



Educator Preparation Program Handbook

Undergraduate

Interdisciplinary Studies K-5

English 6-12

Government 6-12

History 6-12

Mathematics 6-12

Physical Education K-12

Special Education K-12

Graduate

MAT Elementary K-5

MAT Middle Grades 6-8

MAT Secondary 6-12

MAT PE K-12

2020-2021

Revised 6/3/2020

Table of Contents

Table of Contents	2
Letter from the Dean of the College of Education	4
Faculty/Staff Listing	5
University and Program Mission Statements	6
ADMISSION REQUIREMENTS	7
Admission Requirements	8
Job-Embedded Practitioner License Program Admission Requirements	9
How to Obtain TBI Background Check	10
Noncriminal Justice Applicant's Privacy Rights	11
VECHS Waiver Agreement and Statement	12
Praxis Core Academic Skills for Educators (CORE) Testing Information	14
Orientation to Teacher Education Canvas Course	15
PROGRAM TIMELINE	16
Program Timeline – Helpful Key Steps on the Road to Licensure	17
Teacher Education Candidate Transition Points	18
PROGRAM STANDARDS & ASSESSMENT	19
LiveText	20
LiveText Frequently Asked Questions	23
Teacher Education Candidate Proficiencies	24
The College of Education Performance Level Indicators (COEPLIs)	25
InTASC Standards at a Glance	26
InTASC Learning Progressions	28
International Society for Technology in Education	40

LICENSURE TESTS	42
Praxis Specialty Area Tests	43
Top 10 Questions Asked by <i>Praxis</i> ® Candidates	44
Student Teaching Praxis II Appeal	45
CANDIDATE ASSISTANCE TO REACH EXCELLENCE (CARE) POLICY & FORMS	46
Candidate Assistance to Reach Excellence (CARE) Policy & Procedures	47
CARE (Candidate Assistance to Reach Excellence) Form	50
CARE Team Action Plan	52
CLINICAL EXPERIENCE & STUDENT TEACHING	54
Tennessee Teacher Code of Ethics	55
Model Code of Ethics for Educators	57
Overview of the Clinical Experience Program	62
Professional Teacher Organizations	65
FORMS	66
Undergraduate Application for Admission to the Teacher Education Program	67
Undergraduate Faculty Recommendation Form for Teacher Education Admission	69
MAT Application for Admission to the Teacher Education Program	70
Professional Recommendation Form for Teacher Education Admission (MAT)	72
Dispositions and Professionalism Self-Assessment	73
Clinical I Placement Request Form	74
Student Teaching Praxis II Appeal Form	75
Request to Graduate Without Recommendation for Teacher Licensure	76

Letter from the Dean of the College of Education

Dear Future Teacher,

Welcome to Tusculum University College of Education! Education is a rewarding career, and teaching is among the most important professions in our society. Highly effective teachers create enriching learning environments that provide opportunities for students' intellectual, social, and emotional growth. Every adult can usually point to one or more teachers who made a significant difference in their lives. We strive to deliver a program that will develop your knowledge, skills, and dispositions so you can be the kind of teacher who makes a significant difference in the lives of your students, the kind of teacher who influences the world for generations to come!

Just like any other profession, a teaching career has its challenges. Maintaining a balance between creativity and compliance in an environment of external controls and influences can be difficult. However, great teachers are persistent and find ways to meet their students' needs. Their students are the recipients of a balanced, comprehensive, standards-based program delivered through engaging, differentiated activities.

Majoring in education is not an easy route to obtaining a degree. As an applicant, you must meet specific criteria for admittance into the program. Then, as a teacher candidate, you must satisfy requirements at various transition points in the program. In addition to the expectations established by Tusculum University, teacher candidates must also meet expectations of the Tennessee Board of Education, such as the Praxis II exams and edTPA.

Do not be discouraged by the many requirements! You are not alone. You will find support from the faculty and staff in the College of Education. We take our responsibility for teaching and preparing future teachers very seriously.

Remember that the faculty cannot "make you into a teacher." That is beyond our power. We are here to provide opportunities for you to observe, practice, reflect, and connect sequential learning experiences so you leave with a solid foundation for your success as a beginning teacher. Ultimately though, your success depends on you and your investment of time and energy into your education. With your hard work and our support, you have the potential to impact the lives of students and communities in the years ahead.

Again, welcome to the Tusculum University College of Education. We look forward to your involvement in our program. May your road to becoming a teacher be smooth and straight, and your experience be successful and memorable.

Sincerely,



Dr. Tricia Hunsader,
Dean, College of Education

Faculty/Staff Listing

Dr. Tricia Hunsader
Dean
McCormick Hall 12
423-787-7300 x5693
thunsader@tusculum.edu

Michelle Clupper
Director of Clinical Experience
Knoxville Campus, 111-B
Greeneville, COG-N 200
865-693-1177 ext. 5024
mclupper@tusculum.edu

Stephanie Kirby
Director of edTPA
Knoxville Campus, 111-B
Greeneville, COG-N 200
865-693-1177 ext. 5026
skirby@tusculum.edu

Dr. Peggy Goodson-Rochelle
Associate Professor
Assessment Coordinator
COG-N 97-A
423-636-7300 ext. 5421
prochelle@tusculum.edu

Dr. Bruce Ewing
Assistant Professor
Knoxville Campus, 207-B
Greeneville, COG-N 200
423-636-7300 ext. 5011
bewing@tusculum.edu

Dr. Miriam Stroder
Associate Dean & Assistant Professor
COG-N 109
423-636-7300 ext. 5475
mstroder@tusculum.edu

Lillian Burchnell
Certification Officer
COG-N 98 – IMC Lab
423-636-7324
lburchnell@tusculum.edu

Dr. Ray Hatfield
Program Coordinator – MA in Education
COG-N 212
423-636-7300 ext. 5337
rhatfield@tusculum.edu

Dr. Betsy Loveday
Program Coordinator – Special Education
Greeneville: COG-N 200
Knoxville campus
865-693-1177 ext. 5032
bloveday@tusculum.edu

Education programs at Tusculum University adhere to requirements and guidelines established by the Tennessee Board of Education (TBOE) and the Tennessee Department of Education (TDOE). Modifications in initial and advanced education programs and curriculum may occur as the result of TBOE or TDOE actions and regulations. Tusculum University reserves the right to revise academic programs as deemed necessary to meet accrediting and approval criteria.

In compliance with all applicable federal and state laws, and with its own policies and philosophy, Tusculum University does not discriminate on the basis of race, gender, religion, age, disability, national origin, sexual orientation, military or veteran's status, genetic information, or any other protected discriminatory factor, in its employment practices (e.g. hiring, administering terms and conditions and termination) or in the provision of, or access to educational programs and services.

University and Program Mission Statements

Tusculum University Mission Statement

Building on a rich Presbyterian heritage and a pioneering spirit, Tusculum University provides an active and experiential education within a caring Christian environment to inspire civic engagement, enrich personal lives, and equip career-ready professionals.

Teacher Preparation Program Mission Statement

All teacher preparation programs at Tusculum University support the University's mission with their focus on career preparation and their grounding in the civic and liberal arts.

Mission Statement: The Tusculum University educator preparation program will provide rigorous, relevant, and engaging learning opportunities to develop highly-effective educators who meet the diverse needs of their students.



Admission Requirements

Admission Requirements

➤ Undergraduate Teacher Licensure Program Admission

- Admitted to Tusculum University
- Complete SPED 201 and EDUC 200 with a C- or better
- Have a minimum 2.75 grade point average on a 4.0 scale
- Meet one of the following admission test(s) criteria:
- Have a composite ACT score of 21 or higher; or
- Have a combined recentered SAT score of 1080 or higher; or
- Have successfully passed Praxis Core tests in Reading, Writing, and Math
- Complete and pass the TBI background check
- Submit an Undergraduate Application for Admission to the Teacher Education Program (Form A) to the Education Department
- Submit recommendation forms (Form B) from two faculty members: either two from the major or one from the major and one from general education
- Have apparent good mental and physical health with evidence that any handicaps present will not impair the candidate's effectiveness as a teacher
- Bring the following completed forms to the interview: VECHS Waiver, Noncriminal Justice Applicant Privacy Rights (page 10), Dispositions Self-Assessment (Form E), Clinical I Placement Request Forms (Form F)
- Interview: Pass an interview with the Teacher Education Review Board
- Receive acceptance from the Teacher Education Review Board

➤ MAT Traditional Teacher Licensure Program Admission

- Hold a bachelor's degree from a regionally accredited institution
- GPA: A minimum overall GPA of 2.75 from a completed undergraduate or graduate degree program or a GPA of 3.0 in the last sixty (60) credit hours of a completed undergraduate or graduate degree program
- Complete and pass the TBI background check
- Submit a MAT Application for Admission to the Teacher Education Program (Form C) to the Education Department
- Submit two (2) professional recommendation forms (Form D)
- Have apparent good mental and physical health with evidence that any handicaps present will not impair the candidate's effectiveness as a teacher
- Bring the following completed forms to the interview: VECHS Waiver, Noncriminal Justice Applicant Privacy Rights (page 10), Dispositions Self-Assessment (Form E), Clinical I Placement Request Forms (Form F)
- Interview: Pass an interview with the Teacher Education Review Board
- Receive acceptance from the Teacher Education Review Board
- Additional information about Conditional Admission criteria is in the catalog

Job-Embedded Practitioner License Program Admission Requirements

➤ MAT Job-Embedded Teacher Licensure Program Admission

- Hold a bachelor's degree from a regionally accredited institution
- GPA: A minimum overall GPA of 2.75 from a completed undergraduate or graduate degree program or a GPA of 3.0 in the last sixty (60) credit hours of a completed undergraduate or graduate degree program
- Complete and pass the TBI background check
- Submit a MAT Application for Admission to the Teacher Education Program (Form C) to the Education Department
- Submit two (2) professional recommendations forms (Form D)
- Have apparent good mental and physical health with evidence that any handicaps present will not impair the candidate's effectiveness as a teacher
- Bring the following completed forms to the interview: VECHS Waiver, Noncriminal Justice Applicant Privacy Rights (page 10), Dispositions Self-Assessment (Form E), Clinical I Placement Request Forms (Form F)
- Interview: Pass an interview with the Teacher Education Review Board
- Receive acceptance from the Teacher Education Review Board
- Additional information about Conditional Admission criteria is in the catalog

➤ Additional MAT Job-Embedded Teacher Licensure Program Admission Requirements

- Demonstrate Content Knowledge for the Chosen Licensure Area:
 - a. A degree with a major in the specialty area
 - b. Qualifying scores on the required Praxis content knowledge test(s)
- Submit Letter of Intent to Hire from a school district – Official letter from school district stating position with start date, school, endorsement area, grade level for which the candidate is being hired and content mentor's name with their Tennessee license number.
- Complete and return the Practitioner License Application

Upon completion of the above criteria, a Program of Study detailing all required Professional Education coursework will be sent to the candidate, school system where employed, and advisor. Candidates must be formally admitted in a licensure preparation program prior to receiving the Practitioner (job-embedded) license.

Job-Embedded candidates will be enrolled in EDUC 582 – Content Mentoring I and assigned a subject-specific mentor their first semester of teaching. Job-embedded candidates who will be teaching a second semester before they take EDUC 584 and complete edTPA, will be enrolled in EDUC 583 – Content Mentoring II.

Candidates who become job-embedded their last semester prior to graduation have two options:

- Complete EDUC 582 – Content Mentoring I and then take EDUC 584 – Reflections on Planning, Teaching, and Assessment the following semester, or
- Take EDUC 582 and EDUC 584 at the same time

Important state requirements:

- Job-embedded candidates must complete 100 days of classroom experience as the full-time teacher of record before graduation.
- Job-embedded candidates have three years to complete coursework, Praxis II testing, and edTPA.

How to Obtain TBI Background Check

All Tusculum students who will be working with children must complete and pass a TBI Background Check in order to participate in practicum and student teaching components required for degree completion.

Pursuant to Tennessee Code Annotated 49-5-413, 37-1-414, 71-3-503, all persons to have contact with children in grades K-12 through the public school system must have an appropriate background check conducted by TBI.

Submission Deadline: Background check results must be received before a student may begin their first major education course.

You must complete a VECHS Waiver form (sent via email when your interview is scheduled) and a Noncriminal Justice Applicant's Privacy Rights form (provided with your application packet) prior to admission.

You must pre-register by phone or through the online registration to have your fingerprints scanned. The information for both forms of registration is listed below.

Cost of the background check is \$35.15.

On-line Registration – available 24 hours a day, 7 days a week

1. Go to <https://tn.ibtfingerprint.com/workflow/28TY72>
2. Click on ***Schedule a New Appointment***
3. Enter ORI number **TNCC30011** and click **Go**
4. Click yes for Tusculum University
5. Agree to the terms and click **Go**
6. Enter your zip code
7. Select your appointment location and time by clicking ***Schedule***

Call Center Registration – Available Monday-Friday, 8am – 4:30pm CST

1. Call (855) 226-2937 and speak to a representative
2. Have your Agency information:
Service Code **28TY72** and ORI number **TNCC30011**
3. Representatives will collect required information and complete registration.

If your TBI background check reports any indications, you will receive a letter from Tusculum University detailing what additional documentation is required.

NOTE: Background check results cannot be shared with individual's/school systems/companies outside of Tusculum University.

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for employment or a license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification¹ that your fingerprints will be used to check the criminal history records of the FBI.
- You must be provided, and acknowledge receipt of, an adequate Privacy Act Statement when you submit your fingerprints and associated personal information. This Privacy Act Statement should explain the authority for collecting your information and how your information will be used, retained, and shared.²
- If you have a criminal history record, the officials making a determination of your suitability for the employment, license, or other benefits must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or update of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the criminal history record.³

You have the right to expect the officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁴

If agency policy permits, officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <https://www.fbi.gov/services/cjis/identity-history-summary-checks>

If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)

Signature

Date

¹Written notification includes electronic notification, but excludes oral notification.

²<https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

³See 28 CFR 50.12(b)

⁴See 5 U.S.C. 552a (b); 28 U.S.C. 534(b); 42 U.S.C 14616, Article IV(c); 28 CFR 20.21 (c), 20.33(d) and 906.2(d).

VECHS Waiver Agreement and Statement



VECHS WAIVER AGREEMENT AND STATEMENT

Volunteer & Employee Criminal History System

for Criminal History Record Checks

under the National Child Protection Act of 1993, as amended

Pursuant to the National Child Protection Act of 1993, as amended, this form must be completed and signed by every current or prospective employee, volunteer and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize (enter Name of Qualified Entity) Tusculum Education Dept. ORI# TNCC30011 to submit a set of fingerprints through the TBI vendor and this form to the Tennessee Bureau of Investigation (TBI), for the purpose of accessing and reviewing Tennessee and national criminal history that may pertain to me directly from the FBI, pursuant to 28 CFR, Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me with a copy of the criminal history background report, if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor.

A national criminal history background check on me is being requested by the following:

Name of Qualified Entity: Tusculum Education Department ORI# TNCC30011

Address: 80 Shiloh Road Box 5025

City: Greeneville

State: TN

Zip: 37743

I ☐ have OR ☐ have not been convicted of a crime.

If convicted, describe the crime(s) and the particulars of the conviction(s) in the space below:

I am a current or prospective (check one):

Employee ☐ Volunteer ☒ Contractor/Vendor ☐

Signature:  Date: 


Printed Name: 

Address: 

City:  State:  Zip: 


Date of Birth: 

TO BE COMPLETED BY QUALIFIED ENTITY:

Entity Name: 

Address: 

City:  State:  Zip: 

Telephone:  Fax Number: 

ORIGINAL MUST BE RETAINED BY QUALIFIED ENTITY
COPY MUST BE SUBMITTED TO TBI

Praxis Core Academic Skills for Educators (CORE) Testing Information

Undergraduate Only

Admission to Teacher Education:

CORE Academic Skills for Educators (for students with ACT or SAT scores below the required minimum)

Code 5713 – Reading – minimum score 156

Code 5723 – Writing – minimum score 162

Code 5733 – Mathematics – minimum score 150

Combined Code 5752 – (Reading, Writing, & Math)

FEES: (as of 6/3/20)

CORE combined test (all three exams in one day) **\$150**

CORE individual test **\$90**

To register for your **Praxis CORE** go to www.ets.org/praxis/register.

The test is offered by computer-delivery only. Students can take all three (combined) in one day or break up testing dates. For computer-delivery testing, reading and math scores results are instant and writing results take approximately four weeks to receive scores. Please plan ahead when scheduling the CORE test(s) to ensure delivery of scores are received in a timely manner.

Study guides – <https://www.ets.org/praxis/prepare/materials> (test-at-a-glance)

Note: It is required to list your social security number when registering for your exams to assure exact match of score reports to students. Also, use the same “candidate ID” number (this is provided to you the first time you take a Praxis exam) for each test you take.

Have a copy of your scores sent to Tusculum University using our institution code:

Tusculum University = **1812** and **TN Department of Education = 8190**

Do you have questions about Praxis test preparation, registration, fee waivers, what happens on test day, scores, forms, etc.? Go to http://www.ets.org/s/praxis/pdf/praxis_information_bulletin.pdf to download a copy of *The Praxis Information Bulletin* for answers to all your Praxis questions.

Orientation to Teacher Education Canvas Course



Teacher Education is complex with lots of moving parts. Your success in the program will depend on your use of available resources, your familiarity with policies, and your understanding of state and program requirements such as LiveText, clinical experience, student teaching, testing and licensure. Educator preparation faculty and staff have collaborated to develop a **Canvas Orientation Course** that will familiarize you with all things teacher prep and serve as a resource throughout your time in the program.

During the first week of your first semester in the program, you will be added as a student to the Orientation Course. We estimate that the total time required to work through the 12 modules is about 4 hours. Although this is not a credit-bearing course, it replaces the prior requirement of a face-to-face orientation night, and is mandatory for all students in the BAIS and MAT programs. Each module is labeled as either “**Focus**” or “**Explore**.” Focus modules contain information you need to know at this point in the program – you should plan to read/watch all material in a Focus module. Explore modules include resources that will help you throughout your program. The goal of those modules is to familiarize you with the resources provided. Feel free to start each Focus module with the quiz and allow the quiz questions to guide your exploration of the resources. At a pace of about 30 minutes per week, you should have no problem completing the course early in your first semester. At the conclusion of the course, we ask that you fill out the survey to give us feedback to guide our future improvements of the course.



Program Timeline

Program Timeline – Helpful Key Steps on the Road to Licensure

First Semester

- Complete Canvas Orientation Course
- Register your LiveText account (account information will be emailed to you the 3rd week of your first semester after program admission)
- For K-5 licensure
 - If taking EDUC 416/516, 417/572, & 419/544, once courses are completed, schedule the Praxis Teaching Reading test 5203 (qualifying score 162)
- Undergraduate: maintain GPA of 2.75 or higher in the major courses and overall (cumulative)
- Graduate: maintain cumulative GPA of 3.0 or higher

Second Semester

- For K-5 licensure
 - If taking EDUC 416/516, 417/572, & 419/544, once courses are completed, schedule the Praxis Teaching Reading test 5203 (qualifying score 162)
- Undergraduate: maintain GPA of 2.75 or higher in the major courses and overall (cumulative)
- Graduate: maintain cumulative GPA of 3.0 or higher

Third Semester

- **K-5, 6-12 & K-12** candidates **must** schedule the Praxis Content Knowledge test in their subject area before student teaching
- For K-5 licensure
 - If taking EDUC 416/516, 417/572, & 419/544, once courses are completed, schedule the Praxis Teaching Reading test 5203 (qualifying score 162)
- Undergraduate: maintain GPA of 2.75 or higher in the major courses and overall (cumulative)
- Graduate: maintain cumulative GPA of 3.0 or higher
- Complete all program coursework

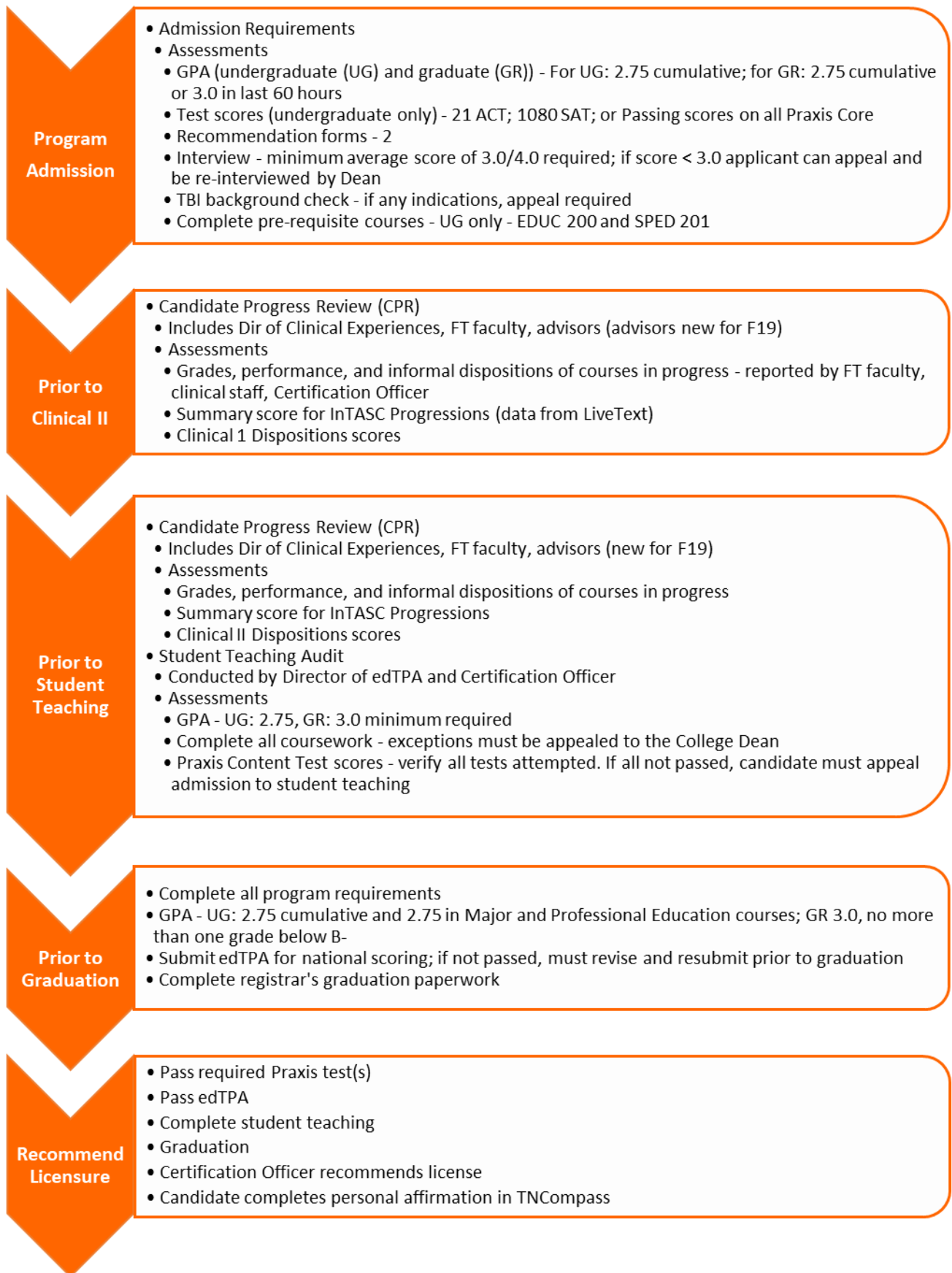
Fourth Semester

- Student Teaching Seminar
- Student Teaching
 - Course Fees
 - \$300 edTPA submission fee
 - \$150 Technology & supplies fee
 - Clinical Experience course sequence listed on page 61
- Complete/Submit edTPA

Graduation

- Week after graduation, Tusculum University will recommend you for licensure if all state requirements have been met.

Teacher Education Candidate Transition Points





Program Standards & Assessment

LiveText

LiveText Information for Tusculum University Students

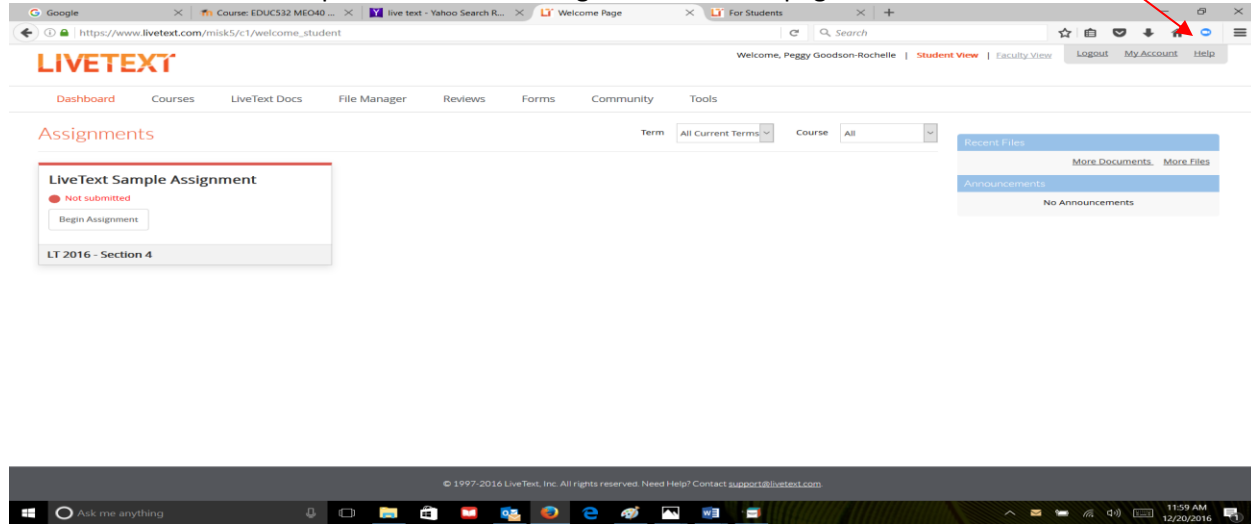
LiveText: All candidates in this course are required to have a *LiveText* account. If you do not already have a *LiveText* account, Amanda Delbridge at adelbridge@tusculum.edu will send your account information via your official Tusculum email the second week of the semester. The College of Education is handling all *LiveText* accounts internally, so you will not need to purchase it yourself. Your *LiveText* account is valid for 7 years and will be used for most of the courses in your program for submission for Critical Tasks and Key Assessments. After receiving a membership code, you will need to register the account. The register button is the third purple button in the center of the screen.

1. Under Register Membership, click the Register button
2. Choose your Role in STEP 1 by selecting Student.
3. Enter Key Code in STEP 2. You will need to enter your unique key code that you receive via email at your official Tusculum email address.
4. Enter Your Personal Information in STEP 3 and Create your *LiveText* Account in STEP 4. Complete the registration process by completing and verifying the required information and acceptance of the Terms of Service.
5. Click the **Register My Membership Account** button.
6. After successfully completing the registration process, *LiveText* will display the Congratulations page. This page will display your username and the option to click to reveal your password.

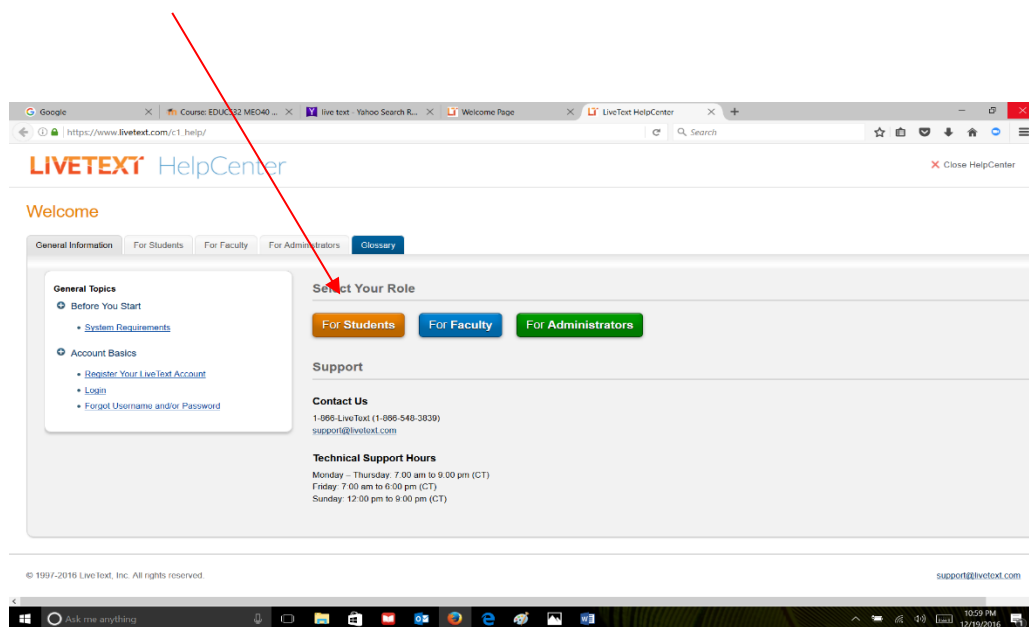
Note: When entering your name, use your official name on record at your institution. You do not need to enter information in the School PIN field unless your institution requires or has provided you with a School PIN.

It is recommended that you use Mozilla Firefox as your browser. Explorer is not recommended.

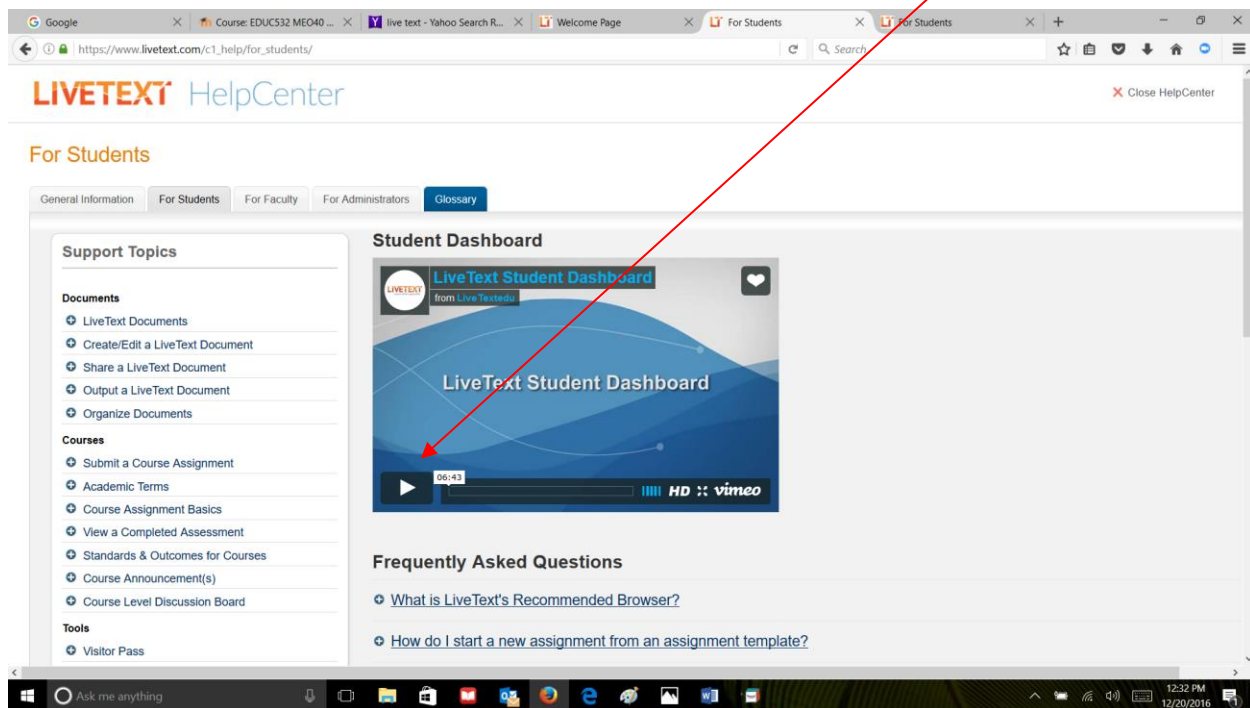
Getting Started: Log into *LiveText* After logging in you will see your Dash Board. Below is a sample screen shot. Click the Help tab located in the right corner of the page.



Click the brown For Students button



Click the *LiveText Student Dashboard Video* for a 7-minute video with instructions.



After watching the video, notice the **Frequently Asked Questions** section and the training resources (pdf documents) at the bottom of the page.

Please do not hesitate to contact your *LiveText* Support center at (1-800-311-5656) or use the link below.

support@watermarkinsights.com

Technical Support Hours

Monday – Thursday: 8:00 am to 9:00 pm (Eastern)

Friday: 8:00 am to 7:00 pm (Eastern)

Saturday: (email only)

Sunday: 5 pm to 10:00 pm (Eastern)

LiveText Frequently Asked Questions

1. Why are we doing this? What is the purpose?

LiveText enables Tusculum University to gather data for assessing programs and for accreditation. The artifacts or submissions in *LiveText* are evidence of assignment alignment to standards and evidence of candidate performance for all education programs—undergraduate and master level.

2. What is a Critical Task assignment?

Critical Tasks are high stakes. Candidates must score an average of 3 on assignment in order to pass the course. The language used in our syllabi looks like this:

The _____ is a **CRITICAL TASK** for this course and must be uploaded to *LiveText*.

LiveText is a web-based electronic portfolio required of all students in College of Education (COE) programs. *LiveText* enables students to build media-rich online portfolios that showcase learning and can be shared with others; it also provides a way to submit assignments to instructors for feedback and assessment. The COE uses these assessments to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your assignment is in your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). **You must earn an average score of 3 or better on the Critical Task to receive a passing grade in this course. If you score less than 3, you will be given feedback to guide your remediation of the work. Remediated work must be completed by _____ (insert date to provide enough time to re-score the work) and must raise the average score to a minimum of 3 to receive a passing grade in this course.**

3. What is a Key Assignment?

Key Assessments are more formative in nature. Responses are scored, but candidates are not required to have a minimum score in order to pass the course. The language used in our syllabi looks like this:

The _____ is a **KEY ASSIGNMENT** for this course and must be uploaded to *LiveText*.

LiveText is a web-based electronic portfolio required of all students in College of Education (COE) programs. *LiveText* enables students to build media-rich online portfolios that showcase learning and can be shared with others; it also provides a way to submit assignments to instructors for feedback and assessment. The COE uses these assessments to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your assignment is in your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). **You must submit this completed assignment to *LiveText* to receive a passing grade in this course.**

4. How will these assignments be assessed or graded?

First, separate these two ideas. *LiveText* scoring or assessment is to evaluate your progress toward meeting program and applicable state/national standards and to inform program improvement. If it is a Critical Task, candidates **must score** an average of 3 on the *LiveText* rubric to pass to course. If a Key Assignment, candidates **must submit the completed** assignment for scoring using the *LiveText* rubric to receive a passing grade for the course. The College of Education Performance Level Indicators (COEPLIs) were adopted by the College of Education to assist faculty in scoring assignments in *LiveText*. A copy of these are attached.

The lead professor/instructor for the course will determine how or if the assignment will be used for course grades. This information is shared with our adjunct faculty. Some professors/ instructors will use a course rubric or scoring guide. These course rubrics may have a different scale or additional/fewer indicators. Some may have point scale or convert the *LiveText* score to a percentage score. Most professors/instructors will use the assignments as part of the total course grade. However, course grading is at the discretion of your professors/Instructors.

Teacher Education Candidate Proficiencies

Teacher Education Candidate Proficiencies – Full Version

		TU Candidate Proficiency	Description
1		Content Knowledge and Application	Candidates demonstrate content knowledge including central concepts, principles, skills, tools of inquiry, and structures of the disciplines they teach. Candidates connect concepts to engage learners in critical thinking, creativity, and collaborative problem solving.
2	a	Instruction: Assessment	Candidates use formal and informal assessments that are aligned with state content standards, have clear measurement criteria, and measure student performance in multiple ways; the results are used to monitor learner progress and provide feedback to guide the teacher's and learner's decision making.
	b	Instruction: Planning & Instructional Strategies	Candidates plan instruction based on knowledge of subject matter, curriculum, pedagogy, learners, and the community. Candidates use a variety of instructional strategies and technologies to support mastery of the learning objective; develop learners' analytical, practical, creative, and research-based thinking skills; and elicit evidence of those skills in students' work.
	c	Instruction: Learners, the Learning Environment, and Diversity	Candidates apply knowledge of how learners grow and develop to design and implement developmentally appropriate and challenging learning experiences. Candidates apply understanding of individual differences and diverse cultures to create an inclusive and organized learning environment that supports individual and collaborative learning and maximizes student engagement.
3		Professionalism, Ethical Practice, and Leadership	Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others. Candidates seek opportunities for leadership, collaboration, and service among learners, families, peers, and the school community.

Teacher Education Candidate Proficiencies – Abbreviated Version

		TU Candidate Proficiency	Description
1		Content Knowledge and Application	Candidates demonstrate content knowledge and integrate concepts to engage learners.
2	a	Instruction: Assessment	Candidates measure student performance in multiple ways, then use results to monitor learner progress and provide feedback.
	b	Instruction: Planning & Instructional Strategies	Candidates plan instruction using a variety of instructional strategies and technologies to support students' mastery of the learning objective.
	c	Instruction: Learners, the Learning Environment, and Diversity	Candidates integrate knowledge of learner development, individual differences, and diversity to design learning experiences and create learning environments.
3		Professionalism, Ethical Practice, and Leadership	Candidates reflect on how their choices impact others and seek opportunities for leadership and service.

The College of Education Performance Level Indicators (COEPLIs)

COEPLIs	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing Proficiency	Level 1: Not Proficient
Standards	Meets all and exceeds many applicable standards	Meets all applicable standards	Meets most applicable standards	Does not meet most applicable standards
Knowledge and Skills	Expertly demonstrates the knowledge and skills embodied in the assignment	Demonstrates the knowledge and skills embodied in the assignment	Fails to demonstrate some of the knowledge and skills embodied in the assignment	Fails to demonstrate the knowledge and skills embodied in the assignment
Competency and Understanding	Skillful evidence of competency and understanding	Consistent evidence of competency and understanding	Inconsistent evidence of competency and understanding	Little evidence of competency or understanding
Support Required	Required minimal support, coaching, or scaffolding	Required some support, coaching, or scaffolding	Required considerable support, coaching, or scaffolding	Required extensive support, coaching, or scaffolding
Attention to Feedback	Work reflects careful attention to instructor feedback and coaching	Work reflects attention to instructor feedback and coaching	Work reflects inconsistent attention to instructor feedback and coaching	Work does not reflect attention to instructor feedback and coaching
Expectations	Goes beyond what was taught or expected	Reflects what was taught or expected	Partially reflects what was taught or expected	Does not reflect what was taught or expected
Completion	Work is complete – all required elements exceed expectations	Work is complete – all required elements meet expectations	Work is not complete – some elements do not meet expectations	Work is incomplete – many elements do not meet expectations
Claims and Citation	All claims are substantiated and work is very well cited	Most claims are substantiated and work is well cited	Many claims are not substantiated and/or work is poorly cited	Most claims are not substantiated and/or borrowed ideas are not cited
Level of Detail	Level of detail is ideal for the task	Level of detail is appropriate for the task	Level of detail is insufficient for the task	Level of detail is unsatisfactory for the task
Accuracy, Focus and Consistency	Work is accurate, focused, and consistent	Work is generally accurate, focused, and consistent	Work lacks accuracy, focus, or consistency	Work is largely inaccurate, unfocused, and inconsistent
Errors and Flaws	Very rare errors or minor flaws	Minimal errors or minor flaws	Significant errors or flaws	Extensive errors or major flaws

InTASC Standards at a Glance



The InTASC Model Core Teaching Standards (April 2011) At A Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC

Model Core Teaching Standards and Learning Progressions for Teachers 1.0

Progression for Standards #1 & #2 Learner Development & Learning Differences

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.

1	2	3
<p>Drawing on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d)</p> <p>The teacher actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences. (1b)</p> <p>The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j)</p>	<p><i>And...</i></p> <p>The teacher builds mental models of variations in typical development based on experience with each learner and uses those models to adjust instruction. (1d)</p> <p>The teacher incorporates the perspectives of the child and their family/community to integrate new resources and strategies for learner development. (1j; 1k; 9d)</p> <p>The teacher seeks and uses in-school and out-of-school resources to support and accelerate each student's learning and development. (1j; 1k; 8n; 9d)</p> <p>The teacher identifies individual learner development and calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next levels of development. (1f)</p>	<p><i>And...</i></p> <p>The teacher uses understanding of the interconnections among different areas of development to find entry point(s) to support learner development. (1e; 1f)</p> <p>The teacher communicates regularly with families to mutually understand learner development and engages the learner in understanding, analyzing, and communicating their own growth and needs. (1c; 1k)</p> <p>The teacher regularly analyzes and reflects on learners' abilities in order to individualize instruction and take responsibility for the optimal development of each and every learner. (1b)</p>

2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

1	2	3
<p>Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o)</p> <p>Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p)</p> <p>Using information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2o; 8p)</p> <p>The teacher includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m)</p> <p>The teacher applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f)</p> <p>The teacher follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g)</p>	<p><i>And...</i></p> <p>The teacher continuously expands and deepens his/her understanding of differences and their impact on learning, using interactions with learners and data on learner performance to set goals for individual student learning, to monitor learner progress, and to adjust instruction. (2g; 2h; 2l; 2m)</p> <p>The teacher responds to student learning cues by pacing and adjusting instruction, enhancing access to challenging learning experiences, and making timely provisions (e.g., task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs. (2a; 2d; 2g; 2h; 2m; 2n; 3r)</p> <p>The teacher engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth (2a; 2b; 2c; 2d; 2j; 2m; 2n)</p> <p>Refining her/his understanding of language proficiency levels, the teacher develops a range of supports to assist learners in developing content understanding and language proficiency. (1g; 2e; 2h; 2i; 2o)</p> <p>The teacher makes strategic use of learners' primary language to support transfer of language skills and content knowledge. (1g; 2i; 2j; 2m; 2o)</p> <p>The teacher designs learning experiences that facilitate learners' understanding of diverse communities within and outside of their own communities. (2j)</p> <p>The teacher adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness. (2a; 2b; 2f; 2g; 2i; 4f; 8n; 8r; 9d)</p>	<p><i>And...</i></p> <p>Across a range of differences, the teacher anticipates and enhances access to challenging learning experiences by providing appropriate guidance, instruction, and resources. (8n; 9d)</p> <p>The teacher uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application. (2a; 2b; 2c; 2h; 2l; 2m; 2n)</p> <p>The teacher challenges each learner by adapting, scaffolding, enriching, and accelerating instruction to facilitate higher order thinking such as analysis, inquiry, and creative expression. (2l; 2m)</p> <p>The teacher guides learners in taking responsibility for their own learning through individualized goal-setting and progress monitoring. (2l; 2m; 2n)</p> <p>The teacher facilitates learners in taking responsibility for choosing approaches to a learning task that will be effective for them as individuals and produce quality work. (2l; 2m; 2n)</p> <p>The teacher interacts with language learners to build a common understanding of their language learning experiences and needs, and to collaborate on instructional modifications and strategies to support language learning. (1g; 2e; 2i; 2l; 2n; 2o)</p> <p>The teacher integrates diverse languages, dialects, and cultures into instructional practice to build on learners' prior knowledge and experiences and promote the value of multilingual and multicultural perspectives. (1g; 2c; 2e; 2j; 2k; 2n; 2o; 8p)</p> <p>The teacher promotes an understanding of inter- and intra-group diversity to facilitate learners' development of cultural competence and build respect across communities. (2j; 2k; 2n; 9e)</p> <p>The teacher collaborates with learners, families, and school colleagues to expand the range of resources that address exceptional learning needs and enable learners to meet and exceed high standards. (2f; 2l; 8n; 9d)</p>

Progression for Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

1. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.

1	2	3
<p>The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n)</p> <p>The teacher articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a)</p> <p>The teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f, 3r)</p> <p>The teacher is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f, 3r)</p>	<p><i>And...</i></p> <p>The teacher collaborates with learners in setting expectations for a learning climate that include openness, mutual respect, support, and inquiry and in sharing those expectations with learners' families. (3a; 3b; 3c; 3f; 3n; 3r)</p> <p>The teacher promotes positive peer relationships in support of the learning climate. (3a; 3b; 3j; 3o)</p> <p>The teacher guides the development of classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work. (3e)</p> <p>The teacher models respectful interaction, verbally and nonverbally, and is responsive to the cultural backgrounds and differing perspectives learners bring to the learning environment. (3a; 3f; 3j; 3n; 3r; 9e)</p>	<p><i>And...</i></p> <p>The teacher collaborates with learners, families, and colleagues in building a safe, positive learning climate. S/he engages learners, families, and colleagues in expressing mutual expectations for openness, respect, support, and inquiry. (3a; 3c; 3e; 3f; 3j; 3n; 3o; 3r)</p> <p>The teacher facilitates the development of school-wide norms and values related to respectful interaction, rigorous discussions, and individual and group responsibility for quality work. (3a; 3e; 3j; 3n; 3o; 3r)</p> <p>The teacher promotes celebration of learning by engaging learners in showcasing their learning and interacting with community members about the quality of their work. (3a; 3n; 10d; 10m)</p>

2. The teacher manages the learning environment to engage learners actively.

1	2	3
<p>The teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n)</p> <p>The teacher varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p)</p> <p>The teacher provides opportunities for learners to use interactive technologies responsibly. (3g; 3m)</p>	<p><i>And...</i></p> <p>The teacher actively involves learners in managing the learning environment and making full use of instructional time. S/he employs strategies to build learner self-direction and ownership of learning. (3d; 3i; 3p)</p> <p>The teacher provides options and resources to engage learners with subject matter and to develop their skills in both collaborative and self-directed learning. (3d; 3i; 3j; 8n; 9d)</p> <p>The teacher expands the options for responsible use of interactive technologies to extend learning. (3g; 3m)</p>	<p><i>And...</i></p> <p>The teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. (3d; 3i; 9d)</p> <p>The teacher supports learners' growing ability to participate in decision-making, problem solving, exploration, and invention, both suggesting resources and guiding their independent identification of resources. (3p; 9d)</p> <p>The teacher collaborates with learners in identifying possibilities for learning locally and globally through responsible use of interactive technologies. (3g; 3m; 9d)</p>

Progression for Standard # 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

1	2	3
<p>The teacher accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners. (4h; 4j; 4l; 5i)</p> <p>The teacher draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r; 9d)</p>	<p><i>And...</i></p> <p>The teacher seeks out ways to expand or deepen his/her content knowledge and ways of representing it for learners, presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas. (4j; 4o; 4r)</p> <p>By analyzing group discourse and learner work, the teacher discovers additional learner misconceptions and uses the processes, vocabulary, and strategic tools of the discipline to build accurate and deep understanding. S/he seeks out or develops resources to fill gaps in learner understanding. (4e; 4k; 4r; 9d)</p>	<p><i>And...</i></p> <p>The teacher collaborates with others to expand her/his content knowledge in order to keep up with changes in the discipline. (4j; 4o)</p> <p>The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners. (4f; 4n; 4p; 4r; 9d)</p>

2. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

1	2	3
<p>The teacher uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (4a; 4j; 4n; 4r; 8e)</p> <p>The teacher engages learners in applying methods of inquiry used in the discipline. (4c)</p> <p>The teacher links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r)</p> <p>The teacher models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)</p> <p>The teacher consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g)</p>	<p><i>And...</i></p> <p>The teacher provides multiple representations and explanations of key ideas, with connections to varied learner background knowledge and experiences. S/he evaluates and modifies instructional resources and curriculum materials, when needed, to be more accessible and meaningful for his/her learners. (4a; 4d; 4g; 4p; 4r; 8e; 9d)</p> <p>The teacher guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline. (4b; 4c; 4p)</p> <p>The teacher stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts. (4d; 4r)</p> <p>The teacher uses a variety of methods to scaffold learner use of academic language allowing learners to engage in and express complex thinking (explanation, analysis, synthesis). (4c; 4h; 4l)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to expand his/her repertoire of representations and explanations of content, including perspectives appropriate to learners from different cultures, linguistic backgrounds, and with varied interests, prior knowledge, and skill levels. (4a; 4m; 4o; 4p; 4r)</p> <p>The teacher facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline. (4b; 4c)</p> <p>The teacher facilitates learner autonomy in examining new concepts in relationship to their growing base of content knowledge. (4b; 4c)</p> <p>The teacher engages learners in identifying diverse perspectives in discipline-specific inquiry to expand competence in the use of academic language. (4b; 4h)</p>

Progression for Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.

1	2	3
<p>The teacher helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j)</p> <p>The teacher engages learners in applying content knowledge and skills in authentic contexts. (5b)</p>	<p>And...</p> <p>The teacher collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes. S/he guides learners to apply knowledge from more than one discipline to understand a complex concept or set of concepts and/or to address a real world problem or issue. (5j; 5q)</p>	<p>And...</p> <p>The teacher engages learners in identifying real world problems, issues, or themes they can explore through projects, using their acquired and expanding knowledge and skill in the content areas. (5a; 5j; 5q)</p> <p>The teacher facilitates learners' connections with local and global resources to aid the exploration of their chosen focus. (5i; 9d)</p>

2. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

1	2	3
<p>The teacher engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)</p> <p>The teacher engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (5e; 5h; 5n; 8h)</p> <p>The teacher provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (5h)</p> <p>The teacher guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l)</p> <p>The teacher structures interactions among learners and with local and global peers to support and deepen learning. (5p)</p>	<p>And...</p> <p>The teacher uses problems or questions to guide learner practice in applying the critical thinking skills and other tools in the content area(s). S/he reinforces learners' awareness of how they can use these skills to solve problems or answer questions. (5b; 5d; 5m)</p> <p>The teacher guides learners in understanding and applying literacy and communication skills in the content area(s) and helps learners reflect on how these skills support their clear communication of understanding of issues and problems in the content area(s). (5e; 5h; 5n; 8h; 8q)</p> <p>The teacher supports learners in tailoring communications for different audiences and purposes, consistent with appropriate disciplinary conventions and standards of evidence and argument. (5e; 5h; 5n; 8h; 8q)</p> <p>The teacher guides learners in developing possible solutions to real world problems through invention, combinations of ideas, or other creative approaches. (5b; 5f; 5o)</p> <p>The teacher fosters learners' abilities to question and challenge assumptions embedded in source material. (5c; 5d; 5k; 5n)</p> <p>The teacher engages learners in identifying and connecting with local and global people and resources relevant to a topic or question. (5b; 5p)</p>	<p>And...</p> <p>The teacher fosters learners' abilities to independently identify issues or problems of interest in or across content area(s) and engages them in using critical thinking skills in the content area(s) to explore possible solutions, actions or answers. (5b; 5f; 5m; 5o)</p> <p>The teacher provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information and in preparing and delivering oral and/or written presentations of their work, marked by clarity, rigor, and suitability for an identified audience. (5e; 5h; 5k; 5n; 5s; 8h; 8q)</p> <p>The teacher structures options that engage learners in independently and collaboratively focusing on a real world problem or issue, carrying out the design for a solution, and communicating their work. (5a; 5e; 5n; 5o; 5s; 8q)</p> <p>The teacher engages learners in independent work to plan and carry out a research project, requiring that they make explicit their evaluation of sources and their reasoning for what they include or omit and presenting their results. (5a; 5k)</p> <p>The teacher fosters learner independence in identifying and accessing local and global people and resources to help them address questions or issues. (5c; 5l; 5s)</p>

Progression for Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1. The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.

1	2	3
<p>The teacher uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t)</p> <p>The teacher uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t)</p> <p>The teacher participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c)</p>	<p><i>And...</i></p> <p>The teacher provides learners with multiple ways to demonstrate performance using contemporary tools and resources. (6a; 6b; 6e; 6g; 6j; 6l; 6o; 6r; 6t)</p> <p>The teacher uses data to guide the design of differentiated individual learning experiences and assessments. (6g)</p> <p>The teacher collaborates with colleagues to analyze performance on formative and summative assessments across groups of learners and engages in joint development of strategies for improving instruction and support to meet standards. (6c; 6l)</p>	<p><i>And...</i></p> <p>The teacher uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives. (6a; 6c; 6o; 6t)</p> <p>The teacher works individually and with colleagues to gather additional data needed to better understand what is affecting learner progress and to advocate for necessary change. S/he works with colleagues to analyze progress against standards and expand the range of supports for learners with varied learning needs. (6c; 6g; 6l)</p> <p>The teacher collaborates with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner. (6c; 6j; 6l)</p>

2. The teacher uses assessment to engage learners in their own growth.

1	2	3
<p>The teacher engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s)</p> <p>The teacher makes digital and/or other records of learner performance so that s/he can monitor each learner's progress. (6i)</p>	<p><i>And...</i></p> <p>The teacher engages learners in generating criteria for quality work on a particular assignment. S/he identifies key areas in the criteria on which to give individual feedback that will reinforce each learner's strengths and identifies critical next steps for growth. S/he designs learning experiences that help learners apply the feedback and strengthen their performance. (6d; 6f; 6m; 6n; 6o; 6q; 6r; 6s)</p> <p>The teacher makes digital and/or other records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support. (6n)</p>	<p><i>And...</i></p> <p>The teacher engages learners in giving peers feedback on performance using criteria generated collaboratively. S/he builds learners' metacognitive skills, guiding them to identify how specific elements of the performance contribute to effectiveness and to propose concrete strategies for improvement for themselves and for their peers. (6d; 6f; 6m; 6n; 6q; 6r; 6s)</p> <p>The teacher engages learners in analyzing their own records and work samples with regard to their progress toward learning objectives and to set new goals. (6m; 6n)</p>

3. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.

1	2	3
<p>The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>The teacher engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v)</p> <p>The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u)</p> <p>The teacher differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically. (6k)</p>	<p><i>And...</i></p> <p>The teacher prepares learners for the content and cognitive demands of assessment formats by engaging them in identifying and applying strategies to address those demands. (6h; 6p; 6q)</p> <p>The teacher modifies classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills. (6e; 6i; 6p; 6t; 6u)</p> <p>The teacher identifies and advocates for learners potentially needing modifications or adaptations to be able to demonstrate their learning. (6p; 6t; 6u)</p>	<p><i>And...</i></p> <p>The teacher uses multiple assessment methods/modes to scaffold individual learner development toward the learning objectives and to challenge learners to demonstrate their understanding in a variety of ways. (6e; 6e; 6u)</p> <p>The teacher works with others to minimize bias in assessment practices to ensure that all learners have a variety of opportunities to demonstrate their learning. (6k; 6u; 9e)</p>

Progression for Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.

1	2	3
<p>The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g)</p> <p>The teacher plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners. (7a; 7c; 7k)</p> <p>The teacher identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p)</p> <p>The teacher integrates technology resources into instructional plans. (7k; 7m; 8o; 8r)</p>	<p><i>And...</i></p> <p>The teacher refines learning objectives based on an understanding of student learning progressions and his/her students' development. (7c; 7l; 7q; 9l)</p> <p>The teacher plans a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs and interests of individuals and groups. (5a; 7b; 7h; 7m; 7n)</p> <p>The teacher plans how s/he will use technology to engage learners in meeting learning objectives. (7b; 7h; 7k; 8o; 8r)</p> <p>The teacher structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning. (7c)</p> <p>The teacher anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction. (4e; 7p)</p> <p>The teacher plans learning experiences that allow for learner choice as well as for varied pathways to the same goal. (7b)</p>	<p><i>And...</i></p> <p>The teacher collaborates with learners in identifying personalized learning objectives to reach long term goals. (7c; 7j; 7m; 7n)</p> <p>The teacher works with learners to identify pathways to goal achievement using a range of resources, learning experiences, and ways of demonstrating progress toward the learning goal. (7b; 7n)</p> <p>The teacher plans ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress. (7c; 7n; 9d)</p> <p>The teacher incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance). (8o; 8r)</p>

2. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.

1	2	3
<p>The teacher plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n)</p> <p>The teacher uses data from formative assessments to identify adjustments in planning. (7d; 7l; 7q)</p> <p>The teacher identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q)</p>	<p><i>And...</i></p> <p>The teacher aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning. (7f)</p> <p>The teacher uses data from formative assessments to adjust instruction in the moment, to modify planned scaffolds, and/or to provide additional supports/acceleration for individuals and groups of learners. (7d; 7l)</p>	<p><i>And...</i></p> <p>The teacher engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans. (7f; 7l)</p> <p>The teacher uses summative assessment data over time to identify and plan for areas where learners typically will need additional supports/acceleration. (7d; 7l)</p> <p>The teacher collaborates with colleagues in using summative data to evaluate instruction and to inform grade level or content area planning at the building or district level. (7f; 7m; 7o)</p>

3. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

1	2	3
<p>The teacher uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p)</p> <p>The teacher uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p)</p> <p>The teacher uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. (7o; 7q)</p>	<p><i>And...</i></p> <p>The teacher uses learner performance data and her/his knowledge of learners to identify specific learning needs of individuals and groups. S/he collaborates with specialists, colleagues, and other learners to plan specific interventions to support or advance learning to meet those needs, thus continually expanding his/her repertoire of strategies. (7m; 7o; 7p)</p> <p>The teacher works collaboratively with families to plan ways to meet the needs of learners, incorporating and using assets in the family and community that support learner goals. (7e; 7m; 7o)</p>	<p><i>And...</i></p> <p>The teacher uses a wide repertoire of supports in planning to address individualized learner needs and interests in ongoing ways. (7n)</p> <p>The teacher engages learners as partners in planning, identifying the learning pathways that will help them pursue challenging goals. (7e; 7o)</p> <p>The teacher collaborates with a broad range of colleagues, specialists, and community members to understand and address each student's learning needs (e.g., developmental, exceptional, linguistic). S/he employs cultural resources and varied community practices and perspectives to build a web of support to meet learners' needs. (7e; 7m; 7o; 9l)</p>

Progression for Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.

1	2	3
<p>The teacher directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k)</p> <p>The teacher makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)</p> <p>As appropriate to the learning objective, the teacher prepares learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills. (4j)</p> <p>The teacher analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (7j; 8b; 8l; 8p)</p> <p>The teacher integrates primary language resources into instruction. (8k; 8m; 8p)</p> <p>The teacher seeks assistance in identifying general patterns of need in order to support language learners. (8k; 8m)</p>	<p><i>And...</i></p> <p>The teacher varies her/his role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction. (7k; 8a; 8d; 8j; 8s)</p> <p>The teacher offers learners choices about the topics and formats for major projects. S/he provides options for extensions and independent projects to challenge learners and to build their critical and creative thinking skills. (5a; 5c)</p> <p>The teacher engages individuals and groups of learners in identifying their strengths and specific needs for support and uses this information to adapt instruction. (7j)</p> <p>The teacher scaffolds student learning of academic language in the content area(s). (9l)</p> <p>The teacher supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language. (8k; 8m; 8p)</p>	<p><i>And...</i></p> <p>The teacher serves as an advocate for learning by consciously selecting instructional roles to best meet the particular needs of learners as individuals and groups. (7k; 8d; 8j)</p> <p>The teacher engages learners in the design and implementation of higher order learning experiences that are aligned with learning objectives, result in a variety of products and performances, and build on learners' interests and family and community resources. (8c)</p> <p>The teacher scaffolds learners' ability to identify their own strengths and needs as learners and to take responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth. (8c; 8l)</p> <p>The teacher engages individual learners in recognizing how accommodations for learning modes, language proficiency, and special needs help them to be successful and/or in determining how the learner can best apply or adapt the accommodation. (8b; 8c; 8l; 8r)</p>

2. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

1	2	3
<p>The teacher helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r)</p> <p>The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q)</p> <p>The teacher models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q)</p> <p>The teacher develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q)</p>	<p><i>And...</i></p> <p>The teacher engages learners in using learning skills (e.g., critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s). (8j; 8o; 8r)</p> <p>The teacher develops learners' abilities to pose questions that can guide individual and group exploration of concepts and their application. S/he engages learners in demonstrating multiple ways to explain a concept or perform a process related to an instructional objective(s). (8f; 8m; 8q)</p> <p>The teacher models higher order questioning skills related to content areas (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills. (8f; 8l; 8m)</p> <p>The teacher engages learners in expanding their abilities to use group discussion to learn from each other and to build skills of interpretation, perspective taking, and connection-making grounded in content. (8i; 8m; 8q)</p>	<p><i>And...</i></p> <p>The teacher engages learners in collaborative work to generate, synthesize, and communicate information useful to a specific audience. (8m; 8q; 8s)</p> <p>The teacher collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them. (8f; 8s)</p> <p>The teacher engages learners in connecting application of concepts from more than one content area to real world problems, community needs, and/or service learning. (5a)</p>

Progression for Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.

1	2	3
<p>The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t)</p> <p>The teacher completes professional learning processes and activities required by the state in order to meet re-certification or re-licensure requirements. (9b; 9k; 9n; 10t)</p> <p>The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)</p>	<p><i>And...</i></p> <p>Based on reflection and other sources of feedback, the teacher takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest. (9a; 9b; 9k; 9n; 10t)</p> <p>The teacher engages in professional learning experiences that broaden her/his understanding of learner development and diverse needs in order to increase the level of personalization of practice. (9b; 9l)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. (9c; 9l; 10r)</p> <p>The teacher engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice. (9b; 9n; 10f; 10i; 10t)</p>

2. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.

1	2	3
<p>The teacher observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l)</p> <p>The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n)</p> <p>The teacher gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n)</p>	<p><i>And...</i></p> <p>The teacher reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement. (9c)</p> <p>The teacher collaborates with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice. (9i; 10i)</p> <p>The teacher collaborates with others to gather, synthesize and analyze data to adapt planning, instructional practices and other professional behavior to better meet individual learner needs. (9a; 9b; 9c; 9h; 9n; 10i; 10t)</p>	<p><i>And...</i></p> <p>The teacher leads other educators in gathering, synthesizing and evaluating data to help them evaluate the effects of their individual and group decisions and actions on individuals and groups of learners, colleagues and community members and set goals for improvement. (9b; 9c; 9h; 9i; 9m; 10f; 10i; 10t)</p> <p>The teacher supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner. (9b; 9c; 9h; 9m; 10f; 10i; 10t)</p>

3. The teacher practices the profession in an ethical manner.

1	2	3
<p>The teacher acts in accordance with ethical codes of conduct and professional standards. (9o)</p> <p>The teacher complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o)</p> <p>The teacher accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o)</p> <p>The teacher follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (9f)</p> <p>The teacher recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m)</p> <p>The teacher accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e)</p> <p>The teacher reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l)</p>	<p><i>And...</i></p> <p>The teacher supports colleagues in exploring and making ethical decisions and adhering to professional standards. (9o)</p> <p>The teacher supports others in following the laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o)</p> <p>The teacher anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology. (8o; 8r; 9f; 9o)</p> <p>The teacher uses a deepening understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners. (9e; 9m)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. (9o; 10s; 10t)</p> <p>The teacher collaborates with others to evaluate how well laws and policies serve particular learners and advocates for changes in policies that would better meet learner needs. (9j; 9o; 10s; 10t)</p> <p>The teacher advocates for the safe, legal and ethical use of information and technology throughout the school community. (8r; 9f; 9o)</p> <p>The teacher assists others in exploring how personal identity can affect perceptions and assists them in reflecting upon their personal biases in order to act more fairly. (4q; 9e; 9i; 9m)</p> <p>The teacher shares resources and strategies with others to help them better understand the cultural, ethnic, gender and learning differences of learners and their communities. (9e; 10i)</p> <p>The teacher uses knowledge of learners' cultural, ethnic, gender and learning differences to advocate for changes in policy and practice that better address the needs of learners. (9o)</p>

Progression for Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

1	2	3
<p>The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r)</p> <p>The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r)</p> <p>The teacher elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q)</p> <p>The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10q)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners. (10a; 10b; 10f; 10n; 10o; 10r)</p> <p>The teacher engages in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals. (10a; 10c; 10i; 10n; 10o; 10p; 10r)</p> <p>The teacher works with families to develop mutual expectations for learner performance and growth and how to support it. (10d; 10g; 10m; 10n; 10o; 10q)</p> <p>Working with school colleagues, the teacher connects families with community resources that enhance student learning and family well-being. (9i; 10b; 10d; 10e; 10m; 10n; 10o; 10r)</p> <p>The teacher structures interactions between learners and their local and global peers around projects that engage them in deep learning. (5a)</p> <p>The teacher builds ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues. (9i; 10m; 10n; 10o; 10q)</p>	<p><i>And...</i></p> <p>The teacher brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness. (10a; 10f; 10i; 10k; 10s)</p> <p>The teacher advocates for continuous evaluation and improvement of the school-wide vision, mission and goals to ensure alignment with learner needs. (10b; 10c; 10k; 10l; 10p; 10s; 10t)</p> <p>The teacher supports colleagues in developing increasingly effective communication and collaboration with diverse families and community members. (8p; 10a; 10d; 10e; 10f; 10g; 10k; 10m; 10n; 10q; 10r)</p> <p>The teacher advocates in the school and community to meet the needs of learners and their families, and to strengthen the community/school culture for learning. (10d; 10e; 10k; 10l; 10m; 10o; 10p; 10q; 10t)</p> <p>The teacher works collaboratively across the learning community of learners, families, teachers, administrators, and others to support enhancement of student learning, for example by showcasing learner work physically and/or virtually for critique and celebration. (10a; 10d; 10e; 10k; 10m; 10n; 10q)</p>

2. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.

1	2	3
<p>The teacher leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l)</p> <p>The teacher makes practice transparent by sharing plans and inviting observation and feedback. (10r)</p> <p>The teacher works to improve practice through action research. (10h)</p>	<p><i>And...</i></p> <p>The teacher works with other school professionals to plan and jointly facilitate ongoing learning to better meet diverse needs of learners. (8p; 10a; 10b; 10n; 10r)</p> <p>The teacher contributes to the growth of others through mentoring, feedback and/or sharing of practice. (10k; 10r)</p> <p>The teacher collaborates with colleagues to jointly conduct action research and share results with the learning community. (10a; 10k; 10n; 10r)</p> <p>The teacher contributes to establishing and maintaining a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed in addressing challenges. (8p; 10k; 10n; 10o; 10p)</p>	<p><i>And...</i></p> <p>The teacher models effective instructional strategies for colleagues, leads professional learning activities, and serves in other leadership roles. (10i; 10k; 10n; 10r; 10s)</p> <p>The teacher motivates colleagues to consider leadership roles. (10k)</p> <p>The teacher works independently and collaboratively to generate research and use it as a way to impact education issues and policies. (10a; 10h; 10k; 10n; 10r; 10s)</p> <p>The teacher advocates for learners, the school, the community, and the profession through leadership roles at the school, district, state, and/or national levels. (10e; 10k; 10p; 10s)</p>



ISTE Standards Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- Promote, support, and model creative and innovative thinking and inventiveness
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Standards•T © 2008 International Society for Technology in Education.
ISTE® is a registered trademark of the International Society for Technology in Education.



Licensure Tests

Praxis Specialty Area Tests

Major	Test Code	Test title	Qualifying Score
Elementary Education K-5	5001**	Elementary Educ.: Multiple Subjects	
	5002	Reading & Language Arts Subtest	157
	5003	Mathematics Subtest	157
	5004	Social Studies Subtest	155
	5005	Science Subtest	159
	5205	Teaching Reading: Elementary Education	159
English 6-12	5038*	English Language Arts: Content Know.	167
Government 6-12	5931*	Government/Political Science	149
History 6-12	5941*	World and U.S. History: Content Know.	157
Mathematics 6-12	5161*	Mathematics: Content Knowledge	160
Physical Education K-12	5095*	P.E.: Content and Design	169
SPED – Comprehensive K-12	5545*	Spec. Educ.: Core Knowledge & Severe to Profound Applications	158
	5205	Teaching Reading: Elementary Education	159
SPED - Interventionist K-8	5543*	Spec. Educ.: Core Knowledge & Mild to Moderate Applications	158
	5205	Teaching Reading: Elementary Education	159

***Content Knowledge test(s) must be completed prior to student teaching.**

****Elementary Education: Multiple Subjects** - To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.

All required tests and edTPA must be completed and passed in order to receive an
Initial Practitioner – 1st Issuance teaching license

NOTE: All test score requirements are effective June 3, 2020 and all qualifying scores reported in this handbook were accurate when printed. However, students should be aware that the State of Tennessee regularly changes qualifying scores and requirements. The tests and/or qualifying scores in effect at the time of licensure will be required.

PRAXIS - Tennessee Requirements

<http://www.ets.org/praxis/tn/requirements>

- Look for Tests Required for All Licensure Areas
- Content Knowledge tests are listed in specific licensure areas

Praxis content test fees:

\$120 - \$170 per test

PLAN AHEAD!

Top 10 Questions Asked by *Praxis*® Candidates

1. How do I know which test(s) to take?
Check the State Requirements page (www.ets.org/praxis/states) for the state in which you are planning to become certified or contact your state department of education. Each state using the Praxis® test sets its own testing requirements.
2. How do I register for a Praxis test?
Visit the Registration, Test Centers and Dates page (www.ets.org/praxis/register) for registration information, including information you need to complete prior to starting the registration process.
3. Where do I find information on test centers or test dates?
Search our test center database on the Praxis Test Centers and Dates page (www.ets.org/praxis/register/centers_dates) to locate test centers that are closest to you. You can also search for test dates by test title.
4. Is there a fee for my test?
Visit the About the Tests page (www.ets.org/praxis/about/fees) for information on test fees, which will vary depending on the test you are taking.
5. How do I add a test to my registration, change my test date or change my test center?
Changes can be made to your test registration up to three days in advance of your appointment. Learn how to make changes on the Change or Cancel Your Registration page (www.ets.org/praxis/register/changes).
6. What should I do if I forget my user name and password?
Follow the appropriate link on the Account Sign-in page (www.ets.org/praxis/username) to view your user name or create a new password.
7. Where can I find information to help me prepare for my Praxis test?
ETS offers both free and affordable test preparation materials on the Prepare for a Test page (www.ets.org/praxis/testprep).
8. When will my scores be available, how long are they available and where can I find help understanding my scores?
Praxis score report schedules and score information, including a downloadable score guide, are available on the Praxis Scores Overview page (www.ets.org/praxis/scores). Official score reports are available approximately 10–16 days from the last date of the testing window or on the test date if the test is offered continuously. Your scores will be available via your My Praxis Account online for one year from the score reporting date, but may be requested for up to 10 years (for a fee).
9. How do I cancel my registration and receive a refund?
Learn about canceling your registration and receiving a refund on the Change or Cancel Your Praxis Test Registration page (www.ets.org/praxis/register/changes).
10. How can I contact ETS about the Praxis tests? Visit the Contact Us page (www.ets.org/praxis/contact). Inside the U.S., U.S. Territories and Canada dial 1-800-772-9476 Monday–Friday, 8 a.m.–7:45 p.m. (ET) except for U.S. holidays.

Student Teaching Praxis II Appeal

Please complete and submit the Student Teaching Praxis II Appeal Form (Form G) to the Director of Clinical Experience if you have attempted the Praxis II Content Knowledge test at least once before student teaching and have not passed the Praxis II Content Knowledge test(s) in your endorsement area. The appeal form must be submitted by the first student teaching seminar. You will receive notification of the appeal decision within 7 calendar days of submission. If the appeal has been approved, you may proceed with student teaching. If the appeal is denied, you will be notified of the reason for the denial and conditions necessary to proceed with student teaching. All state requirements for your endorsement area must be met before you will be recommended for licensure.



Candidate Assistance to Reach Excellence (CARE) Policy & Forms

Candidate Assistance to Reach Excellence (CARE) Policy & Procedures

CARE Procedures

On March 15 2017, the faculty approved the Candidate Assistance to Reach Excellence (CARE) Policy and Procedures which established the CARE Team and Form.

Introduction

The College of Education is responsible for ensuring that its Candidates exhibit the knowledge, skills and dispositions/professionalism outlined in the conceptual framework, state, and national standards, including a commitment to fairness and the belief that all Candidates can learn. Further, as educators, our Candidates must exhibit the highest ethical standards in their role as moral exemplars in the community.

Candidate knowledge and skills are ordinarily assessed in classes, field experiences, and student teaching. These assessment points can be effective in indicating when Candidates are not progressing appropriately through the program.

There are occasionally patterns of observed behaviors that could give rise to a concern that a Candidate's knowledge, skills, dispositions/professionalism are either not sufficiently developed or are inconsistent with those expected of a professional educator. Both the College of Education administration and the Candidate should be made aware of concerns that a Candidate is not meeting the standard of knowledge, skills, or dispositions/professionalism that are expected by the College, and specifically outlined as Candidate Proficiencies or state/national standards. This awareness will be communicated in a manner that is sufficiently formative and allows the Candidate to reflect, consider alternatives and attempt to make any changes necessary consistent with fulfilling their professional career aspirations. The process should be sensitive, transparent, and effective.

There should be provisions so that the faculty and supervisors who work with the Candidate in subsequent semesters are aware of the concerns and the plans developed to address those concerns. There should always be more than one representative of the faculty who agrees that the concerns warrant intervention. This is an internal process managed by an elected Chair and a small ad hoc group of faculty (composition based on candidate's major and faculty knowledge of and experience with the candidate), referred to as the Candidate Assistance to Reach Excellence (CARE) Team. The knowledge, skills, and/or dispositions of concern and plans of action will be documented in behavioral terms in the Team's files. This process in the College of Education is complementary to processes already in place in the University and will focus on the professional preparation of the Candidate.

Two Levels of Formal Intervention

There are two levels of formal intervention.

1. When a Candidate has been reported (CARE Form filed) to the CARE Team Chair by one faculty/supervisor and that faculty/supervisor has not requested a CARE Team Meeting, no action is taken.
2. When a Candidate has been reported (CARE Form filed) to the CARE Team Chair by **two** faculty/supervisors or in two separate courses for failing to exhibit the knowledge, skills, and/or dispositions of a pre-professional educator, yet neither reporting is of the severity to trigger an immediate meeting of the CARE Team, the following steps will be followed by the Team.
 - a. The CARE Team Chair notifies the Candidate of the noted concern(s).
 - b. The CARE Team Chair selects 2 faculty to serve on the candidate's CARE Team, preferably one currently working with the candidate and one not currently working with the candidate.
 - c. The Candidate is afforded the opportunity to request a meeting with the CARE Team to address the concern.
 - d. The CARE Team Chair notifies the Candidate's current and subsequent faculty of the concern and asks them to monitor the Candidate for the noted concern(s).
 - e. The Team requests feedback from the Candidate's faculty at the close of the current and subsequent semesters and reviews the feedback. Should the Candidate sufficiently address the concern(s), no further action will be taken by the Team. Should the concern(s) remain; a follow up action plan will be developed.
3. For cases where a faculty member or supervisor has a serious concern about the knowledge, skills, dispositions, or professional suitability of a Candidate:
 - a. due to the Candidate's behavior;
 - b. due to the Candidate not satisfactorily completing a field experience, practicum, or student teaching; the concern shall be formally reported to the Dean or designee on the CARE Form, and the CARE Team may be asked by the Dean or designee to convene a CARE Team meeting. The CARE Team will be composed of:
 1. The Team chair/member who serves as convener;
 2. A faculty member working with the Candidate during the term the team is convened;
 3. A faculty member not directly working with the Candidate;
 4. The Candidate's advisor;
 5. A colleague/support person of the Candidate, should he/she so desire; and
 6. The Candidate.

The CARE Team will meet as necessary and appropriate to be determined by the Chair and/or the Candidate in consultation with each other. The Team will review the area(s) of concern, provide a forum for discussion of how the concern(s) might be resolved, and provide a plan of action to address the area(s) of concern. It will also provide a timeline by which concerns must be addressed. The Candidate and the Team will articulate specific outcomes from the action plan that must be achieved. This plan will become part of the Candidate's program of study and prerequisite to advancing in or completing the program.

Records of the Processes

Since the process is formative, records of the processes must be a part of Candidates' formative files and the Team's records; they will not be part of the LiveText portfolio or permanent records.

CARE (Candidate Assistance to Reach Excellence) Form

Name of Candidate:

Name of Instructor(s):

Program:

Semester:

Based on the knowledge, skills and dispositions/professionalism appropriate at this point in the candidate's program, please check the area(s) of concern. Include a brief description of the specific academic performance, professional behavior, or general skill you are noticing and any actions you have taken with the candidate.

COE Proficiencies

The candidate inconsistently demonstrates:

- ☐ content knowledge including central concepts, principles, skills, tools of inquiry, and structures of the disciplines they teach CP 1
- ☐ connection of concepts to engage learners in critical thinking, creativity, and collaborative problem solving CP 1
- ☐ use of formal and informal assessments that are aligned with state content standards, have clear measurement criteria, and measure student performance in multiple ways CP 2a
- ☐ using results to monitor learner progress and provide feedback to guide the teacher's and learner's decision making CP 2a
- ☐ planning instruction based on knowledge of subject matter, curriculum, pedagogy, learners, and the community CP 2b
- ☐ using a variety of instructional strategies and technologies to support mastery of the learning objective; develop learners' analytical, practical, creative, and research-based thinking skills; and elicit evidence of those skills in students' work CP 2b
- ☐ application of knowledge of how learners grow and develop to design and implement developmentally appropriate and challenging learning experiences CP 2c
- ☐ application of understanding individual differences and diverse cultures to create an inclusive and organized learning environment that supports individual and collaborative learning and maximizes student engagement CP 2c
- ☐ reflective practice to continually evaluate the effects of her/his choices and actions on others CP 3
- ☐ seeking opportunities for leadership, collaboration, and service among learners, families, peers, and the school community CP 3

Dispositions and Professionalism

The candidate inconsistently demonstrates:

- ☐ commitment to continuous learning and development as a professional
- ☐ acceptable level of professional appearance
- ☐ respect for perspectives differing from self
- ☐ communication of questions and concerns
- ☐ taking responsibility as a member of the classroom environment
- ☐ enthusiasm for learning and teaching
- ☐ capacity for caring
- ☐ emotional stability regardless of students' presence
- ☐ positive and cooperative attitude
- ☐ correct and appropriate grammar and vocabulary
- ☐ expression and voice enunciation as a teaching tool
- ☐ punctuality with assignments and duties
- ☐ ability to accept and utilize constructive criticism
- ☐ awareness of effect of own attitude and actions on others

General Skills

The candidate inconsistently demonstrates:

- ☐ effective writing (e.g., vocabulary, grammar, spelling, punctuation, APA format)
- ☐ understanding of key course content

COMMENTS (include brief description of what you have noticed and any actions you have taken with the candidate):

Action requested:

_____ Continue to Monitor
_____ CARE Team Meeting

_____ Other:

THIS FORM SHOULD BE SUBMITTED TO BOTH THE DEAN'S OFFICE AND THE CHAIR OF THE CARE COMMITTEE.

CARE Team Action Plan

Candidate Name: _____ Date: _____

Candidate Program and Location: _____ Student ID#: _____

First Meeting: _____ Second Meeting: _____ Third Meeting: _____

Purpose of Meeting:

Please list events and concerns, with dates of occurrence, and outline any plan of action agreed upon. If applicable, indicate date(s) the plan of action should be completed or when an additional meeting will be held. The action plan and any other relevant documentation will become part of the Candidates' formative files and the Team's records.

Events and Concerns:

[illegible]

Plan of Action: (including any support/resources being provided to candidate)

Date of Progress Review Meeting (if applicable): _____

Additional Comments:

Candidate: _____ Date: _____

CARE Team Chair: _____ Date: _____

Participant and title: _____ Date: _____

Participant and title: _____ Date: _____

Participant and title: _____ Date: _____

Participant and title: _____ Date: _____



Clinical Experience & Student Teaching

Tennessee Teacher Code of Ethics

Professional Code of Ethics Commitment

As a teacher candidate of Tusculum University's College of Education, you are required to read and accept the Tennessee Board of Education Professional Code of Ethics as written below. By signing this form, you are indicating your personal and professional commitment to this code of ethics. Any violation of this code of ethics is subject to immediate dismissal from the College of Education.

Tennessee Teacher Code of Ethics

An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards. An educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

Educator's Obligations to Students

1. An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
2. In fulfillment of this obligation to the student, an educator shall:
 - a. Not unreasonably restrain the student from independent action in the pursuit of learning;
 - b. Not unreasonably deny the student access to varying points of view;
 - c. Not deliberately suppress or distort subject matter relevant to the student's progress;
 - d. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
 - e. Not intentionally expose the student to embarrassment or disparagement;
 - f. Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly:
 - Exclude any student from participation in any program;
 - Deny benefits to any student; or
 - Grant any advantage to any student;
 - g. Not use professional relationships with students for private advantage; and
 - h. Not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Educator's Obligations to the Education Profession

1. The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.
2. In fulfillment of this obligation to the profession, an educator shall not:
 - a. Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position;
 - b. Misrepresent the educator's professional qualifications;
 - c. Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
 - d. Knowingly make a false statement concerning the qualifications of a candidate for a professional position;
 - e. Assist a non-educator in the unauthorized practice of teaching;
 - f. Disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law;
 - g. Knowingly make false or malicious statements about a colleague; and
 - h. Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

I hereby promise to abide by this code of ethics as a preservice and inservice teacher.

Candidate signature

Date

Model Code of Ethics for Educators



Principle I: Responsibility to the Profession

*The **professional educator** is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.*

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the **school community**;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the **implicit or explicit demands of a person or organization**;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another **educator** may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to **harm** or retaliate; and
5. Cooperating fully during ethics investigations and proceedings

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and **student** services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students. **(TOP)**

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with **district** policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students. **(TOP)**

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationship with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of **new educators** by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, **learning community**, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use **proprietary materials** and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing **sensitive information** electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

© NASDTEC 2015

Material on this site has been created by a national panel of experts under the auspices of NASDTEC. Permission is hereby granted to staff in state and local educational agencies and in educational institutions to reproduce the Model Code of Ethics and the supporting documentation provided by NASDTEC for purposes of advising, discussion, and adoption and/or adaption of the Model Code of Ethics into law or regulations. No commercial use or further distribution is permitted without written permission from NASDTEC. Any use is conditioned on attribution to NASDTEC.

Overview of the Clinical Experience Program

The Clinical Experience Program includes two semester-long clinical experience courses. Clinical experience hours are completed in a school and classroom that reflects the candidate's area of initial licensure. All clinical hours must be completed during the school day while students are present.

The purpose of the clinical experience courses is to provide candidates with initial experience in the public schools. This experience may include:

- Observation
- Assisting the cooperating teacher with lesson preparation and/or grading
- Working with students one-on-one
- Teaching small group lessons
- Teaching whole group lessons
- Other instructional activities as deemed by the cooperating classroom teacher

Candidates will complete a Clinical I Placement Request Form (F) at the time of their interview with the Teacher Education Review Board. Clinical experience site location and grade level are made by the Director of Clinical Experience and cannot be changed. All clinical experience placement information will be distributed to candidates at the first meeting of their clinical course.

EDUC 380/580 Clinical I

1. Class Meetings

- a. The 2nd full week of the semester from 6-10 pm on the following nights:
 - i. Knoxville Campus – Monday
 - ii. Greeneville Campus – Tuesday
 - iii. Morristown Campus – Thursday
- b. 3 more meetings from 4-6 pm on the regular night of education classes for each campus:
 - i. Morristown Campus – Mondays, dates to be provided (one F2F per month)
 - ii. Knoxville Campus – Tuesdays, dates to be provided (one F2F per month)
 - iii. Greeneville Campus – Thursdays, dates to be provided (one F2F per month)

2. Clinical Hours

- a. 30 hours in a Title 1 school
 - i. Observation
 - ii. One-on-one/small group work
- b. 30 hours in a different school and alternate grade span
 - i. Active observation
 - ii. One-on-one/small group work
 - iii. Teach 1 small group lesson observed/evaluated by Course Instructor

EDUC 481/581 Clinical II

1. Class Meetings

- a. The 2nd full week of the semester from 6-10 pm on the following nights:
 - i. Knoxville Campus – Monday
 - ii. Greeneville Campus – Tuesday
 - iii. Morristown Campus – Thursday

- b. 3 more meetings from 4-6 pm on the regular night of education classes for each campus
 - i. Morristown Campus – Mondays, dates to be provided (one F2F per month)
 - ii. Knoxville Campus – Tuesdays, dates to be provided (one F2F per month)
 - iii. Greeneville Campus – Thursdays, dates to be provided (one F2F per month)

2. Clinical Hours

- a. 80 hours in one placement (ideally, candidate remains in placement for the student teaching semester)
 - i. Active observation
 - ii. One-on-one/small group work
 - iii. Teach 4 whole group lessons observed/evaluated by Cooperating Teacher, Clinical Supervisor, and Course Instructor

Candidates Employed as Teaching Assistants

Candidates employed as teaching assistants may complete a portion of practicum hours in the school where they are currently employed.

- EDUC 380/580 – 30 hours of clinical experience at school of employment
- EDUC 481/581 – 40 hours of clinical experience at school of employment

Candidates employed as teaching assistants are responsible for providing the Director of Clinical Experience with a letter of approval from the school principal. Letters of approval must include verification that the candidate will only complete practicum hours in classrooms representative of their initial licensure and that all practicum hours are unpaid.

MAT Job-Embedded Content Mentoring Program

EDUC 582: Content Mentoring I

- a. 10 hours of observation in the content mentor's classroom
- b. Candidate Dispositions/Professionalism Form – completed by content mentor

EDUC 583: Content Mentoring II

- a. 10 hours of observation in the content mentor's classroom
- b. Candidate Dispositions/Professionalism Form – completed by content mentor

Throughout these courses, candidates will meet with an assigned mentor to discuss how to apply content and pedagogical knowledge in P-12 settings that progressively develop and demonstrate the knowledge, skills, and dispositions necessary to make a positive impact on all P-12 students' learning and development.

EDUC 584: Reflection on Planning, Teaching and Assessing

This course prepares job-embedded candidates for successful completion of the Educative Teacher Performance Assessment (edTPA) which is required for teacher licensure. This course will provide direct support for job-embedded candidates as they prepare the tasks necessary to submit the edTPA.

Student Teaching

EDUC 452/552 – Seminar Course

Student Teaching Seminar is a required course taken during the student teaching semester. Student Teaching Seminar meets during the day on assigned dates across the semester at the Morristown and Knoxville campuses. Residential and Greeneville AOS candidates must plan accordingly. On scheduled dates, candidates

will attend seminar rather than student teaching. Additional courses may not be taken during student teaching without Dean approval.

EDUC 454/554, 455/555, 457/557 – Student Teaching Course

Student teaching is the culminating experience for the education program. The 16-week student teaching semester is comprised of a 14-week placement and a 2-week mini placement. Student teaching is a daily commitment that requires candidates to participate in the total school environment, not limited to just the teacher work day. Candidates may be required to attend and participate in morning and afternoon bus/car duty, grade level meetings, faculty meetings, parent conferences (as allowed), professional learning community meetings, and any other school-wide events where classroom teacher attendance is required.

edTPA

edTPA is a subject-specific nationally-scored performance assessment for prospective teachers required for licensure in the state of Tennessee. All candidates will prepare and submit their edTPA portfolio during student teaching. Candidates who do not earn the state minimum passing score with their first edTPA submission must revise and resubmit at their own expense to meet graduation requirements. Detailed information regarding edTPA can be referenced in the Student Teaching Handbook.

Student Teaching Prerequisites

- Undergraduate: maintain GPA of 2.75 or higher in the major courses and overall (cumulative)
- Graduate: maintain cumulative GPA of 3.0 or higher
- Praxis II Content Knowledge test

All student teaching prerequisites must be met prior to the first class meeting of EDUC 452/552: Student Teaching Seminar.

Non-Licensure Option (Form H)

Candidates in the undergraduate program have the option to graduate without being recommended for a Tennessee Practitioner License. Academic Advisors will work with candidates on an individual basis to identify acceptable course substitutions for EDUC 452: Student Teaching Seminar, and the applicable Student Teaching course. Reference the Tusculum University catalog for further information.

Professional Teacher Organizations

All Teacher Education Candidates are required to obtain liability insurance through a student membership in a recognized professional teacher organization. Candidates will be required to show proof of active membership to either STEA or PET at the first meeting of EDUC 380/580: Clinical Experience I.

Student Teacher Education Association (STEA)

STEA is a professional organization geared toward pre-service teachers. This organization focuses on the professional development, leadership, and community outreach of individuals planning to pursue a career in education. The goal of this organization is to provide information to students to support their smooth transition into the classroom setting as qualified professionals.

To sign up for membership, go to: <http://www.nea.org/home/1600.htm>

Cost to join: National dues \$25 plus local dues, if any

Professional Educators of Tennessee (PET)

Mission Statement: Our primary mission is to create a quality educational experience in a safe environment for our students. Our top priority is the education and achievement of children in our state, as the organization is guided by the core principles which were established when Professional Educators of Tennessee was founded and these are still the foundation of the organization today. We are committed to providing educators with the **Protection, Advocacy, and Resources** that will help them be successful in the classroom.

To sign up for membership, go to <http://www.proedtn.org/?Students>

Cost of membership: \$25 yearly



Forms

Undergraduate Application for Admission to the Teacher Education Program

NOTE: Recommendations and applications submitted for Tusculum University admission are separate from the Teacher Education Program application and recommendations.

Name: _____

Tusculum ID: _____

Cell Phone Number: _____ Email Address: _____

Home Campus: Knoxville _____ Morristown _____ Greeneville _____

Major: BAIS K-5 ☐ PE ☐ SPED ☐ English ☐ Government ☐ History ☐ Mathematics ☐

Cumulative Grade Point Average _____ Advisor _____

ACT Score _____ (qualifying score 21) SAT Score _____ (qualifying score 1080)

PRAXIS Core: [required if ACT/SAT score below qualifying score]: Reading test code 5713 (qualifying score 156), Writing test code 5723 (qualifying score 162), Math test code 5733 (qualifying score 150)

1st attempt Date: _____ Reading _____ Writing _____ Math _____

2nd attempt Date: _____ Reading _____ Writing _____ Math _____

3rd attempt Date: _____ Reading _____ Writing _____ Math _____

NOTE: ALL teacher education requirements must be completed before the interview process. Please check to make sure you have met the following requirements.

- | | |
|---|---|
| <input type="checkbox"/> Cumulative GPA of 2.75 or higher | <input type="checkbox"/> EDUC 200 with C or better |
| <input type="checkbox"/> Qualifying ACT, SAT, or Praxis CORE score(s) | <input type="checkbox"/> SPED 201 with a C or better |
| <input type="checkbox"/> Two (2) Recommendation Forms | <input type="checkbox"/> TBI background check, no indications |

Note: All clinical experience hours have to be completed during K-12 school hours when students are present.

Please complete next page.

Return the completed form to: education@tusculum.edu or Lillian Burchnell, PO Box 5025, Greeneville, TN 37745

In preparation for completion of your TNCompass personal affirmation, please answer the following questions. These are the same questions you will be asked to answer on TNCompass after you have been recommended for licensure.

1. Have you been convicted of a felony, including conviction on a plea of guilty, a plea of nolo contendere or granting pre-trial diversion?
_____ YES _____ NO
2. Have you been convicted of the illegal possession of drugs, including conviction on a plea of guilty, a plea of nolo contendere or an order granting pre-trial diversion?
_____ YES _____ NO
3. Have you had a teacher's certificate/license revoked, suspended or denied, or have you voluntarily relinquished a certificate/license (allowing a license expire does not apply)
_____ YES _____ NO
4. Is there any action pending against your certificate/license or application in another state?
_____ YES _____ NO

Candidate Signature _____ Date _____

Undergraduate Faculty Recommendation Form for Teacher Education Admission

Each student must obtain a recommendation for admission from two Tusculum University faculty members. One recommendation must be from an education faculty member and one from a faculty member in the major area of study. The Teacher Education Department requests that you use the rating scale below to provide information that will be used in the process of evaluating students for admission to the Teacher Education Program.

Name: _____ TU ID# _____

Major: BAIS K-5 ☐ PE ☐ SPED ☐ English ☐ Government ☐ History ☐ Mathematics ☐

To the evaluator: Please check one of the following statements

_____ I waive my right of confidentiality on this document.

_____ All information contained on this document must remain confidential and may not be released to applicant.

Rate the student as follows: 4= Exemplary 3= Proficient 2= Developing Proficiency
1= Not Proficient N/A= Not enough Information

	4	3	2	1	N/A
Knowledge of Academic Content (CP1)					
Knowledge of Basic Technology (CP2b)					
Acceptance of Individual and Cultural Diversity (CP2c)					
Written Communication Skills (CP3)					
Oral Communication Skills (CP3)					
Preparation for Class (CP3)					
Adherence to Deadlines (CP3)					
Regularity of Attendance (CP3)					
Contributions to Class Activities/Discussions (CP3)					
Display of Initiative (CP3)					
Capacity for Caring (CP3)					
Potential for Professional Competence (CP1; 2a,b,c; 3)					

Overall recommendation for admission to the Teacher Education Program (please check one)

_____ Recommend enthusiastically

_____ Recommend

_____ Recommend with reservation – See comments below

_____ Do not recommend – See comments below

Comments: _____

Faculty Name _____ Date _____

Department Name _____

Faculty: Return the completed form to: education@tusculum.edu or Lillian Burchnell, PO Box 5025, Greeneville, TN 37745

Form B

MAT Application for Admission to the Teacher Education Program

NOTE: Applications submitted for Tusculum University admission are separate from the Teacher Education Program application and recommendations.

Name: _____

Address: _____

Home Phone: _____ Cell Phone Number: _____

Tusculum Email: _____ Other Email: _____

Home Campus: Knoxville _____ Morristown _____ Greeneville _____

Licensure Area: Check **ONE** box to indicate the area of initial teaching licensure you are pursuing. Candidates are required to complete all clinical experience hours and student teaching in their initial licensure area.

Licensure Areas Offered for Tusculum University MAT Candidates							
<input type="checkbox"/>	Biology 6-12	<input type="checkbox"/>	English 6-12	<input type="checkbox"/>	Marketing Education 6-12	<input type="checkbox"/>	Physics 6-12
<input type="checkbox"/>	Business Education 6-12	<input type="checkbox"/>	French 6-12	<input type="checkbox"/>	Mathematics 6-12	<input type="checkbox"/>	Psychology 9-12
<input type="checkbox"/>	Business Technology 6-12	<input type="checkbox"/>	Geography 6-12	<input type="checkbox"/>	Mid Grades Math 6-8	<input type="checkbox"/>	Sociology 9-12
<input type="checkbox"/>	Chemistry 6-12	<input type="checkbox"/>	Government 6-12	<input type="checkbox"/>	Mid Grades Language Arts 6-8	<input type="checkbox"/>	Spanish 6-12
<input type="checkbox"/>	Earth Science 6-12	<input type="checkbox"/>	Health and Wellness K-12	<input type="checkbox"/>	Mid Grades Science 6-8	<input type="checkbox"/>	Theatre K-12
<input type="checkbox"/>	Economics 6-12	<input type="checkbox"/>	History 6-12	<input type="checkbox"/>	Mid Grades Social Studies 6-8	<input type="checkbox"/>	Visual Arts K-12
<input type="checkbox"/>	Elementary Grades K-5	<input type="checkbox"/>	Instrumental/General Music K-12	<input type="checkbox"/>	Physical Education K-12	<input type="checkbox"/>	Vocal/General Music K-12

Current GPA: _____

A minimum overall GPA of 2.75 from a completed undergraduate or graduate degree program or a GPA of 3.0 in the last sixty (60) credit hours of a completed undergraduate or graduate degree program

NOTE: ALL teacher education requirements must be completed before the interview process. Please check to make sure you have met the following requirements.

☐ Two (2) Professional Recommendation Forms ☐ TBI background check, no indications

****Note:** All clinical experience hours must be completed during K-12 school hours when students are present.

In preparation for completion of your TNCompass personal affirmation, please answer the following questions. These are the same questions you will be asked to answer on TNCompass after you have been recommended for licensure.

1. Have you been convicted of a felony, including conviction on a plea of guilty, a plea of nolo contendere or granting pre-trial diversion?
_____ YES _____ NO
2. Have you been convicted of the illegal possession of drugs, including conviction on a plea of guilty, a plea of nolo contendere or an order granting pre-trial diversion?
_____ YES _____ NO
3. Have you had a teacher's certificate/license revoked, suspended or denied, or have you voluntarily relinquished a certificate/license (allowing a license expire does not apply)
_____ YES _____ NO
4. Is there any action pending against your certificate/license or application in another state?
_____ YES _____ NO

Candidate Signature _____ Date _____

Return the completed form to: education@tusculum.edu or Lillian Burchnell, PO Box 5025, Greeneville, TN 37745

Professional Recommendation Form for Teacher Education Admission (MAT)

Each candidate must obtain a recommendation for admission from two professionals. The Teacher Education Department requests that you use the rating scale below to provide information that will be used in the process of evaluating the student for admission to the Teacher Education Program.

Name: _____

Subject Area: _____

To the evaluator: Please check one of the following statements

_____ I waive my right of confidentiality on this document.

_____ All information contained on this document must remain confidential and may not be released to applicant.

Rate the student as follows: 4= Exemplary 3= Proficient 2= Developing Proficiency
1= Not Proficient N/A= Not enough Information

	4	3	2	1	N/A
Knowledge of Academic Content (CP1)					
Knowledge of Basic Technology (CP2b)					
Acceptance of Individual and Cultural Diversity (CP2c)					
Written Communication Skills (CP3)					
Oral Communication Skills (CP3)					
Adherence to Deadlines (CP3)					
Display of Initiative (CP3)					
Capacity for Caring (CP3)					
Potential for Professional Competence (CP1, 2a, b, c; 3)					

Overall recommendation for admission to the Teacher Education Program (please check one)

___ Recommend enthusiastically

___ Recommend

___ Recommend with reservation – See comments below

___ Do not recommend – See comments below

Comments: _____

Evaluator's Name _____ Date _____

Evaluator's Title/Workplace _____

Return the completed form to: education@tusculum.edu or Lillian Burchnell, PO Box 5025, Greeneville, TN 37745

Dispositions and Professionalism Self-Assessment

Name _____

Read the following dispositions and professionalism indicators. For each dispositions and professionalism indicator, evaluate your current level of proficiency and put a check in the corresponding box.

	Exemplary; a real strength, beyond expectations (4 pts)	Proficient; solid, I meet expectations (3 pts)	Developing Proficiency; I should improve (2 pts)	Not Proficient; a real weakness (1 pt)
I demonstrate commitment to continuous learning and development as a professional				
I maintain a professional appearance				
I show respect for perspectives differing from self				
I effectively communicate questions and concerns				
I take responsibility as a member of the classroom environment				
I show enthusiasm for learning and teaching				
I show a strong capacity for caring				
I demonstrate emotional stability regardless of students' presence				
I demonstrate a positive and cooperative attitude				
I use correct and appropriate grammar and vocabulary				
I use expression and voice enunciation as a teaching tool				
I am punctual with assignments and duties				
I accept and utilize constructive criticism				
I show awareness of the effect of own attitude and actions on others				
I am able to demonstrate and apply knowledge of student differences (including, but not limited to, cultural, linguistic, ability) as a source of strength (using as an asset) in society to be encouraged and not discouraged				

Clinical I Placement Request Form

Completed form will be submitted during the interview with the Teacher Education Review Board.

Name: _____ TU ID# _____

Address: _____

Home Phone: _____ Cell Phone: _____

Tusculum Email Address: _____ Other email: _____

Student Teaching Semester/year: _____

Home Campus: GR _____ MT _____ KN _____

Select one: Residential _____ AOS Undergraduate _____ AOS Graduate _____

Licensure Area: _____

1. Requested County for Clinical I Placement: _____

2. Requested County for Clinical I Placement: _____

Please indicate schools in the counties listed above in which you have been employed, immediate family member is currently employed, and/or your children are currently enrolled.

All attempts will be made to place students within their requested school districts. Requested districts must have a state-recognized partnership with Tusculum University. All Tusculum University clinical placements are finalized by the Director of Clinical Experience.

I understand and agree to adhere to the policies and procedures set forth in the Tusculum University College of Education Educator Preparation Program Handbook and Clinical Experience Handbook.

Signature _____

Date _____

Student Teaching Praxis II Appeal Form

Please complete and submit this form to the Director of Clinical Experience if you have attempted but have not passed the Praxis II Content Knowledge test(s) in your endorsement area. The appeal form must be submitted by the first student teaching seminar. You will receive notification of the appeal decision within 7 calendar days of submission. If the appeal has been approved, you may proceed with student teaching. If the appeal is denied, you will be notified of the reason for the denial and the conditions necessary to proceed with student teaching. All state requirements for your endorsement area must be met before you will be recommended for licensure.

Name: _____ TU ID# _____

Phone: _____ Email Address: _____

Home Campus: Greeneville _____ Knoxville _____ Morristown _____

Licensure Area _____

In the space below, address the following:

- 1) Provide the date(s) and score(s) of all test attempts.
- 2) Describe your test results and detail what you have learned about your past performance that will guide your future test preparation.
- 3) Explain your test preparation plan and the efforts you will take to ensure you pass the test(s) prior to completion of student teaching.

Candidate Signature _____ Date _____

Praxis II Appeal Status: Approved _____ Denied _____	
Condition(s): _____	
Comments: _____	
Dir. Of Clinical Experience Signature: _____	Date _____
Dean Signature: _____	Date _____

Request to Graduate Without Recommendation for Teacher Licensure

Directions: On a separate document, write an explanation of the reason for this request, obtain your advisor's signature, and attach it to this form. Return the completed form and explanation to education@tusculum.edu. Once approved by the Dean of the College of Education, a copy will be forwarded to your email and a copy will be placed in your education academic file.

I hereby request permission to graduate without completing the Teacher Education Program. I understand that I will not be eligible for Tusculum University's recommendation for teacher licensure. I further understand that if I should wish to reenter Tusculum University's Teacher Education Program at some future date, my credentials will be evaluated in terms of the current program requirements at the time of reentry.

Name: _____ TU ID #: _____

Address _____

Phone(s): _____

Email: _____

Degree/Major: _____

Requested Date of Graduation: _____

Course(s)/Requirements for which waiver is requested* _____

Expected earned hours as of graduation date (minimum 120 hours) _____

**Only Student Teaching courses may be waived.*

Candidate Signature Date

Faculty/Academic Advisor Date

Dean, College of Education Date