing educators as evidenced by their involvement in planning quality field experiences and clinical practice. University supervisors are responsible for assuring candidates in student teaching meet specific criteria for enhanced student teaching and hold seminar sessions to reinforce strategies, assessment, planning, and management. The [evaluation model](#) for student teaching mirrors the [Tennessee Framework for Evaluation and Professional Development](#) used for evaluation of P-12 educators.

[Support personnel](#) in the unit, including directors and coordinators, enhance the effectiveness of faculty in the unit by providing training for advising, developing systems to better communicate with candidates, and assisting with student requests for substitute coursework. Support personnel [meet regularly](#) with the faculty and work with them in a team-like atmosphere. [Professional development activities](#) through faculty meetings, area meetings, and unit-wide meetings provide the opportunity for faculty to engage in dialogue and skill development related to emerging theories and practices.

The teacher education unit has [outstanding facilities](#) on campus and available in partner schools. Schools in the local area utilized for field experiences and student teaching have updated technology. [Off-campus sites](#) ([Parsons](#), [Ripley](#), [Selmer](#)) have quality lab resources, learning resources centers, and updated technology. The campus provides the opportunity for faculty to attain and utilize the latest in technology so that they are providing examples for candidates to practice. Each academic year, the unit has the opportunity to request [equipment and software](#) through the technology fee candidates pay as part of their tuition. As a result, the latest in technological advances can be secured for use by unit faculty. All faculty members get new computers on a three-year rotation and candidates have access in the computer labs to the latest hardware and software.

The teacher education unit is very successful in securing resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. The dean is an advocate for the unit with the Vice Chancellor for Academic Affairs. The dean works closely with department chairs, who work closely with faculty to assure that [technology fee requests](#) are made based on what faculty members see as needs for providing the best teacher education for our candidates. The decision was made to utilize what the university already had

in the way of a student information system (Banner) as the basis for the [unit assessment system](#). The hiring of a [Director of Assessment](#) who also serves as the NCATE coordinator since the 2004 visit was another way to assure collection and aggregation of data to drive both program decisions and unit operations.

The unit serves as [an information technology resource](#) in education beyond the education programs by providing resources on the website that can be accessed by other colleges on campus, the community, and other institutions. [Library resources](#) are more than adequate due to access to electronic data bases, and a media learning center. The [Paul Meek library](#) features an Innovative Interfaces automated system with an online catalog (OPAC), an after-hours study area equipped with a CCTV surveillance system; a Special Collections area, faculty research rooms and group-study rooms; a student computer lab and an instructional technology lab. The Media Services area is also located in the library and is the home of cable channels 67, 68 and 69. This department also provides downlink support for campus teleconferencing. There is an all-night study area, a student computer lab and 12 group-study rooms. The library collection contains almost a half-million volumes, 33,000 electronic books, 5,000 videotapes, 1000 DVD's, 1,100 print periodical subscriptions, and access to nearly 100 electronic databases indexing more than 10,000 full text journals. The media learning center includes curriculum materials and games for teacher education licensure programs, hands-on kits for specific content areas, and a textbook repository. The distance learning program, to include online delivery and also classroom delivery to the off-campus sites through the distance learning rooms, is supported with technicians and the latest and most updated equipment. [Distance learning capabilities](#) to all three off-campus sites ([Ripley](#), [Parsons](#), and [Selmer](#)) allows students to have access to main campus unit professors for some classes. Four high schools also have distance learning technology so

that dual-enrollment course can be taught. [Online instruction](#) is constantly being reviewed and updated so that faculty and students have access to the latest in software available for a quality teaching/learning experience. Examples of software available for faculty include [Wimba](#) voice tools Breeze Live, Adobe Connector and iTunes U. Faculty who are teaching online or who are considering teaching online are encouraged to take the [“how to teach online”](#) course offered through the Information Technology Center. With [available technology](#) including [Echo 360 technology](#), unit faculty members are able to tape lectures, classroom activities, and meetings for later review by candidates.