



# **Educator Preparation Program Handbook**

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**2024-2025**

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## Letter from the Dean of the Division of Education

Dear Future Teacher,

Welcome to Tusculum University Division 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.

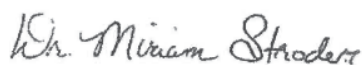
Majoring in education is not an easy route to obtaining a degree. As an applicant, you must meet specific criteria for admittance into the program. Then, as a teacher candidate, you must satisfy requirements at various transition points in the program. In addition to the expectations established by Tusculum 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 Division 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 Division 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. Miriam Stroder  
Dean, College of Education

## Faculty/Staff Listing

Dr. Miriam Stroder  
Dean & Professor  
COG-N 109  
423-636-7300 ext. 5475  
[mstroder@tusculum.edu](mailto:mstroder@tusculum.edu)

Michelle Clupper  
Director of Clinical Experience  
Greeneville, COG-N 97A  
865-693-1177 ext. 5024  
[mclupper@tusculum.edu](mailto:mclupper@tusculum.edu)

Stephanie Efird  
Director of edTPA  
Greeneville, COG-N 97A  
865-693-1177 ext. 5026  
[efird@tusculum.edu](mailto:efird@tusculum.edu)

Dr. Bruce Ewing  
Assistant Professor  
Greeneville, COG-N 99  
423-636-7300 ext. 5011  
[bewing@tusculum.edu](mailto:bewing@tusculum.edu)

Dr. Peggy Goodson-Rochelle  
Associate Professor  
Assessment Coordinator  
COG-N 110  
423-636-7300 ext. 5421  
[prochelle@tusculum.edu](mailto:prochelle@tusculum.edu)

Lillian Burchnell  
Certification Officer  
COG-N 98 – IMC Lab  
423-636-7324  
[lburchnell@tusculum.edu](mailto:lburchnell@tusculum.edu)

Dexter Lim  
Assistant Professor  
MAED Coordinator  
Greeneville, COG-N 97B  
423-636-7300 ext. 5133  
[dlim@tusculum.edu](mailto:dlim@tusculum.edu)

Dr. Jessica Bucholz  
Assistant Professor  
SPED Coordinator  
Greeneville, COG-N 97C  
423-787-8357  
[jbucholz@tusculum.edu](mailto:jbucholz@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 (If applying on appeal, submit the Undergraduate Admissions Appeal Form B)

Submit the following completed forms before the interview: VECHS Waiver, Noncriminal Justice Applicant Privacy Rights (pages 11-13), Dispositions Self-Assessment (Form G), Clinical I Placement Request Forms (Form H)

- Submit recommendation forms (Form C) 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
- Interview: Pass an interview with the Teacher Education Review Board
- Receive acceptance from the Teacher Education Review Board
- Undergraduate candidates who do not have a qualifying score on the ACT, SAT, or all 3 subtests of the Praxis Core may complete the Division of Education Undergraduate Admissions Appeal Form and submit it along with their Teacher Education application

### ➤ 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 D) to the Education Department (If applying on appeal, submit the MAT Admission Appeal Form E)
- Submit the following completed forms before the interview: VECHS Waiver, Noncriminal Justice Applicant Privacy Rights (pages 11-13), Dispositions Self-Assessment (Form G), Clinical I Placement Request Forms (Form H)
- Submit two (2) professional recommendation forms (Form F)
- Have apparent good mental and physical health with evidence that any handicaps present will not impair the candidate's effectiveness as a teacher
- Interview: Pass an interview with the Teacher Education Review Board
- Receive acceptance from the Teacher Education Review Board
- Post-Baccalaureate candidates who do not have a minimum overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited IHE may request Conditional Acceptance



## 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 the following completed forms before the interview: VECHS Waiver, Noncriminal Justice Applicant Privacy Rights (page 10), Dispositions Self-Assessment (Form E), Clinical I Placement Request Forms (Form F)
  - 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
  - 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)
  - If you are offered a full-time teaching position or you accept a full-time teaching position, **you must notify** either the Certification Officer, Lillian Burchnell, or the Directors of Clinical Experience, Michelle DeFord or Stephanie Efird, as soon as possible. This will prompt schedule changes and collection of paperwork necessary for recommendation of licensure. If offered a full-time teaching position in a licensure area **that is different** from the licensure area that you completed the required clinical experience hours for EDUC 580 Clinical Experience I and EDUC 581 Clinical Experience II, you will be required to take additional courses causing your graduation date to be moved ahead by one semester.
  - Hiring school district must complete and return the Tusculum University Intent to Hire form
  - Job-embedded candidate must complete and return the Practitioner License Application

### 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 and any required Praxis II testing.

## 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 \$37.15.

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 notification<sup>1</sup> 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.<sup>2</sup>
- 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.<sup>3</sup>

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.<sup>4</sup>

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.)

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Signature

Date

<sup>1</sup>Written notification includes electronic notification, but excludes oral notification.

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

<sup>3</sup>See 28 CFR 50.12(b)

<sup>4</sup>See 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. OR# 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 OR# TNCC30011  
Address: 60 Shiloh Road Box 5025  
City: Greenville 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: Tusculum Education Dept. OR# TNCC30011

Address: 60 Shiloh Road Box 5025

City: Greenville State: TN Zip: 37743

Telephone: (423) 636-7300 Fax Number: (423) 798-1834

**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)

To register for your **Praxis CORE** go to [www.ets.org/praxis/register](http://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 [The Praxis® Tests Information Bulletin \(ets.org\)](http://The Praxis® Tests Information Bulletin (ets.org)) to download a copy of *The Praxis Information Bulletin* for answers to all your Praxis questions.

## Teacher Education Information and Resources 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 SL&L, clinical experience, student teaching, testing licensure. Educator preparation faculty and staff have collaborated to develop an **Information and Resources Canvas Course** that will familiarize you with all things teacher prep and serve as a resource throughout your time in the program.



# Program Timeline

## Program Timeline – Helpful Key Steps on the Road to Licensure

### First Semester

- For K-5 licensure
  - If taking EDUC 416/516, 417/572, & 419/544, once courses are completed, schedule the Praxis Teaching Reading test
- 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
- 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 5205
- 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

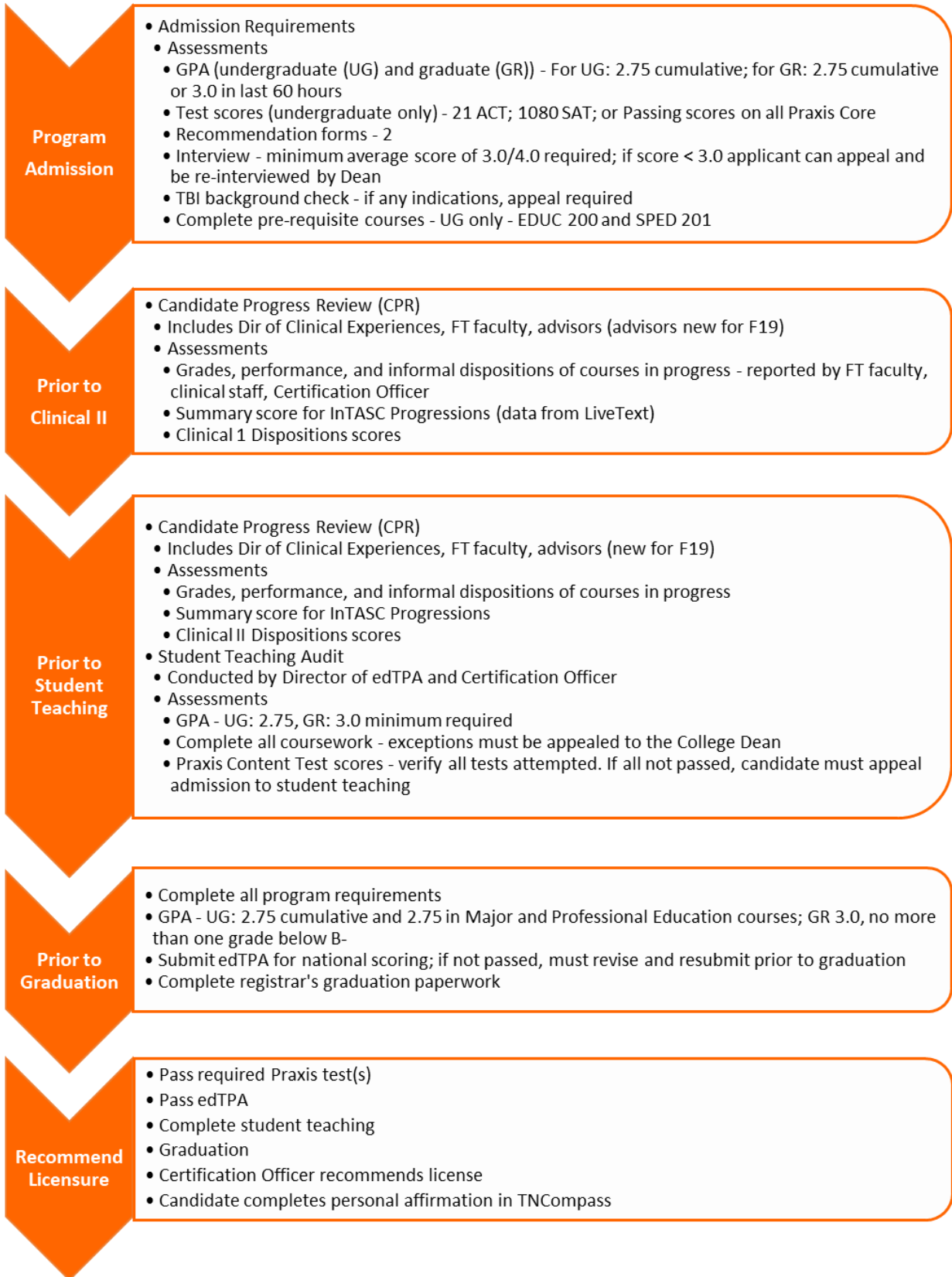
- Student Teaching Seminar
- Student Teaching
  - Course Fees
    - \$300 edTPA submission fee
    - \$150 Technology & supplies fee
  - Clinical Experience course sequence listed on page 61
- Complete/Submit edTPA

### Graduation

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



## Teacher Education Candidate Transition Points





# Licensure Tests

## Praxis Specialty Area Tests

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

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

NOTE: 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**

[Certification \(ets.org\)](https://www.ets.org)

- 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!**

See here for the Tennessee Board of Education [Professional Assessments for Tennessee Educators Policy 5.105](#)

Click here for [The Praxis Tests Information Bulletin](#) which includes information about registration, fees, waivers, test day requirements, and how to access your scores.

## **Student Teaching Praxis II Appeal**

Please complete and submit the Student Teaching Praxis II Appeal Form (Form I) 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 Division 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 Division 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 Division, and specifically outlined as Student Learning Outcomes 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 Division 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 SL&L 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:

\_\_\_\_\_

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# **Clinical Experience & Student Teaching**

# Tennessee Teacher Code of Ethics

## Professional Code of Ethics Commitment

As a teacher candidate of Tusculum University's Division 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 Division 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.

(TOP)

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## 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 submit a completed Clinical I Placement Request Form (F) before 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 as they are confirmed.

### EDUC 380/580 Clinical I

#### 1. Class Meetings

- a. The 2<sup>nd</sup> full week of the semester from 6-8 pm. Candidates may attend any of the following:
  - i. Tuesday by Zoom
  - ii. Wednesday F2F at Walters State Community College in Morristown
  - iii. Thursday by Zoom
- b. 3 more meetings from 6-8 pm throughout the semester using the same options above. Dates will be provided in the syllabus for the course.

#### 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 1<sup>st</sup> full week of the semester from 6-8 pm. Candidates may attend any of the following:
  - i. Tuesday by Zoom
  - ii. Wednesday F2F at Walters State Community College in Morristown
  - iii. Thursday by Zoom
- b. 2 more meetings, the first Wednesday in March/October as a licensure group (times TBD) and the second by zoom one-on-one with the instructor in April/November. Dates will be provided in the syllabus for the course.

## **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 2 lessons (one must be whole group) observed/evaluated by Cooperating Teacher, the Clinical Instructor, and the University Clinical Supervisor

### **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

Additional hours MUST be completed at an alternate site per state requirement. 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.

### **Student Teaching**

**Student Teaching Prerequisites**-All student teaching prerequisites must be met prior to the first day of classes for the Fall or Spring semester.

- 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

### **EDUC 452/552 – Seminar Course**

Student Teaching Seminar is a required course taken during the student teaching semester. Student Teaching Seminar meets by Zoom on Fridays from 9:30am-2:30pm across the semester. 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 15-week student teaching semester is comprised of a 13-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. Teacher candidates must prepare a portfolio consisting of materials and artifacts that demonstrates readiness to teach. The edTPA portfolio consists of three major tasks and is scored with five separate rubrics for each task:

- Task 1: Planning
- Task 2: Instruction
- Task 3: Assessment

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 both the Clinical Experience Program Handbook and the Content Mentoring Program Handbook.

## **Overview of the Content Mentoring Program for Job Embedded MAT Candidates**

The purpose of the Content Mentoring Program is to provide job embedded candidates with purposeful, structured, and specific support by an assigned content mentor. The content mentor will be a resource throughout their first two semesters of full-time teaching. 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. A University Clinical Supervisor will also be assigned to the job embedded candidate. The Clinical Supervisor meets with the job-embedded candidate and their content mentor to discuss expectations, answer questions, and provide overall support.

### **EDUC 582: Content Mentoring I**

#### **1. Class Meetings**

- a. Class meeting by Zoom on Wednesdays from 6-8pm 4 times across the semester. Dates will be provided in the syllabus for the course.

#### **2. Clinical Hours**

- a. 10 hours of observation in the content mentor's classroom.
- b. Teach one lesson for the content mentor to formally observe/evaluate.
- c. Teach one lesson for the university supervisor to formally observe/evaluate.

### **EDUC 583: Content Mentoring II**

#### **1. Class Meetings**

- a. Class meeting by Zoom on Wednesdays from 6-8pm 4 times across the semester. Dates will be provided in the syllabus for the course.

#### **2. Clinical Hours**

- a. 10 hours of observation in the content mentor's classroom.
- b. Teach one lesson for the content mentor to formally observe/evaluate.
- c. Teach one lesson for the university supervisor to formally observe/evaluate.

### **EDUC 584: Reflection on Planning, Teaching and Assessing**

This course offers a format for job-embedded candidates to implement, review, and refine teaching strategies and instructional practices that engage learners in critical thinking while addressing differing perspectives. Through the formal, systematic, and reflective action research process, candidates will analyze instructional planning, teaching, and assessment practices, along with learning environments and professional skills to reflect on the implications of their action research findings for student learning improvements. This course meets by Zoom on Mondays from 6-10pm across the semester. Additional courses may not be taken congruently with EDUC 584 without Dean approval.

## 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: [NEA Join Now \(mynea360.org\)](http://mynea360.org)

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 [Membership - Professional Educators of Tennessee \(proedtn.org\)](http://proedtn.org)

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: \_\_\_\_\_

Residential: Yes \_\_\_\_\_ No \_\_\_\_\_

If AOS, preferred Course Zoom Meeting Day Monday  Tuesday  Thursday

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)

1<sup>st</sup> attempt Date: \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_

2<sup>nd</sup> attempt Date: \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_

3<sup>rd</sup> attempt Date: \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_

Applying through the Undergraduate Admissions Appeal Process? No \_\_\_\_\_ Yes \_\_\_\_\_ If yes, please submit the Undergraduate Admissions Appeal Form with your application packet.

Undergraduate Candidates can only appeal the denial of Full Admission if all requirements for Full Admission are met except for the following:

- A composite ACT score of 21 or higher.
- A composite SAT score of 1080 or higher.
- Pass Reading, Writing, and Math Praxis Core tests.

Complete the Division of Education Undergraduate Admissions Appeal Form and submit it along with their Teacher Education Application if applying through the admissions appeals process.

Undergraduate candidates admitted to the Teacher Education program through the appeal process must:

- Maintain a cumulative GPA of 3.0 as monitored by the candidate's academic advisor. Candidates who maintain a GPA of 3.0 will be permitted to continue in the program under the same conditions as candidates who are accepted under full admission standards.
  - Undergraduate candidates admitted to the Teacher Education program through the appeal process who fail to maintain a cumulative GPA of 3.0 for one semester will be placed on academic probation.

- Undergraduate candidates admitted to the Teacher Education program through the appeal process who fail to maintain a cumulative GPA of 3.0 for more than one semester will be required to pass the Content Knowledge Praxis for their licensure area in order to continue in the program.

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.

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 Admissions Appeal Form

Undergraduate candidates who met all state requirements for admission to the Teacher Education Program except a qualifying score on either the ACT, SAT, or all 3 subtests of the Praxis Core may appeal this admission requirement.

Completed appeal forms are to be submitted with the candidate's completed Teacher Education Application to [education@tusculum.edu](mailto:education@tusculum.edu) in order to interview with the Education Review Board. Candidates will receive notification of the appeal decision within 3 days of interviewing with the Education Review Board. If the appeal has been approved, candidates must sign a statement attesting to the terms of the appeal (maintain a cumulative GPA of 3.0).

Name

Date

**In the space below, explain the rationale for your appeal.**

### To be filled out by Division of Education Members

Appeal Status: Approved      Denied

Education Review Board Member:

Date:

Education Review Board Member:

Date:

Dean, Division of Education:

Date:

Advisor:

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](mailto:education@tusculum.edu) or Lillian Burchnell, PO Box 5025, Greeneville, TN 37745

## 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: \_\_\_\_\_

Preferred Course Zoom Meeting Day: Monday  Tuesday  Thursday

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							
	Biology 6-12		French 6-12		Mathematics 6-10		Sociology 9-12
	Business Education 6-12		Geography 6-12		Mid Grades Math 6-8		Spanish 6-12
	Business Technology 6-12		Government 6-12		Mid Grades Language Arts 6-8		Theatre K-12
	Chemistry 6-12		Health and Wellness K-12		Mid Grades Science 6-8		Visual Arts K-12
	Earth Science 6-12		History 6-12		Mid Grades Social Studies 6-8		Vocal/General Music K-12
	Economics 6-12		Instrumental/General Music K-12		Physical Education K-12		
	Elementary Grades K-5		Marketing Education 6-12		Physics 6-12		
	English 6-12		Mathematics 6-12		Psychology 9-12		

**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*

Requesting Conditional Acceptance? No \_\_\_\_\_ Yes \_\_\_\_\_ If yes, please submit the MAT Admissions Appeal Form with your application packet.

Applicants for the Master of Arts in Teaching (MAT) who do not meet the minimum GPA requirements may indicate "request conditional acceptance" on the MAT Teacher Education Application according to the following guidelines:

- Option 1: An applicant who meets the remaining MAT graduate admission requirements, but who presents a GPA between 2.75 and 2.99 on a 4.00 scale for the last 60 credit hours of the candidate's Bachelor's degree for admission may qualify for conditional admission.
  - Candidates will receive notification of the conditional acceptance request within 3 days of interviewing with the Education Review Board.

- Option 2: An applicant who meets the remaining MAT graduate admission requirements, but who presents a GPA between 2.50 and 2.74 on a 4.00 scale for the last 60 credit hours of the candidate's Bachelor's degree for admission may qualify for conditional acceptance.
  - Candidate will provide a cold writing sample in a proctored environment.
  - The cold writing sample, along with all other admissions documents and the candidate's interview results are evaluated by the Education Review Board to make recommendation to the Division of Education Dean for conditional acceptance. The COE Dean may grant or deny conditional acceptance; the decision is final.
  - Candidates will receive notification of the conditional acceptance request within 3 days of interviewing with the Education Review Board.

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](mailto:education@tusculum.edu) or Lillian Burchnell, PO Box 5025, Greeneville, TN 37745

## MAT Admissions Appeal Form

MAT candidates who met all state requirements for admission to the Teacher Education Program except GPA requirements may appeal this admission requirement.

Completed appeal forms are to be submitted with the candidate's completed Teacher Education Application to [education@tusculum.edu](mailto:education@tusculum.edu) in order to interview with the Education Review Board. Candidates will receive notification of the appeal decision within 3 days of interviewing with the Education Review Board. If the appeal has been approved, candidates must sign a statement attesting to the terms of the appeal.

Name

Date

Major

**In the space below, explain the rationale for your appeal.**

### To be filled out by Division of Education Members

Appeal Status: Approved      Denied

Education Review Board Member:

Date:

Education Review Board Member:

Date:

Dean, Division of Education:

Date:





## 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.

	<b>Exemplary; a real strength, beyond expectations (4 pts)</b>	<b>Proficient; solid, I meet expectations (3 pts)</b>	<b>Developing Proficiency; I should improve (2 pts)</b>	<b>Not Proficient; a real weakness (1 pt)</b>
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.

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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 Division of Education Educator Preparation Program Handbook and Clinical Experience Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## UG 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](mailto:education@tusculum.edu). Once approved by the Dean of the Division 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, Division of Education

\_\_\_\_\_  
Date

## MAT Request to Graduate Without Recommendation for Teacher Licensure

Directions: On a separate document, write an explanation of the reason for this request (include courses, seminars, and clinicals that have not been completed), obtain your advisor's signature, and attach it to this form. Return the completed form and explanation to [education@tusculum.edu](mailto:education@tusculum.edu). Once approved by the Dean of the Division 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 30 credit hours, three semesters of coursework, and hold a minimum GPA of 3.0) \_\_\_\_\_

\_\_\_\_\_  
Candidate Signature Date

\_\_\_\_\_  
Faculty/Academic Advisor Date

\_\_\_\_\_  
Dean, Division of Education Date