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Since the early 1970s there has been an increased interest among researchers on teachers' thought processes, particularly how teachers make decisions. As early as 1973 researchers such as Shavelson were recognizing that teachers make numerous decisions, both conscious and unconscious, during each lesson and the quality of teachers' decisions are an important aspect of quality teaching.

Whitfield in 1979 studied choices teachers make when faced with instructional alternatives. Similarly, Marland focused his research on decisions by teachers that led to a "deliberate act." There appears to be agreement that teacher decision-making involves, at

- professional development seminars
- review of current research on education
- review of other models

The process began in February of 1991 with the consultation services of Dr. Gene Hall who presented research findings related to teacher education and models of teacher preparation. Dr. Hall reinforced the need for campus-wide planning. Since the initial visit there have been the following:

- faculty discussion sessions
- NCATE maintenance committees to review standards and make recommendations
- a seminar on “Conversations Around the Goodlad Agenda”
- faculty development sessions with Dr. Lynn Canady, Education Conference speaker (Cooperative Education); Dr. Ernest Boyer on “The Role of Faculty in Higher Education”; and Dr. Ken Howey on what the University and departments in the College of Education and Behavioral Science should be doing to prepare teachers.

These activities as well as many sessions with faculty and administration from the University and from the departments in the College of Education and Behavioral Science have been used to review research, discuss philosophies, and modify positions concerning the model and knowledge base for teacher education.

As faculty reviewed various ideas/models for preparing educators, a consensus began to emerge based on the writings of Ernest Boyer, particularly *Scholarship Reconsidered*. Dr. Boyer visited Middle Tennessee State University in October 1992 and discussed his thinking about scholarship and what universities should emphasize. We began to believe that the framework developed by Boyer provided a broad, integrated way of thinking about preparing teachers. Copies of Boyer’s book along with *Teaching from a Research Knowledge Base: A Development and Renewal Process* by Jerry Bellon, Elnor Bellon, and Mary Ann Blank were reviewed by faculty and administrators.

In 1993, a decision was made to align the professional education programs at Middle Tennessee State University with the model explicated by Ernest Boyer in his work *Scholarship Reconsidered: Priorities of the Professoriate*. The model presented by Boyer is predicated on the belief that there is a need to rethink what it means to be a scholar (teacher). He states that the work of a scholar...means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students.” (Boyer, p. 16) He further states: “Specifically, we conclude that the work might be thought of as having four separate, yet overlapping, functions. These are the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching.” (Boyer, p. 16)

In arguing for this more inclusive model of scholarship, Boyer is careful to point out that “these four categories — the scholarship of discovery, of integration, of application,

and of teaching—divide intellectual functions that are tied inseparably to each other.” However, he believes that there is value in “analyzing the various kinds of academic work, while also acknowledging that they dynamically interact, forming an interdependent whole.” (Boyer, p. 25).

After considerable and careful discussion and deliberation, the faculty concluded that the Boyer Model presented in *Scholarship Reconsidered* was most appropriate to serve as an organizing center to provide the basis and rationale for Teacher Education programs at Middle Tennessee State University. From 1993 to 1999, the four categories served as the pillars of the undergraduate teacher education program.

Focus on Performance Assessment

In the fall of 1999, Dr. Erskine Dottin of Florida International University conducted a workshop on campus to acquaint education faculty with the NCATE 2000 standards and explain the paradigm shift in teacher education toward performance assessment. Follow-up discussions were held with Dr. Dottin with an analysis of the teacher education model at MTSU as the main topic. Following his departure, a task force was formed to continue the analysis. Initially, the group examined the theme Educators as Reflective Decision Makers. New questions were raised, including: What is it that reflective decision makers do? What skills do they possess? What experiences should be provided to make sure all candidates are able to reflect effectively? How will we know that our candidates are becoming better decision makers as they move through our program?

It was decided that a clearer link needed to be established between the theme and Boyer’s four functions. The task force concluded that the four functions served as a better representation of the destination points for our candidates. The teacher as scholar describes the nature of an established educator. Our mission was to chart the course for them to reach that destination. Following a review of the state professional education matrix, standards from the Interstate New Teacher Assessment and Support Consortium (INTASC), and Boyer’s four scholarship functions, consensus was reached on the fundamental categories of skills that must be mastered by candidates in order to become reflective decision makers. These categories, or domains, are (1) problem identification/needs assessment, (2) gathering and analyzing data, (3) planning and implementation, and (4) outcome assessment. While at times the categories may overlap, each represents a distinct stage in the decision making process as described below.

Problem Identification/Needs Assessment. A key component necessary for sound decision making is the ability to identify precisely what needs to be accomplished. In the area of curriculum planning, for example, several factors must be considered before priorities are established. These may include community expectations, the state curriculum framework, national standards for the subject, and the developmental needs of students. The

ability to examine pertinent issues and develop clear goals and objectives is crucial to remaining true to one's mission.

Data Analysis. Good decision makers develop an appropriate knowledge base regarding any issue before them. They investigate and become informed of facts and details that should be considered before action is taken. Example: Before meeting with parents to discuss a problem a student may be having, the teacher may want to collect recent work samples, inspect related permanent records, and talk to the pupil. Effective educators avoid rushes to judgment. Instead, they base decisions on a careful analysis of available information.

Planning and Implementation. Once a goal has been established and appropriate data have been assembled and analyzed, effective decision makers must develop and implement sound plans of action. In classrooms where learning occurs regularly, good plans are carried out every day. Instructional plans are aligned with the objectives and progress is closely monitored and adjustments are made as necessary. Routines are established for comfort and the element of surprise is introduced for motivation. Consistent success is not the result of luck or accident. It comes from developing a clear plan and executing that plan with precision and confidence. Effective educators do not make excuses. They develop and implement good plans.

Outcome Assessment. The success rate of any plan of action is determined by the extent to which the goals and objectives are mastered or achieved. The quality of a teacher's lesson, for example, should be determined by what the students are able to do as they apply the new knowledge and skills. Teachers who have a positive impact on learning develop clear standards of performance that are closely aligned with their goals. Checks for understanding are frequent and meaningful. When all is said and done, they determine their rate of success by the success rate of their pupils.

John Dewey believed that reflection moves teachers away from impulsive and routine actions by placing inquiry, not response, in the foreground. This enables one to become an empowered decision maker since it fosters the selection of sound choices. According to Dewey, three attitudes characterize reflective practice. They are open-mindedness, responsibility, and whole-heartedness. These characteristics are present in the four domains or skill areas of our model. Open-mindedness is necessary as candidates seek to identify and frame problems and as they demonstrate a willingness to listen to all sides and examine all facts. Evidence of responsibility shows up in the weighing of possible plan options, in giving consideration to potential consequences of actions, and in utilizing the results of outcome assessments. Whole-heartedness is woven throughout the process as the candidate is committed to and engages in this methodical cycle of problem solving each time a new issue or concern is addressed.

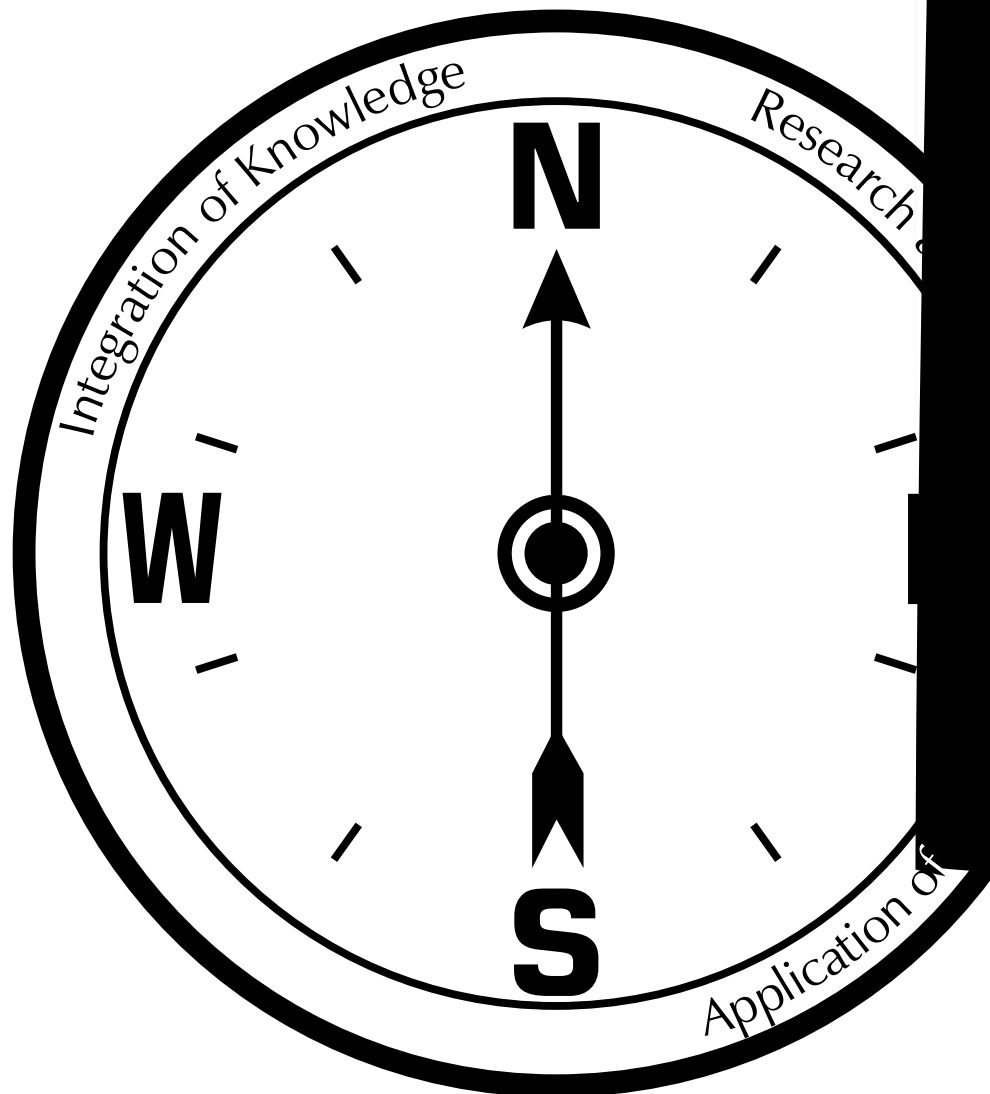
A Compass to Guide Future Development

In order to depict the evolution of our model in a graphical format, a compass was selected. The graphic appears on the next page. At the center of the compass is the theme, Educators as Reflective Decision Makers. Extending beyond the center—along the path of the four cardinal directions—are the four domains or categories of reflective skills: problem identification/needs assessment, data analysis, planning and implementation, and outcome assessment. These skills represent the path candidates take to reach the designation of teacher as scholar. Around the edge of the compass is a band that contains the four functions of scholarship.

As planning and evaluation of the teacher education program at MTSU continues, this compass serves as the guide for all course and program revisions. Our central mission is always in sight as we explore new ideas and territories.

Model for Teacher Education

Educators as Reflective Decision Makers



This handbook has been prepared to provide guidance to those who are directly involved in the student teaching enterprise: the student teacher, the cooperating teacher, and the university supervisor. We hope that it will also be useful to others as a ready source of information regarding the student teaching program at MTSU.

We at MTSU congratulate the student teacher upon achieving this most important stage of the teacher preparation program. We also extend our sincere appreciation to the cooperating teachers who so graciously offer their energy, their time, and their knowledge to assisting these new professionals.

Admission to Student Teaching

Student teaching at MTSU is a full-time, entire semester activity that takes place in the final semester of the senior year. The student teaching experience is conducted in fall and spring semesters; there is no student teaching in the summer.

Generally, student teaching involves two placements, usually in different schools, that total the full fifteen weeks of the semester. Student teaching is conducted in local public schools only, unless the student teacher is involved in the special student teaching programs overseas, Bureau of Indian Affairs Schools in San Juan County, New Mexico.

Prerequisites to student teaching are:

1. Admission to the teacher education program. Applications will be returned to those students who apply to student teach but have not been admitted to the teacher education program by the student teaching application deadline. Student teaching for these students will be delayed by a semester.
2. Senior, graduate, or post-baccalaureate classification.
3. An overall GPA of at least 2.50.
4. A GPA of at least 2.50 in the teaching major. Included in the computation are grades assigned in all courses attempted in departments contributing to the teaching major. This includes all coursework, if any, taken beyond the required elective courses in the teaching major. Grades earned in basic or developmental courses are not used in computing the average required.
5. Completion of all professional education courses with a grade of "C" or better.
6. A negative Tuberculin test.
7. Favorable evaluation of performance in required field and laboratory experiences.

Permanent deadlines for student teaching applications are:

September 10 for the following spring semester
January 20 for the following fall semester

Roles and Responsibilities

Cooperating Teachers

Cooperating teachers play a critical role in the student teaching semester. Research indicates that the cooperating teacher can be the most important single factor in determining student teachers' future success as classroom teachers. The attitudes, teaching styles, and sense of teamwork cooperating teachers exhibit toward the student teaching enterprise are deciding elements in the success of the student teaching experience.

Because cooperating teachers are so important, MTSU makes a concerted effort to support cooperating teachers in their work as mentors of student teachers. Inservice workshops for cooperating teachers are available upon request by a school or school system. A graduate course, SPSE 631 Supervising Student Teachers, is offered for those who desire graduate credit. University supervisors seek to provide support and assistance as needed. The university also provides a modest honorarium to those who undertake this tremendous responsibility.

Guidelines of the Tennessee State Board of Education stipulate that the following criteria must be used in the selection of cooperating teachers.

1. At least four years of full-time teaching experience.
2. Licensure in the appropriate content areas.
3. Evaluation as a highly competent teacher through either local assessment and/or state evaluation procedures.
4. Willingness to assume the roles expected of a mentor (i.e., confidante, advocate, coach, and critic).
5. Ability to work as a team member and facilitate learning experiences including pedagogical instruction.

Responsibilities of cooperating teachers include the following:

1. Supervise student teachers' instructional activities, observe student teachers, and provide performance feedback.
2. Demonstrate effective classroom instruction to student teachers.

3. Meet regularly with student teachers to provide assistance in lesson planning, diagnosing learner needs and differences, evaluating learner progress, managing classrooms, selecting teaching strategies and instructional materials, and acculturating student teachers into the school community.
4. Meet regularly with university supervisors to identify student teachers' needs, plan assistance strategies, and discuss progress.
5. Participate in orientation and training programs designed for cooperating teachers.
6. Provide pedagogical instruction to student teachers.
7. Provide input to university supervisors in the summative evaluation of student teachers.

Appendix A lists a sequential plan and *B* contains suggested activities cooperating teachers might engage in with their student teachers.

University Supervisors

University supervisors play an important role in the student teaching semester. They support and guide the cooperating teacher and the student teacher. They articulate university requirements regarding student teaching. They observe and evaluate student teachers. They serve as mentors, coaches, and critics for the student teacher.

Student teachers are assigned to university supervisors at the ratio of four student teachers per three-hour load.

Guidelines of the Tennessee State Board of Education stipulate that the following criteria must be used in the selection of university supervisors.

1. Evaluation as a highly competent role model for teachers.
2. Appropriate professional experience for grade levels supervised.
3. Ability to demonstrate effective teaching strategies and methods.
4. Willingness to assume the roles expected of a mentor (i.e., confidante, advocate, coach, and critic).
5. Willingness to stay current with the latest research on teaching and learning.
6. Ability to work as a team member and facilitate professional learning.

Responsibilities of university supervisors include the following:

1. Initiate, arrange, and participate in meetings with cooperating teachers and student teachers to identify student teachers' needs, plan assistance strategies, and discuss progress.
2. Communicate with school principals and cooperating teachers regarding student teachers' experiences and progress.
3. Observe and coach student teachers in effective teaching performance and in other aspects of professional development.

4. Demonstrate effective classroom instruction to student teachers, as required and appropriate, in cooperation with the cooperating teacher.
5. Meet regularly with cooperating teachers to identify student teacher needs, plan assistance strategies, and discuss progress.
6. Participate as needed in orientation and training programs for cooperating teachers and offer individual orientation and assistance to cooperating teachers as needed.
7. Provide formative and summative evaluation of student teachers' progress.
8. Determine, with significant input from the cooperating teacher, the final grade to be given to the student teacher.
9. Conduct seminars during the first and second placement in topics as assigned by the department or student teaching office. Participate in planning and implementing additional on-campus seminars.

Student Teachers

Responsibilities of student teachers include the following:

1. Abide by the student teaching requirements and policies described in this handbook.
2. Recognize that they are guests in the schools to which they are assigned.
3. Become familiar with and abide by all rules and regulations of the schools to which they are assigned.
4. Be punctual and dependable.
5. Plan for all activities for which they are responsible and have the plans approved by the cooperating teacher prior to implementation.
6. Accept the cooperating teacher's decisions regarding the material to be covered and the method of presentation. Recognize that the cooperating teacher is legally responsible for the class.
7. Endeavor to establish and maintain effective professional working relationships.
8. Handle confidential information (student records, etc.) in a professional manner.
9. Attend all seminars conducted by University supervisors or any scheduled at MTSU.
10. Attend school activities as required of cooperating teachers.

Student teachers should also refer to the section of this handbook that delineates University Requirements of Student Teachers.

School Principals

The responsibilities of school principals include the following:

1. Coordinate the implementation of the student teaching plan for their school.
2. Assist cooperating teachers in orienting student teachers.

3. Develop faculty understanding of the student teaching program.
4. Participate in the observation and evaluation of student teachers (if requested).

University Requirements of Student Teachers

Student teachers must complete the following requirements placed on them by the university during their student teaching semester. In addition, they must complete any further requirements or assignments their cooperating teachers may have for them.

1. Student teachers must complete and submit to their university supervisor a portfolio. Guidelines for the portfolio are provided in *Appendix C, D, or E* depending on major.
2. All lessons taught must be based on written lesson plans. (See *Appendix I* for example.)
3. Student teachers must teach at least one complete unit and prepare a plan for this unit.
4. Student teachers must observe at least three lessons taught by teachers other than their cooperating teacher.
5. Student teachers must attend all seminars scheduled by the University or their supervisor.

The sequential plan for conducting the student teaching semester is provided in *Appendix A*. This plan indicates the suggested rate, week by week, at which student teachers should be given teaching responsibilities. These are guidelines only; cooperating teachers, university supervisors, and student teachers may jointly agree to increase the pace toward full-time teaching responsibility. However, the schedule should never be adjusted to a slower pace.

Tennessee State Board of Education rules prohibit student teachers from taking other coursework during their student teaching semester without special permission to do so by the director of Professional Laboratory Experiences. In addition, employment or other activities that hinder total commitment of time and energy to student teaching are strongly discouraged. Poor performance that results from such extracurricular activities may result in immediate termination of student teaching.

Evaluation of Student Teachers

The MTSU Student Teaching Experience

Before students begin their student teaching placement, there are some things they should know. Students have agreed to fulfill a student teaching field placement in a public school system. This field placement is to prepare them for a career in teaching and, because of the special nature of the placement, is not like any

course they have taken before. The student teaching placement is a 15-week-long course consisting of two placements. The first is an eight-week placement at one of the grade levels of certification. The second is a seven-week placement at a different grade level and a different school setting. These two placements are required to prepare students for licensure and to give them a variety of experiences.

Formative Evaluation

University supervisors will make three to five observation visits during the first placement plus an initial get-acquainted visit and two to four visits during the second placement. Written feedback is provided following each visit, along with the required post-observation conference. Supervisors will make copies of evaluations for student teachers.

Cooperating teachers should conduct informal observations and provide feedback to their student teachers on a continuing basis. In addition, they are encouraged to conduct formal observations of their student teachers, including pre- and post-observation conferences, at least once a week.

Both cooperating teachers and university supervisors should conduct mid-period evaluations of the student teacher during each placement using the summative evaluation instrument or a summary version of the instrument. (*See Appendix F, G, or H depending on major.*) The results of this evaluation are intended solely for the use of the three individuals involved and are not submitted to the Office of Professional Laboratory Experiences for the purpose of determining the final grade.

Summative Evaluation

Student teaching is graded on a Pass/Fail basis. Most student teachers will have two placements during the course of their student teaching semester. Each placement will include a separate, complete evaluation cycle by both the university supervisor and the cooperating teacher, and a grade of either Pass or Fail will be assigned at the end of each placement. Student teachers must pass both placements in order to pass student teaching.

The cooperating teacher and the university supervisor will each complete an evaluation instrument. However, they are encouraged to share their evaluations with the student teacher in a joint summary conference.

Final responsibility for the grade for each placement lies with the university supervisor. However, in arriving at the final grade, significant weight will be placed on the recommendation of the cooperating teacher.

The summative evaluation instruments completed by both the cooperating teacher and the university supervisor will be submitted to the Office of Professional Laboratory Experiences for permanent records regarding the student teacher's performance.

Withdrawals from Student Teaching

Due to the special nature of the student teaching placement, withdrawal from the course may not be treated in the same manner as other courses. During the first weeks of the first placement, should students or their supervisor decide it is in their best interest to withdraw from student teaching, a grade of W will be given through the Office of Professional Laboratory Experiences. **(After this initial period, a regular withdrawal is not possible without consent of both the university supervisor and the director of student teaching. Withdrawal to avoid failing the course is not an option.)**

In special instances regarding performance or conduct, the director of Professional Laboratory Experiences, in communication with the university supervisor, may withdraw a student from student teaching. They may prescribe specific steps the student teacher will have to take before being allowed to student teach again.

Notification of Failure of the Student Teaching Placement

Students who are not, in the judgment of their cooperating teacher or university supervisor, making adequate progress by the fifth week of the first placement, will be informed in writing of the adjustments or corrections that must be made in order to pass the first placement. Students who fail the first placement will receive a grade of F for the course and must repeat the entire semester of student teaching. If a student fails their first placement, they will not be allowed to go to the second placement and a strategy of remediation will begin immediately.

The second placement of seven weeks is similar to the first in that students will be notified by the fourth week if they are not making progress that will ensure they pass the placement. Again, if in the judgment of the university supervisor and cooperating teacher, a student is in danger of failing, they will be notified in writing of the corrections necessary to pass. Students who fail the second placement will receive a grade of F and must repeat the second placement. A remediation strategy will be laid out and the student will repeat only the second placement.

Students whose performance is such that the school or cooperating teacher requests that they be removed will receive a failing grade for that placement.

Remediation

If remediation is deemed necessary by the student, the cooperating teacher, the university supervisor, or due to failure of one or both student teaching placements, a cooperative remediation strategy will be used. The student's department and advisor will design a plan to help overcome any weakness the student may have. The strategy may include additional coursework, reading, observation, or additional field work. Since each remediation strategy may be different, the time

period may be a semester or more. In any case, remediation is designed to prepare students to return to student teaching. Once the remediation has been determined to be a success, the student will be placed in another student teaching situation.

Termination

Student teachers whose progress is considered to be unsatisfactory, or who violate policies or regulations delineated in this handbook, may, upon the recommendation of the university supervisor, be terminated from the student teaching program by joint action of the director of Professional Laboratory Experiences, the dean of the College of Education and Behavioral Science, the chairs of Elementary and Special Education, Educational Leadership, and Human Sciences (Early Childhood Education). Such action may prescribe actions the student teacher must take in order to be reinstated into the student teaching program.

General Policies

Professionalism During Student Teaching

While student teaching takes place, students may consider themselves pre-service teachers. When MTSU students agree to be placed in public schools, they also agree to follow the rules of each school and school system. This means students must be at school at prescribed days and times, dressed in an appropriate manner, and ready to meet all assignments of their school and teacher. With few exceptions, there are no excused absences during student teaching. In the case of illness, both the university supervisor and cooperating teacher must be notified and lesson plans provided for the class.

Students should see the student teaching experience as the best opportunity to prove what they can do as a teacher and as their best chance to get their first job. Therefore, students should consider any action carefully and weigh its consequence, as it will affect their evaluation as a future teacher. Any violation of school or MTSU policies can result in termination of student teaching, failure of student teaching, and review of the student's membership in the teacher education program by the Continuous Evaluation Committee.

Assignment

As part of the application process, students have the option of providing three choices for placement in a local system or county. Placement may be in a school in the county system or in a city system within the county.

Student teachers will not be placed in high schools or junior high schools/middle schools they attended or in any school where members of their immediate family are staff members or students.

Experienced teachers or teacher aides who are student teaching to meet graduation or licensure requirements will not be placed in the schools where they are or have been employed.

Secondary student teachers must be assigned in their teaching major and may be assigned in other subjects in which they are adding endorsements.

Attendance

Student teachers are expected to be in attendance every day throughout the entire period of student teaching and to observe the same school hours as the regular faculty at their school. Students may not leave school without permission of their cooperating teacher and supervisor.

Tardiness either at the beginning of the school day or at the start of a class is not permitted.

Student teachers will not be excused from any student teaching responsibilities in order to work, participate in a class, or take part in university activities with the exception of university seminars or Teacher Recruitment Week.

Student teachers are required to be present at all school-related functions which their cooperating teachers are expected to attend, regardless of the time of day. This includes faculty meetings, inservice meetings, PTO meetings, parent-teacher conferences, and extracurricular events occurring in the school or school system.

Absences

Student teachers are required to make up excused absences in excess of five (5) days. All unexcused absences must be made up. Seminars missed will be made up under the direction of the supervisor.

In case of illness, student teachers must notify both their cooperating teacher and their university supervisor of an impending absence. Such notification must be made as early as possible to accommodate changes of plans.

Decisions regarding whether absences are excused are the joint responsibility of the cooperating teacher, the university supervisor, and the school principal. Only two types of absences are excusable: illness of the student teacher or a death in the student teacher's family.

Student teachers who are absent at a time when they are expected to teach are obligated to deliver the day's plans and materials to the cooperating teacher.

Student teachers may be excused from student teaching for a total of no more than one day to participate in the Teacher Recruitment Week interviews sponsored by the MTSU Placement Office each spring semester. Recruitment absences must be approved by supervisor and cooperating teacher.

Outside Commitments

Work or family/personal responsibilities cannot be excuses for failing to meet the commitments of student teaching.

If such interference occurs, the student teacher will be given the choice of withdrawing from student teaching or making the personal adjustments necessary to give full attention to the program.

The taking of other coursework during student teaching is prohibited by the Tennessee State Board of Education, except when special permission is given by the director of Professional Laboratory Experiences.

Substitute Teaching

Student teachers may not serve as substitute teachers. A substitute teacher must be provided by the school should the cooperating teacher be absent.

However, student teachers who have progressed to the teaching duties portion of their student teaching experience may teach in the classroom to which they are assigned as a student teacher, in the presence of a substitute teacher.

Professional Liability Insurance

Student teachers have status under the law in Tennessee. They are accorded the same protection of the laws as are accorded licensed teachers, and they are given the same responsibilities as licensed teachers (see *Appendix J*). Therefore, student teachers may be subject to lawsuits, as are licensed teachers.

Student teachers are strongly urged to obtain some form of professional liability insurance as a protective measure.

Liability insurance is automatically provided to those students who are members of the Student Tennessee Education Association (STEA).

Conduct

Student teachers must at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards. Failure to do so may result in termination of student teaching.

Student teachers may not date students or any personnel employed at the school in which they are student teaching.

Dress Code

The attire and grooming of student teachers while in the school should conform to the accepted good practices at the school. To determine these practices, student teachers should observe other teachers and ask their cooperating teacher and principal for guidance.

Corporal Punishment

Student teachers may not administer corporal punishment, nor may they serve as "witness" when licensed school personnel administer corporal punishment.

Holidays and Vacations

Student teachers must follow the schedule of the public school to which they are assigned.

It may be the case that school holidays and vacations do or do not coincide with the MTSU schedule. In all cases, student teachers are obliged to adhere to the schedules of their assigned schools.

In the case of spring break, a dormitory resident may have to make other living arrangements for the week the dormitory is closed.

Child Abuse

Student teachers should follow school system protocol when reporting suspected child abuse (*TCA Sec. 8B 37-1-403*). It is the cooperating teacher's responsibility to carry out the reporting procedures as described in Tennessee law and local school policy.

Bible Reading

Student teachers may not use the Bible for devotional, inspirational, or indoctrination purposes in the school. Student teachers who participate in school or teacher supported practices of this kind are not in compliance with the law.

Searching Students

Student teachers may not initiate or carry out an independent search of students or students' lockers. Tennessee law allows for such searches only under certain conditions and only under direction from the school principal.

Unless directly ordered by the school principal to do so, student teachers must not participate in search and seizure activities.

School Shutdown or Strike

In the case of school shutdown or a teacher strike in the school to which student teachers are assigned, their attendance at that school will be terminated until such time as the cause for the shutdown is remedied or the strike is settled.

In such cases, the director of Professional Laboratory Experiences will determine the alternative arrangements to be made regarding student teachers' placements.

Next Steps

Intent to Graduate

Seniors are reminded to submit an Intent to Graduate form early in the senior year. This form is available in the Records Office, Cope Administration Building.

Placement Services

The Placement and Student Employment Center assists teacher education students and graduates in obtaining career positions upon completion of their programs. Seniors and graduate students should register with the Center and establish credentials files during the student teaching semester.

The Placement Center sponsors Teacher Recruitment Week each spring, schedules school districts for on-campus interviews, posts employment opportunities, refers opportunities to students and graduates, and provides credentials files to prospective employers.

Students should visit the Placement Center in Keathley University Center 328 or visit the web site at www.mtsu.edu/~career for additional information.

Recommendation for Licensure

In order to receive Tennessee teaching licensure, student teachers must return a completed application to the Office of Teacher Licensure, McWherter Learning Resources Center, Room 170. A blank application form has been provided for your use in the Appendix of this handbook. The application must also include a photocopy of passing scores on the National Teachers Examination (NTE) Principles of Learning and Teaching and specialty area tests.

It is the student's responsibility to apply for Tennessee teaching licensure. MTSU processes licensure recommendation only after application is made by the student. The following are deadlines for submitting application forms to the Office of Teacher Licensure in order for them to be processed immediately after graduation:

May graduates must submit an application by the first Friday in March.

August graduates must submit an application by the first Friday in June.

December graduates must submit an application by the first Friday in October.

Processed applications will be mailed to the State Department of Education on the first working day after the 10th and 25th of each month, **except December**, when applications will be mailed on the first working date after the 10th and 18th.

Please note that all licensure requirements in effect at the time of the application must be satisfied. The longer the delay between graduation and licensure application, the more likely that licensure requirement may have changed. Therefore, students are strongly urged to make application as soon as possible after the requirements are met.

Sequential Plan for Student Teaching

It is suggested that cooperating teachers use the following time schedule when working with student teachers and trying to decide how quickly (or slowly) they should assume a teaching load. The first week of observation is **extremely important** to allow student teachers time to be familiar with your routines and to learn student names. Remember, this is a suggested schedule; the cooperating teacher and the student teacher, with input from the university supervisor, should jointly decide how quickly classroom duties should be assumed.

During the second placement, it may be assumed that a student teacher will be able to undertake the full teaching load more quickly, but **adequate time** must be given to allow the student teacher to learn your routines and student names. In the last week of both placements (not the last day), the student teacher should hand control of the classes back to the cooperating teacher.

Time for observation of the cooperating teacher and other teaching practices and routines within the school are an important part of the student teaching experience. The cooperating teacher should assist the student teacher in planning these observations.

First Placement

Week One

1. Observe in cooperating teacher's class(es), focusing on instructional strategies, management techniques, procedures, and routines.
2. Tutor one student or a small group; teach part of a lesson, etc.
3. Assist cooperating teacher with routine activities.
4. Develop plans for the next week's teaching with the guidance of cooperating teacher.

Week Two

1. Assume responsibility for teaching at least one or more classes in secondary placements or one or more subjects in elementary classrooms.
2. Continue cooperative planning and focused observations.
3. Increase responsibility for classroom routines.

Weeks Three through Five

Assume responsibility for additional classes or subjects gradually so that by week five you will be teaching at least three-fourths of the cooperating teacher's classes.

Remaining Weeks

Assume full schedule of teaching for this period.

Second Placement

Week One

1. Observe in cooperating teacher's class(es), focusing on instructional strategies, management techniques, procedures and routines.
2. Assist cooperating teacher with routine activities.
3. Develop plans for the next week's teaching with the guidance of cooperating teacher.
4. Assume responsibility for teaching at least one or more classes in secondary placements or one or more subjects in elementary classrooms.

Week Two

1. Assume responsibility for teaching additional classes/subjects. Assume full teaching load if cooperating teacher, university supervisor, and student teacher jointly agree on its advisability.
2. Continue cooperative planning and focused observations.
3. Increase responsibility for classroom routines.

Remaining Weeks

Assume full schedule of teaching for this period.

Suggested Activities for Cooperating Teachers

Student teachers are **beginners**. They have had little chance to learn what you know about grading procedures, roll books, school procedures, and discipline. They will also not yet be experts in instructional techniques or material. Your feedback should be based on their progress **as a beginner**. Our goal is to prepare them to enter the teaching profession.

Please provide feedback that is clear and that reflects your **honest** professional judgment. If your student teacher is not aware of your dissatisfaction, how will she or he know a change is needed? Conversely, he or she will be thrilled to know when you approve.

Before the student teacher starts teaching (during weeks one and two):

- Discuss school and faculty rules, especially school day and attendance policies.
- Provide the student teacher with the necessary texts and materials used in the classroom.
- Explain school schedules.
- Explain school grading policies.
- Explain use of a roll book and other grading procedures.
- Help the student teacher incorporate discipline procedures.
- Communicate your educational ideas and goals to the student teacher so both of you are trying to meet the same expectations.
- Meet with the university supervisor to determine the supervisor's expectations.
- Model good teaching practices as student teacher observes.

While the student teacher is teaching:

- Provide informal feedback on observations on a continuous basis.
- Observe and give feedback through formal evaluations at least once a week.
- Give hints and advice when necessary.
- Guide the student teacher through a variety of teaching techniques.
- Help the student teacher develop a variety of strategies and plans for teaching and dealing with student behavior.
- Prepare a mid-period evaluation to assess student teacher progress and make needed corrections.

At the end of the teaching period:

- Help schedule observations for the student teacher.
- Participate in the summative evaluation process.

Early Childhood Education Student Teacher Portfolio

The portfolio will be divided into four (4) sections as indicated below. Each section should be clearly delineated, and subsections should be divided and clearly marked.

I. Professionalism

Pre-service Portfolio:

- A. Include your **Philosophy of Multiculturalism and Diversity** from CDFS 433.*
- B. Include your **Philosophy of Program Development** from CDFS 436.*
- C. Include your **Philosophy of Teaching** from FOED 111 and CDFS 437.*

Student Teaching Portfolio:

- D. Take your Philosophy of Teaching in Number C above and build on it to re-develop your **Philosophy of Early Childhood Education**. Reflect on how it was affected by the student teaching experience.
- E. Include a **description and reflections on any in-service meetings** attended.
- F. Include a **description and reflections on any professional meetings** attended.
- G. Include a **description and reflections on any school activities** attended.
- H. Include a **written, focused observation** of at least two additional teachers in each placement.
- I. Include the following **Reflections** for this section:
 1. During the **first two weeks** of each placement, **interview your cooperating teacher** and ask him/her to describe his/her teaching philosophy and strategies, to share how his/her teaching style fits in with Developmentally Appropriate Practice, and to describe the classroom environment (both materials and students).
 2. Recognizing individual differences in teaching, for each of the above questions, **reflect and respond** to what you feel you would want to do similarly and differently and why.
 3. For the remainder of each placement, **keep a weekly reflective journal** with at least three (3) entries per week. (a) For each entry, **describe** what you did in the classroom today. Include planned and unplanned situations and (b) **reflect** on what you described using some of these "Jumpstarts for Reflective Thoughts": Situation where I felt good about my teaching...Situation where I felt sad about my teaching...Today's best moment was _____ because...Today's worst moment was _____ because...Thoughts about what I want to do differently tomorrow...An anecdote of my favorite touching moment of the day.

II. Organization of Instruction/ Curriculum Development

Pre-service Portfolio:

- A. Include one complete **Lead Teach Plan** from CDFS 430 and one complete **Lead Teach Plan** from CDFS 438. Include the evaluation on the planning and implementation of these plans and a copy of your reflections/self evaluations.*
- B. Include a **lesson plan using technology** from CDFS 433.*
- C. Include a **lesson plan incorporating multicultural and diversity** sensitivity from CDFS 432.*
- D. Include the **sample unit plan** from CDFS 437.*

Student Teaching Portfolio:

- E. Develop a **profile of the school and classroom population**. Construct one chart for the school and one chart for the classroom depicting the racial, gender, ESL, and special needs of the students. Include other information about services or other relevant facts to contribute to the profile.
- F. Insert a **copy of the state/local curriculum guidelines** in use for both student teaching placements.
- G. Include **all lesson plans** with the following components: Theme, Curriculum Area, Developmental Area, Grade Level, Large Group or Small Group, Teacher or Child Directed, Goal, Objective, Attention Getter (Set), Instruction (Procedures), Closure, Materials and Resources, Backup Plans (Extenders), Evaluation/Assessment Plans, and reflections/Changes for Next Time. Include any photographs, student work, or other concrete evidence to show implementation of plans.
- H. Include the **Unit Plan** with the following components: Title/Topic, Target Group, Duration, Rationale, Goals and Objectives (for various curriculum and development areas), Introductory Activity, Culminating Activity, Vocabulary, Materials/Resources, Methods of Evaluation/Assessment, Related Center Activities, Changes in Unit Next Time. Must include at least five (5) lesson plans, descriptions of at least ten (10) other activities related to theme, any songs, finger plays, transitions, sketch and description of interactive bulletin board, sketch and plans for centers, and parent letter with information about the upcoming unit. Include any photographs, student work, or other concrete evidence to show implementation of unit.
- I. Include **University Supervisor observation forms, any feedback from Cooperating Teachers, and Midterm evaluations**.

- J. Include **examples of Communication with Parents**.
- K. Include the following **Reflections for this section**: Explain how the following influenced the development of your daily **lesson plans, unit, and instructional strategies**: your philosophy of teaching, information gained from the profiles of school and students, state or local curriculum guidelines, and developmentally appropriate practice.

III. Guidance and Classroom Management

Pre-Service Portfolio:

- A. Include your Philosophy of Guidance and Classroom Management from CDFS 430.*

Student Teaching Portfolio:

- B. During the first two weeks, **interview the teacher** and **describe** his/her rules, procedures, rewards, consequences, and management strategies in use in the classroom. **Describe** the rationale for using his/her system.
- C. **Re-develop your philosophy of Guidance and Classroom Management** from A above. Be sure to address self-control, indirect techniques, direct techniques, consequences, and corrective measures.
- D. Include the following **Reflections** in this section:
 1. Describe any problems you encountered and discuss why you think they were problems. How will you handle it in the future?
 2. Describe any successes you had. Why do you think you succeeded with your technique?
 3. Which theoretical orientation/technique do you identify with most? Why do you think this?
 4. Identify your strengths in guidance and classroom management.
 5. Identify areas where you need improvement.

IV. Assessment

Pre-service Portfolio:

- A. Include one **Developmental Student Profile** from CDFS 235 or CDFS 331.*
- B. Include one **Student Profile** from CDFS 430 or CDFS 438.*
- C. Include your **Philosophy of Assessment** from CDFS 432.*

Student Teaching Portfolio:

- D. In II-G (above), **all lesson plans must have an assessment component**.
- E. Include examples of **assessment instruments**. Include **formal** such as standardized or curriculum referenced and **informal** such as observations, developmental checklists, family assessments, interviews, narratives, anecdotal (logs, journals), running records, participation charts, video and audio taping, or teacher made tests.
- F. Describe the process for reporting grades. Show any example possible.
- G. Show evidence of how you impacted student learning by including the following:
 1. Two examples of homework (where developmentally appropriate). Include one of good quality and one of poor quality. Include the objectives, student instructions, and criteria used for assessment.
 2. Include one example of a project or class activity and include the same information listed in number 1.
 3. Any photographs, samples of student work, or other concrete evidence to show student accomplishments.
- H. Include the following **Reflections** in this section:
 1. How did the use of assessment techniques help you be a better teacher?
 2. How did you use prior assessment information to help you develop lesson plans?
 3. What are your strengths in assessment?
 4. What improvement do you need to make in this area?

**Indicates work previously accomplished in past coursework.*

Elementary and Special Education Student Teaching Portfolio

Your student teaching portfolio will consist of five (5) sections: planning and organizing, classroom management, professionalism, reflection, and observation. Within each section you will find items that are to be included as evidence of having met the standard.

The rubrics that will be used to assess the quality of the portfolio may be found on the Elementary and Special Education web site (<http://www.mtsu.edu/~eledsped>) and by following the path: teacher education > student teaching > student teaching portfolio (the URL is: http://www.mtsu.edu/~eledsped/teacher_ed/portfolio_rubrics.pdf). You will need Adobe Acrobat reader to access this document. Adobe Acrobat reader is free and available from <http://www.adobe.com> (A hyperlink to the site may be found on the Elementary and Special Education Student Teaching WWW page).

Please note: Sections 1, 2, 3, and 4 will need to be completed for the first and second student teaching placements. Section 5 will need to be completed at the end of the second student teaching placement.

Section One: Planning and Organizing

1.1 Philosophy of Teaching

Provide evidence of how the student teaching experience has modified your philosophy of teaching and learning from that expressed in earlier courses.

1.2 School Survey

1.2.1 Description of the School

After identifying relevant demographics (i.e. race, gender, special needs, socio-economic status, language, and other pertinent areas) provide a rationale/description of how these data influenced your teaching.

1.2.2 Description of the Community

After identifying relevant demographics (i.e. race, gender, special needs, socio-economic status, language, and other pertinent areas) provide a rationale/description of how these data influenced your teaching.

1.2.3 Description of the Class

After identifying relevant demographics (i.e. race, gender, special needs, socio-economic status, language, and other pertinent areas) provide a rationale/ description of how these data influenced your teaching.

1.3 Unit Planning and Organizing

Provide a copy of the instructional unit taught in each placement. The instructional unit must contain the following components:

1.3.1 Instructional Goals: provide evidence that instructional goals correlate with local, state, national, and accrediting agency curricula standards and are relevant to the abilities and interests of the student.

1.3.2 Instructional Objectives: provide evidence that instructional objectives correlate with identified local, state, national, professional, or accrediting agency curricula goals and are relevant to the abilities and interests of the student.

1.3.3 Instructional Strategies: provide evidence that identified instructional strategies target appropriate instructional objectives and are relevant to the abilities and interests of the student.

1.3.4 Instructional Resources: provide evidence that classroom and community instructional resources contribute to the accomplishment of stated instructional objectives and goals and are relevant to the abilities and interests of the student.

1.3.5 Instructional Materials: provide evidence that classroom and community instructional resources contribute to the accomplishment of stated instructional objectives and goals and are relevant to the abilities and interests of the student.

1.3.6 Instructional Lesson Plans: provide evidence that lesson plans integrate instructional goals and objectives, a variety of instructional strategies, resources, and materials and are relevant to the abilities and interests of the student.

1.3.7 Instructional Assessment: provide evidence of continuous and systematic assessment for the duration of the instructional unit representing a variety of formal and informal measures to the accomplishment of stated instructional objectives and goals and are relevant to the abilities and interests of the student.

Section Two: Classroom Management

2.1 Evidence of a classroom management policy

- 2.1.1 Provide evidence of respect for individual members of the learning community.
- 2.1.2 Provide evidence of ways you plan to or did mediate conflict.
- 2.1.3 Provide evidence of strategies used or planned to promote motivation and self-discipline.

2.2 Multicultural, Bilingual, and Exceptionalities

- 2.2.1 Provide evidence of, regard for, and respect of cultural, ethnic, racial, and language diversity.
- 2.2.2 Provide evidence of intentionally integrating anti-bias practices with regard for language, class, and ability.
- 2.2.3 Provide evidence of providing for a range of student differences.

Section Three: Professionalism

3.1 Provide evidence of your ability to interact with other professional(s) that improved the overall learning environment for students while being sensitive to community and cultural norms.

3.2 Provide evidence of the value of consulting with other adults within the family, school, and community in order to develop and refine practices that address the individual needs of students.

Examples of the above include, but are not limited to, the following: attendance at school functions, letters to parents or caregivers, certificates of attendance at workshops, letters of appreciation/recommendation, or meetings with district personnel.

Section Four: Reflection

4.1 Provide evidence that reflection, problem solving, and openness to new ideas is important to one's professional development in the reflective teaching journal.

4.2 Provide evidence in a reflective teaching journal of consulting with other colleagues, professional literature, and other resources in support of student learning and his/her own abilities as a learner.

Section Five: Observation

5.1 Cooperating Teacher and University Supervisor Observation

Insert a copy of all written evaluations/suggestions provided you by your university supervisor and cooperating teacher and provide evidence of your responses. In addition, a copy of the summative evaluation must be included.

5.2 Observation other than student teaching placement

5.2.1 Observes at least three other teachers at the conclusion of second student teaching placement

5.2.2 Provide evidence of student teacher's similarities with observed teaching methods and/or behaviors in

5.2.2.1 Problem identification

5.2.2.2 Needs assessment

5.2.2.3 Data analysis

5.2.2.4 Planning

5.2.2.5 Implementation

5.2.2.6 Outcomes assessment

5.2.3 Provide evidence of student teacher's dissimilarities with observed teaching methods and/or behaviors in

5.2.3.1 Problem identification

5.2.3.2 Needs assessment

5.2.3.3 Data analysis

5.2.3.4 Planning

5.2.3.5 Implementation

5.2.3.6 Outcomes assessment

Secondary Education Student Teacher Portfolio

The portfolio will be divided into five (5) main sections as indicated below. Each section and sub section should be marked in a clear fashion.

Section One: Instruction

I. Philosophy of Teaching

(to be inserted from YOED 305)

The following questions should be addressed:

- A. What purposes do schools serve?
 1. How do they benefit the individual?
 2. How do they benefit society?
- B. What things do you hope to teach incidentally? Supply rationales and strategies you will use to model these behaviors.
- C. In regards to your content, what are the main units/themes every child should learn? Supply rationales and instructional strategies you will use to teach these units.
- D. What are the main skills you want your students to learn? Supply rationales and instructional strategies you will use to teach these skills.

II. Profile of Student Population**

Construct two charts. One should depict the racial, gender, “special needs,” ESL, mix of students at the school, and the other should show the racial, gender, “special needs,” ESL, mix of students you teach.

III. Local and State Curriculum Standards**

- A. Insert a copy of the goals/objectives from the local curriculum guide that match your unit.
- B. Insert a copy of the goals/objectives from the state curriculum framework that match your unit. *Note: If not all goals on the copies will be covered, highlight those that will be addressed.*

IV. Unit Plan **

(Note: Insert a copy of the unit plan developed in YOED 310 for your supervisor to examine.)

A unit plan for **each placement** should be placed in this section. Include the following components:

- A. Unit Goals
- B. Objectives
- C. Instructional Strategies (each unit goal should be addressed)
- D. Sources
- E. Materials
- F. Include three of your best lesson plans

V. Reflection**

- A. Explain how the following influenced the development of your unit goals: your philosophy of teaching, information gained from the profiles of students, and the state and local curriculum guides.
- B. Explain how the following influenced your choice of instructional strategies: your philosophy of teaching, information gained from the profiles of students, and curriculum guide/framework objectives.
- C. Explain how the following influenced your selection of unit sources: your philosophy of teaching, information gained from the student profiles of students, and curriculum guide/framework objectives.
- D. A reflective journal should be maintained and should include the following:
 1. Two daily questions: what worked and why, what didn't work and why?
 2. Two questions to be answered at the end of each week: what do I feel good about and why, what am I most concerned about (include a plan of action for concern)?

Section Two: Assessment

(Note: Insert the Unit Test prepared in YOED 310 for your supervisor to examine.)

I. Unit Pre-Test**

- A. Insert a copy of the unit pre-test.
- B. Supply a grade distribution report for each class (Number of As, Bs, Cs, Ds, Fs).

II. Unit Test**

- A. Insert a copy of the unit test.
- B. Supply a grade distribution report for each class.

III. Alternative Assessment Devices**

- A. Homework
 1. Insert two examples of homework assigned to students during unit coverage.
 2. For each homework assignment include: (a) the objective(s), (b) student instructions, (c) the criteria used for assessment, (d) assessment results per class, and (e) two copies of individual student work samples (one that was of good quality and one that was of poor quality). Mark out names of students.

- B. Projects
 1. Insert one example of a project that was assigned during unit coverage.
 2. Include the same information requested for homework assignments (see # 2 under homework).
- C. Class Activity
 1. Insert one example of a class activity assigned during unit coverage.
 2. Include the same information requested for homework assignments (see #2 under homework). *Note: The work samples may be from individuals or groups, depending on the nature of the assignment.*

IV. Reflection**

- A. Unit Pre-Test
 1. Supply a rationale for the type of test used.
 2. Explain how the results of the pre-test influenced the development of your unit.
- B. Unit Test
 1. Supply a rationale for the type of test used.
 2. React to the grade distribution - Which objectives were learned? Which were not? Supply possible reasons. In what ways would you adjust instruction if teaching the unit again? What other things have you learned from an analysis of the test results?
- C. Other Assessment Devices
 1. Supply a rationale for each.
 2. React to the assessment results/grade distributions - What did you learn from each experience?

Section Three: Classroom Management

I. Philosophy of Discipline

(to be inserted from YOED 400)

Describe your philosophy in each of the following areas:

- A. Teacher control vs. student autonomy
- B. Prevention vs. intervention
- C. Developing self-control vs. overt behavior modification
- D. Individual needs vs. group needs
- E. Punishment vs. consequences

II. System of Discipline

(to be inserted from YOED 400)

Outline your system of discipline by addressing each of the following:

- A. Teacher needs
- B. Student needs
- C. Rules
- D. Consequences: Positive and Negative
- E. Procedures
- F. Preventive measures (forestall misbehavior)
- G. Corrective measures (rules violated)
- H. Supportive measures (minor misbehavior or encouragement for good behavior)

III. Reflection**

- A. Describe any problems encountered with classroom management. Causes? Plan for future?
- B. Describe successes related to classroom management. Causes?
- C. To what extent did your knowledge of theoretical orientations and power base theory help you in the classroom?
- D. Which theoretical orientation and power base do you identify with most? Explain why.
- E. Identify any areas in classroom management where you feel you need to learn more.

Section Four: Teacher Observations**

At each placement, four teachers should be observed in addition to the cooperating teacher. Two teachers should be observed at the beginning of the placement and two at the end. Following each observation, a summary report should be written and placed in this section of the portfolio.

Summary questions:

- A. Describe how the teacher started the class. Evaluate the results.
- B. Describe and evaluate the classroom environment.
- C. Describe the instructional strategies used by the teacher. Evaluate the results.
- D. Describe the manner in which the teacher managed classroom behavior. Evaluate the results.

Section Five: Supervisory Assessment Notes and Midterm Evaluation Instrument **

Insert a copy of all written evaluations/suggestions provided to you by your university supervisor and cooperating teacher. In addition, a copy of the completed midterm evaluation instrument should be included.

Special Note: Material in this section should be removed at the end of the first placement.

*** Must be completed for each placement*



Student Teaching Evaluation Instrument

Department of Human Sciences: Early Childhood Education • Middle Tennessee State University

Please complete in ink.

Name of student teacher _____ Social Security Number _____

Grade level _____ Semester _____ 20 _____

Summative Evaluation Summary

Grade: Pass Fail Check One: First Placement Days Absent _____
 Second Placement Days Absent _____

Signature: University Supervisor _____ OR Cooperating Teacher _____

School Placement _____ Date _____

Summative Evaluation Instrument

4=Almost always done well 3=Consistently done well 2= Sometimes done well 1=Almost never done well

Place the most appropriate number for each statement on the line preceding the statement.

I. Curriculum Content and Assessment

The student teacher:

- ___ Studies about the designated subject area and/or topic as part of the development of lesson plans.
- ___ Selects, develops, and sequences goals and objectives based on the learner’s needs and the mandated curriculum to accommodate the full range of abilities and diverse situations found in the classroom.
- ___ Develops lesson plans reflecting knowledge and appreciation of all areas of development and subject areas.
- ___ Integrates subject areas within the curriculum through a unit plan and/or other theme approach.
- ___ Analyzes curriculum content and lesson plans to insure anti-bias and multicultural sensitivity.
- ___ Relates assessment to objectives by constructing and using instruments to evaluate learning in relation to objectives.
- ___ Checks for student understanding at appropriate times throughout the lesson.
- ___ Constructs assessment tools that are developmentally appropriate, anti-biased, and in a variety of forms to measure a wide range of student understanding.
- ___ Selects, matches, and revises concepts, skills, and procedures at an appropriate level for re-teaching and/or enrichment for students based on ongoing assessment data.
- ___ Provides verbal and/or written feedback to students and parents provided from an analysis of a variety of assessment tools within a reasonable time to maximize learning.
- ___ Keeps appropriate records from a variety of assessment methods.

NARRATIVE COMMENTS FOR CURRICULUM CONTENT AND ASSESSMENT

1. The student teacher demonstrates the following **strengths** in the area of **curriculum content** and **assessment**:

2. The student teacher should continue to **develop** the following competencies in the area of **curriculum content and assessment**:

II. Planning and Organization

The student teacher:

____ Write a developmentally appropriate, (detailed lesson plan that includes goals, measurable objectives, materials,)TJ2.42 -1.2 T
ea. of strengths

2

develop

V. Personal/Professional Qualities

The student teacher:

- ___ Establishes and maintains harmonious, cooperative, tactful, and courteous relationships with cooperating teacher, university personnel, principal, colleagues, and families.
- ___ Displays respect and understanding attitudes toward children.
- ___ Seeks advice and is receptive to feedback by demonstrating an ability to listen and receive suggestions in a courteous manner and by acting on them within a reasonable time frame.
- ___ Displays dependability by being on time, calling ahead if absent or late, following through with assigned tasks, and independently assuming responsibility for tasks as appropriate.
- ___ Makes dress and grooming choices that contribute to a strong professional image and an orderly classroom environment.
- ___ Conducts him/herself professionally by adhering to exemplary moral and ethical conduct and by adhering to university and local faculty guidelines.
- ___ Demonstrates clarity and adherence to proper speech and grammar through oral and written communication to families, students, community personnel, cooperating teachers, and university personnel.
- ___ Takes responsibility for professional development by following policies and procedures of placement, attending university seminars and meetings, participating in school functions, faculty meetings and in-service, joining professional organizations, and using professional literature to enhance instruction.

NARRATIVE COMMENTS FOR PERSONAL/PROFESSIONAL QUALITIES

1. The student teacher demonstrates the following **strengths** in the area of **personal/professional qualities**:

2. The student teacher should continue to **develop** the following competencies in the area of **personal/professional qualities**:

VI. Reflecting on Practice and Self-Evaluation

The student teacher:

Demonstrates reflective approach to teaching/learning through:

- ___ Documentation of reflections in a daily journal and lessons that reflect.
- ___ Documentation of “changes to be made next time in a similar lesson.”
- ___ Implementing supervision suggestions from cooperating teacher and university personnel into teaching.
- ___ Evidence of growth through the evolving philosophy of teaching.

NARRATIVE COMMENTS FOR REFLECTING ON PRACTICE AND SELF-EVALUATION

1. The student teacher demonstrates the following **strengths** in the area of **reflecting on practice and self-evaluation**:

2. The student teacher should continue to **develop** the following competencies in the area of **reflecting on practice and self-evaluation**:

TO BE COMPLETED BY UNIVERSITY SUPERVISOR ONLY.

**Rubric for Early Childhood Education
Student Teacher Portfolio**

Please check the category below (Outstanding, Average, or Below Average) that best describes the portfolio.

Below
Average Average Outstanding

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Completed on time. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Neatness and attractiveness; showed evidence of effort to present professional portfolio. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Included all sections and subsections in readable, organized manner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Included lesson plans with all components including assessments and reflections. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Developed unit plan with appropriate goals, objectives, assessments, reflections, parent communication, and related activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Showed concrete examples of instructional materials used such as photographs, bulletin boards, learning centers, and/or student work. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Showed evidence of communication with parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Included refined philosophy of teaching and reflected on how it was affected by the student teaching experience. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Showed evidence of understanding classroom management policies in place and included re-developed philosophy of guidance and classroom management with reflections on changes after working with students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Included written, focused observations of other teachers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Showed evidence of committee participation in professional development activities such as seminars, professional meetings, inservice, and school activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Showed evidence of grading practices, process for reporting children's progress, use of formal and informal assessment tools, and reflections on student evaluations. |

The University Supervisor should use his/her judgment to determine an overall rating for the portfolio. General guidelines would be:

Outstanding = The overwhelming majority of checks in this area

Average = The majority of checks in this area

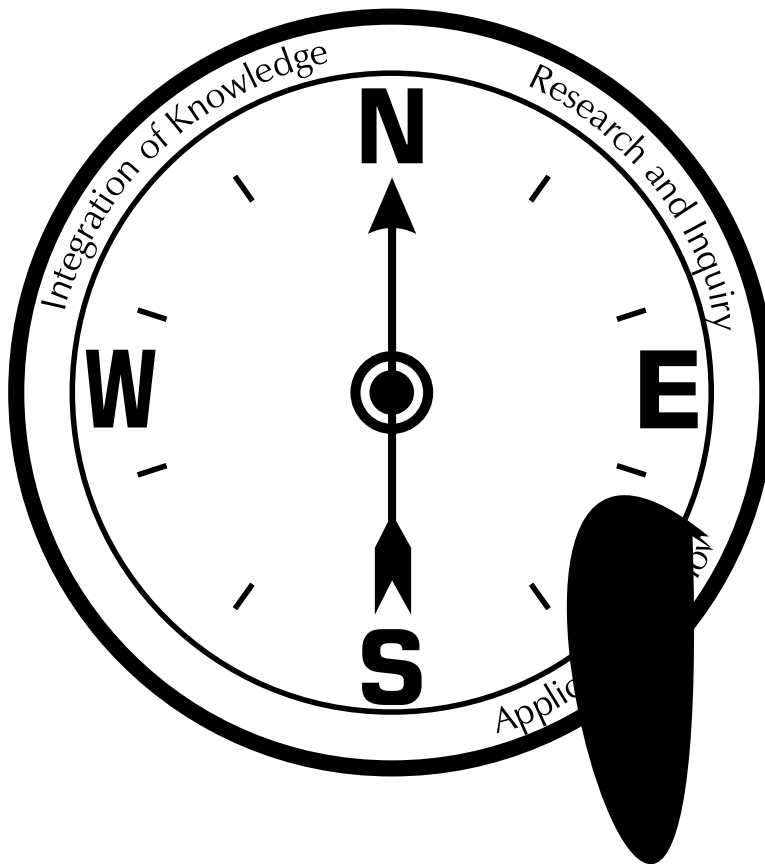
Below Average = The majority of checks in this area

- | | | | |
|--------------------------|--------------------------|--------------------------|----------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Overall rating |
|--------------------------|--------------------------|--------------------------|----------------|



ASSESSMENT INSTRUMENT

for Elementary and Special Education Teacher Candidate Field Experience



Teacher candidate _____ Social Security No. _____

Grade: Pass Fail

Check one:

First placement Days absent _____ Second placement Days absent _____

University Supervisor or Cooperating Teacher: _____

**Department of Elementary and Special Education
Middle Tennessee State University, Murfreesboro**

Observation No. _____

Name of student _____ School _____

Observer _____ Date _____

	University Supervisor/ Cooperating Teacher	Teacher Candidate
<p>Planning and Organizing:</p> <ul style="list-style-type: none"> • Developmentally appropriate • Student centered • Long-range goals • Definitive objectives • Environments: • Physical • Affective • Cognitive 		
<p>Instruction:</p> <ul style="list-style-type: none"> • Knowledge of subject matter • Authentic • Relevant • Appropriate resources • Integrates curriculum • Varies grouping • Individual needs addressed • Inquiry process evidenced • Instructional alternatives 		
<p>Classroom Management:</p> <ul style="list-style-type: none"> • Consistent • Nurturant • Democratic • Promotes citizenry and respect • Promotes autonomy • Promotes community • Promotes anti-bias 		
<p>Assessment:</p> <ul style="list-style-type: none"> • Variety of authentic and relevant • Provides analysis for teacher candidate and student • Provides reflection through assessment 		
<p>Professionalism:</p> <ul style="list-style-type: none"> • Knowledge of teaching as a profession • Interacts within school and community • Indicates commitment to teaching as a profession 		

Observation No. _____

Name of student _____ School _____

Observer _____ Date _____

	University Supervisor/ Cooperating Teacher	Teacher Candidate
Planning and Organizing: <ul style="list-style-type: none">• Developmentally appropriate• Student centered• Long-range goals• Definitive objectives• Environments:<ul style="list-style-type: none">• Physical• Affective• Cognitive		
Instruction: <ul style="list-style-type: none">• Knowledge of subject matter• Authentic• Relevant• Appropriate resources• Integrates curriculum• Varies grouping• Individual needs addressed• Inquiry process evidenced• Instructional alternatives		
Classroom Management: <ul style="list-style-type: none">• Consistent• Nurturant• Democratic• Promotes citizenry and respect• Promotes autonomy• Promotes community• Promotes anti-bias		
Assessment: <ul style="list-style-type: none">• Variety of authentic and relevant• Provides analysis for teacher candidate and student• Provides reflection through assessment		
Professionalism: <ul style="list-style-type: none">• Knowledge of teaching as a profession• Interacts within school and community• Indicates commitment to teaching as a profession		

Summative Evaluation

Name of student _____ School _____

Observer _____ Date _____

	University Supervisor/ Cooperating Teacher	Teacher Candidate
<p>Planning and Organizing:</p> <ul style="list-style-type: none"> • Developmentally appropriate • Student centered • Long-range goals • Definitive objectives • Environments: <ul style="list-style-type: none"> • Physical • Affective • Cognitive 		
<p>Instruction:</p> <ul style="list-style-type: none"> • Knowledge of subject matter • Authentic • Relevant • Appropriate resources • Integrates curriculum • Varies grouping • Individual needs addressed • Inquiry process evidenced • Instructional alternatives 		
<p>Classroom Management:</p> <ul style="list-style-type: none"> • Consistent • Nurturant • Democratic • Promotes citizenry and respect • Promotes autonomy • Promotes community • Promotes anti-bias 		
<p>Assessment:</p> <ul style="list-style-type: none"> • Variety of authentic and relevant • Provides analysis for teacher candidate and student • Provides reflection through assessment 		
<p>Professionalism:</p> <ul style="list-style-type: none"> • Knowledge of teaching as a profession • Interacts within school and community • Indicates commitment to teaching as a profession 		

Student Teaching Evaluation Instrument

Department of Educational Leadership: Secondary Education • Middle Tennessee State University

Name of student teacher _____ Social Security Number _____

Semester _____ 20____ Date _____

Recommended grade. Check one: Pass Fail

First Placement Second Placement Full Semester Placement

Number of days absent _____ School _____

Subject area _____

Cooperating teacher _____ University supervisor _____

Evaluation Key

- 4 = Superior. The behavior is always present and the quality is exceptional.
- 3 = Above Average. The behavior is frequent and always of high quality.
- 2 = Average. The behavior is frequent and the quality fluctuates.
- 1 = Below Average. The behavior does not occur consistently and/or is of low quality.

PLANNING

- ___ Instructional design is appropriate to individual student needs and stages of development
- ___ Objectives are clear and measurable
- ___ Objectives accommodate a full range of cognitive levels
- ___ Lesson plans feature introductory procedures that capture the attention of the learners
- ___ Instructional procedures relate to the achievement of objectives
- ___ Multiple perspectives are included in instructional plans/strategies
- ___ Plans include experiences for diverse students
- ___ Plans reflect relevancy
- ___ Unit plans reflect active, student-centered curriculum
- ___ Instructional design is appropriate to learner needs and stages of development

Narrative Comments for Planning

1. The student teacher demonstrates the following strengths in planning:

2. The student teacher should continue to develop the following competencies in planning:

PROFESSIONALISM

Attendance: Acceptable Unacceptable

Punctuality: Acceptable Unacceptable

- Follows through with assigned tasks
- Informs supervisory personnel of pertinent events in a timely fashion
- Receives suggestions in courteous manner and acts upon them in reasonable time frame
- Attends required university and/or school meetings/activities/seminars
- Appropriate dress and grooming
- Displays exemplary moral and ethical conduct
- Appreciates and values human diversity and shows respect for students' varied talents and perspectives
- Effectively manages all routine duties
- Appropriately handles stress of teaching in the classroom
- Displays cooperation, tact, and courtesy
- Consults with other resource personnel within the family, school, and community when necessary
- Establishes respectful and productive relationships with parents/guardians

To Be Completed by University Supervisor Only

STUDENT TEACHER PORTFOLIO

Outstanding

- Completed on time
- Neat and attractive (in a binder with appropriate section dividers)
- Organized in recommended sequence
- Correct grammar, spelling, no typos
- Each subsection contains high quality examples/responses to **every** question/request
- Includes high quality examples of all recommended assessment devices
- Includes high quality summary responses to all four teacher observations
- Contains all written evaluation comments from university supervisor and cooperating teacher, including midterm evaluation

Average

- Completed on time
- Neat and attractive (in a binder with appropriate section dividers)
- Organized in recommended sequence
- Minor grammar, spelling errors, and/or typos
- Subsection(s) contain average examples/responses to **every** question/request
- Includes average quality examples of all assessment devices
- Includes average quality summary responses to all four teacher observations
- Contains most of the written evaluation comments from university supervisor and cooperating teacher, including midterm evaluation

Below Average

- Completed on time
- Neat and attractive (in a binder with appropriate section dividers)
- Organized in recommended sequence
- Major grammar, spelling errors, and/or typos
- Subsection(s) contain below average examples/responses to questions/requests
- Includes below average quality examples of assessment devices
- Includes below average quality responses to teacher observations
- Several of the written evaluation comments (and/or midterm evaluation) are missing

Overall Rating:

- Outstanding (All check marks are in this category)
- Average (One or more check marks are in this category)
- Below Average (One or more check marks are in this category)

Rights and Duties of Teachers

Tennessee Code Annotated, Section 49-5-403

In order to receive Tennessee teaching licensure, student teachers must return a completed application to the Office of Teacher Licensure, McWherter Learning Resources Center, Room 170. A blank application form has been provided for your use in the Appendix of this handbook. The application must also include a photocopy of passing scores on the NTE Principles of Learning and Teaching (PLT) and, if applicable, the appropriate NTE specialty area test(s).

It is the student's responsibility to apply for Tennessee teaching licensure. MTSU processes licensure recommendation only after application is made by the student. The following are deadlines for submitting application forms to the Office of Teacher Licensure in order for them to be processed immediately after graduation:

May graduates must submit an application by the first Friday in March.

August graduates must submit an application by the first Friday in June.

December graduates must submit an application by the first Friday in October.

Processed applications will be mailed to the State Department of Education on the first working day after the 10th and 25th of each month, **except December**, when applications will be mailed on the first working date after the 10th and 18th.

Please note that all licensure requirements in effect at the time of the application must be satisfied. The longer the delay between graduation and licensure application, the more likely that licensure requirement may have changed. Therefore, students are strongly urged to make application as soon as possible after the requirements are met.

Tennessee Code Annotated, Volume 9, Rights and Duties of Teachers, Section 49-5-403

49-5-403. Teachers - Certificates required

- (a) No person shall be employed to teach in any public elementary or high school or receive pay for teaching out of the public funds of any school system until he shall have received a certificate from the commissioner or state board of education, as prescribed by this title.
- (b) As used in parts 2, 4, and 7 of this chapter the word "employ" and all derivatives thereof shall mean to put to work in a position compensated from public funds, and shall not be construed to preclude election by the local board of education of a teacher prior to his having received certification, in accordance with the rules and regulations of the state board of education.
- (c) This section shall not apply to a student teacher who

is hereby defined as a student enrolled in an institution of higher learning approved by the state board of education for teacher training and who is jointly assigned by such institution of higher learning and the local board of education to perform practice teaching under the direction of a regularly employed and certificated teacher. A student teacher, while serving a non salaried internship under the supervision of a certificated teacher, shall be accorded the same protection of the laws as that accorded a certificated teacher, and shall, while acting as such student teacher, comply with all rules and regulations of such board of education and observe all duties of teachers as set forth in 49-5-201. [Acts 1925, ch. 115, 8; Shan. Supp., 1487a47; Code 1932, 2336; impl.am. Acts 1951, ch. 58, 7; Acts 1969, ch. 73, 1; 1974 (adj.S.), ch. 654, 60,61; 1976 (Adj.S.), ch. 400, 2; T.C.A. (orig.ed.), 49-1301]

Helpful Phone Numbers

MTSU Parking Services
(parking permits) 898-2850

Student Teaching Office 898-2485
Teacher Licensure Office 898-2877

Student Teaching Checklist

General Seminar Dates:

Seminar one _____

Seminar two _____

Seminar three _____

Additional Seminar Dates:

Seminar four _____

Seminar five _____

Seminar six _____

First Placement:

Dates _____

Name of school _____

Phone number _____

Cooperating teacher _____

University supervisor _____

Second Placement:

Dates _____

Name of school _____

Phone number _____

Cooperating teacher _____

University supervisor _____

Graduation Requirements:

Intent to Graduate Form filed _____

Take and pass applicable NTE tests:

PLT _____

Specialty Area _____

Academic Profile _____

Application for Tennessee Teaching License _____

NOTES



Application for Tennessee Teaching License

Office of Teacher Licensure • P.O. Box 93 • Middle Tennessee State University, Murfreesboro, TN 37132

Date of application _____

Name _____
last first middle maiden

Home address _____
street and no., box, or route

City, state, zip code _____ Telephone _____

Social Security no. _____ Sex _____ Race _____ Date of birth _____

Academic Record (list all colleges and graduate institutions attended - use back if needed)

	Name of School	City	State	Dates Attended	Degree	Date Degree Conferred
Undergraduate (1)	_____					
(2)	_____					
Graduate (1)	_____					
(2)	_____					

Please release my transcripts to the Tennessee State Department of Education, Office of Teacher Licensing. I certify that all information pertaining to this application is true and correct.

Signature _____ Date _____

Part A. Initial Teacher's Probationary License

Endorsements Requested (We request only the area of endorsement you indicate.)

List endorsement area(s) expected _____

Part B. NTE Requirements (copy of NTE scores must be attached with this application)

NTE Testing	Code	Score	Date of Testing		Code	Score	Date of Testing
PLT K-6	522			Specialty area test no.			
PLT 5-9	523			Specialty area test no.			
PLT 7-12	524			Specialty area test no.			

Part C. Adding Endorsement to Present License

List area(s) _____

No fee. Attach old certificate and verification of teaching experience (if applicable).

This form must be filed in the Teacher Licensing Office, LRC 170.



Application for Tennessee Teaching License

Office of Teacher Licensure • P.O. Box 93 • Middle Tennessee State University, Murfreesboro, TN 37132

Date of application _____

Name _____
last first middle maiden

Home address _____
street and no., box, or route

City, state, zip code _____ Telephone _____

Social Security no. _____ Sex _____ Race _____ Date of birth _____

Academic Record (list all colleges and graduate institutions attended - use back if needed)

	Name of School	City	State	Dates Attended	Degree	Date Degree Conferred
Undergraduate (1)	_____	_____	_____	_____	_____	_____
(2)	_____	_____	_____	_____	_____	_____
Graduate (1)	_____	_____	_____	_____	_____	_____
(2)	_____	_____	_____	_____	_____	_____

Please release my transcripts to the Tennessee State Department of Education, Office of Teacher Licensing. I certify that all information pertaining to this application is true and correct.

Signature _____ Date _____

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