CARSON-NEWMAN

A CHRISTIAN UNIVERSITY

Teacher Education Program
Handbook for Undergraduate Programs
2022-2023

Contents

General Information

Mission of the C-N School of Education & Counseling

In line with the vision and mission of the university, the School of Education & Counseling seeks to prepare caring and professionally competent teachers, counselors, administrators, and other professionals who feel called to lifelong commitments to leadership, learning, and service.

Conceptual Framework

The Conceptual Framework focuses on professional growth for candidates. The desired outcomes of C-N's teacher candidates are to be able to:

1. Use knowledge of the cultural, developmental, and individual characteristics of P-12 learners to teach effectively;
2. Create a learning environment where all elements of the classroom are managed in positive and productive ways to ensure P-12 student learning;
3. Demonstrate content knowledge appropriate for the licensure area;
4. Use appropriate assessment and evaluation strategies that can be used to make effective instructional decisions, and communicate student progress to students, guardians, and other professionals;
5. Plan effectively to accomplish curricular goals and ensure that P-12 students are making academic progress toward college & career-ready standards;
6. Develop a repertoire of general and discipline-specific instructional strategies that are appropriate for P-12 students;
7. Use strategies that enable all students to become proficient, motivated independent readers and writers; and
8. Exhibit professional dispositions essential for collaborating and assuming leadership roles in working with families and school personnel.

The Teacher Education Program consists of three stages:

I. Prospective teacher candidate declares major/identifies licensure pathway
II. Admission to the Teacher Education Program (TEP)
III. Admission to Student Teaching

At the end of these three stages, a candidate will have completed all requirements for licensure and is identified as a completer.

The main purpose of this handbook is to outline the requirements of candidates for graduation and licensure. Much of the material is date sensitive and it is the responsibility of the candidate to meet the deadlines.

It is the intention of the education faculty to assist candidates in the pursuit of a teaching license. This policy manual describes the current program to meet graduation requirements, licensure requirements, and accreditation standards. However, due to circumstances or laws beyond our control, it is sometimes necessary or appropriate to change the programs offered. Carson-Newman University retains the right to terminate or change any of its policies, requirements, course offerings, class schedules, instructor assignments and any other aspects of its educational programs when deemed appropriate without prior notice.

The Teacher Education Program is being constantly refined to meet the State of Tennessee licensure requirements for teachers. As a result, there may be changes in the course offerings and in the

program requirements for candidates preparing to become teachers. Candidates should stay in contact with the Teacher Education Department to be aware of any changes that may affect them.

We suggest that candidates visit often with their academic advisors as well as read Carson-Newman e-mail and the bulletin boards in the department.

Initial Licensure Areas:
K-12 areas: Visual Arts, Music: Instrumental, Music: Vocal/General, Physical Education, English as a Second Language
Early Childhood Education: Preschool through Grade 3
Liberal Studies with Elementary Education (K-5)
Liberal Studies with Middle Grades Education (6-8): Science & Math, English & Social Studies
Special Education: Special Education K-12 Comprehensive, Special Education Interventionist (K-8), Special Education Interventionist (6-12, recommended: a minor in a secondary area such as English or Mathematics)
Secondary Education (6-12): Biology, Business, Chemistry, English, Foreign Language: Spanish, Mathematics, Physics, Social Studies: Government, Social Studies: History, Psychology (9-12), Theatre, Family and Consumer Sciences Education (6-12).

The C-N Education Department also has **Master of Education (M.Ed.), Educational Specialist (Ed.S)**, and **Doctor of Education programs (Ed.D.)**, some of which offer opportunities for Advanced Licensure (Reading Specialist, Administrative Licensure) as well as initial licensure in English as a Second Language.

Transfer Students: See the Director of Certification upon entering Carson-Newman for important program information.

Accreditation:
The Carson-Newman University Education Unit is accredited by the Council for Accreditation of Educator Preparation (CAEP). All licensure programs are approved by the Tennessee State Board of Education.

Facilities:
The Department of Education's facilities include the **Cole-Little Curriculum Laboratory**, containing elementary and secondary textbooks required by the Tennessee Department of Education as well as the **Lynn Alexander Children's Literature Collection**, and the **Morgan Computer Laboratory**. Nine of the classrooms in Stokely are also equipped with interactive white boards, and wireless network is available throughout the department for student use.

Dispositions

All C-N students wishing to become teacher candidates in the C-N Teacher Education Program are expected to maintain a high level of professionalism at all times (both on C-N's campus and in P-12 school settings). For specific expectations, please see the *Educator Disposition Assessment*, but a few examples are: professionalism in dress, respectful communication skills, appreciation and value of cultural and academic diversity, and a positive, enthusiastic attitude. At the end of each course where a practicum or student teaching occurs, faculty teaching the course check each *Educator Disposition Assessment* completed (by a cooperating teacher) on each student. A score of '0' on any criteria resulting in a Failed Disposition does not necessarily lead to a Dispositions Warning but could, depending upon the situation and/or number of times a score of '0' is earned throughout clinical experiences.

Any Carson-Newman faculty member may complete a Dispositions Warning Form for any teacher candidate who is admitted to the Teacher Education Program or for one who is planning to enter the program. The purpose of the warning is to correct problems before they become major stumbling blocks to success and to alert a teacher candidate that he/she needs to improve in an area of professional development. The intent is to be corrective rather than punitive; however, warnings may result in a student not being able to enter or continue in the Teacher Education Program.

Academic Integrity

C-N's Department of Education has adopted the following statement regarding academic integrity:
As a student at a Christian institution, I affirm the C-N motto of truth, beauty, and goodness in my work and in my actions. I will behave honorably by:
- *doing my own work,*
- *not allowing others to copy from my work,*
- *not posting course materials on online "tutoring" sites nor downloading materials from such sites,*
- *appropriately citing and referencing sources used,*
- *understanding that instructors reserve the right to require students to re-do assignments that are of drastically different quality than previously submitted work,*
- *seeking help, as needed, from my course instructor, the Student Success Center, my academic advisor, and departmental tutoring, and,*
- *opposing all acts of academic dishonesty.*

See the current catalogue to review consequences for violations of academic integrity.

Clinical Experiences Remediation Protocol

In rare instances, situations may arise in clinical experiences, practicum or student teaching, requiring intervention and remediation. The following steps will be taken:
1. The cooperating teacher and/or university mentor will immediately contact the Director of Field Experience.
2. The reporting cooperating teacher or university mentor will forward to the Director of Field Experience a description of the issues in detail.
3. A meeting will be scheduled with the cooperating teacher, the university mentor and Director of Field Experiences. Depending on the severity of the issue, the Director of Field Experiences may request that the Chair and/or Dean of Education participate in the meeting.
4. Following the collaboration with the cooperating teacher and university mentor, the Director of Field Experiences may exercise one of the following options:
   a. Meet with the candidate, cooperating teacher, and university mentor to collaboratively develop a plan for remediation. The University Mentor and /or Cooperating Teacher will report any breaches in the remediation plan to the Director of Field Experiences.
   b. If a mutually agreeable plan for remediation cannot be reached, the director of field experiences and the department chair will determine if the candidate is eligible for a placement in another location or dismissal from the program is in order.
   c. Candidates may appeal decisions to the Dean of Education.
5. The Director of Field Experiences will forward a copy of all incident reports, the developed plan, and resolutions to the Department Chair.

Organizations and Activities

Student Tennessee Education Association (STEA)

Student Teacher Education Association (STEA) is designed to allow future educators to develop leadership skills, explore developing educational issues, engage in growth experiences through planned in-service activities, and interact with student teachers statewide.

Yearly dues provide liability insurance for practicum and student teaching placements and entitle the teacher candidate to all benefits of a teacher member of TEA. For more information regarding STEA, visit the website at http://www.teateachers.org/student-tea-stea.

Professional Educators of Tennessee (PET)
Professional Educators of Tennessee (PET) is an association developed to promote the professional status and growth of educators and the welfare of students in order to make the state of Tennessee a better place to teach and learn. Organized in the 1990-1991 school year with 67 members, PET was formed to give teachers a professional alternative to union membership. Yearly dues provide liability insurance for practicum and student teaching placements. For more information regarding PET, visit the website at https://www.proedtn.org.

Council for Exceptional Children
The Council for Exceptional Children (CEC) is the professional home for a special educator. At CEC, resources available include books, journals, webinars, advocacy, and events tailored to a special educator's professional needs. CEC offers a broad range of benefits to supplement professional development and provides tools and resources to support teacher candidates on their professional journey. Yearly dues provide liability insurance for practicum and student teaching placements. For more information regarding CEC, visit the website at https://exceptionalchildren.org/membership.

Best Buddies
Best Buddies of Carson-Newman establishes friendships between university students and adults in the community with disabilities. The C-N students involved in Best Buddies have an opportunity to be matched with a very special person for the entire year. The chapter holds one to two group activities each month for all the buddy matches to enjoy together. Throughout the year, the buddy pairs become the best of friends and develop a trusting, supportive friendship that will last a lifetime. For more information regarding Best Buddies, contact the Teacher Education Department.

Requirements for Courses with Practicums

Criminal Background Check

Pursuant to Tennessee Code Annotated 49-5-413, 37-1-414, 71-3-507, teacher candidates are required to obtain a criminal background check for proof of "no criminal record" prior to working with children in practicum or student teaching settings. The Director of Certification & Graduate Advising is the contact person who receives background check results from the TBI (Tennessee Bureau of Investigation). If the results of a background check are "cleared" by having "no indication of any record that may preclude the applicant for consideration for employment or licensing", then the Director of Certification will enter the results as "passed" and a teacher candidate may be assigned a practicum placement.

In addition to obtaining a background check, teacher candidates are required to notify Teacher Education/ Graduate Studies if they have offenses on file with the Carson-Newman University Judicial Board. Teacher candidates who fail to disclose any offenses will be removed from the program.

Students who receive background check results that specify "there is an indication that there is a reason to preclude the applicant from consideration for employment or licensing" will be contacted by the Director of Certification. Students will be informed that they may complete an appeal form. In order to appeal, students will be required to obtain a copy of the violation(s) from the arresting agency/agencies, which includes the nature of the violation(s) and the outcome/disposition of the violation(s). The results of the background check rap sheet and the results of the arresting agency/agencies will be presented by the Director of Certification to the Education Department Judicial Review Committee. The outcome of the committee's decision will be met by consensus. The committee is comprised of the following members:

Education Department Judicial Review Committee:
Director of Certification
Vice President of Student Affairs   Dean of Students
Director of Safety and Security   Professor of Counseling

The committee will communicate based on individual offenses. The Director of Safety and Security will follow up on all dispositions/rap sheets to verify that offenses have been rectified such as: sentence served, or offense expunged. If the committee moves to approve the students on appeal, the results will be entered as **"waived."** **This is considered passed with the condition that teacher candidates will be required to have an additional background check prior to the student teaching semester.** Teacher candidates will not be permitted to obtain any additional offenses. Being approved on an appeal for the purpose of meeting program requirements for Carson-Newman University does not guarantee approval for future employment.

If a student receives results reflecting a "felony", the student will not be permitted to proceed toward admission to the program, school placements, and teacher licensure. The Director of Certification & Graduate Advising will enter the results as **"not passed."**

Requirements for Admission to the Teacher Education Program

Application

Students must complete the application to the Teacher Education Program as soon as they begin Carson-Newman University courses. In addition, students must complete a Confidentiality Agreement, a VECHS waiver agreement, and an FBI Privacy Rights form. The forms are available in the Education Office. The Director of Certification will start a file for a student as soon as an application is submitted.

Coursework/Semester Hours

Students must complete 40 hours of university work prior to admission to the Teacher Education Department. At least 12 of these hours must have been taken at Carson-Newman University.

Grade Point Average (GPA) Requirement

Students will be required to obtain a cumulative grade point average of at least a 2.75.

Testing Requirement

Meet requirements of passing scores on one of the following:

1. **ACT or SAT**: Students will be exempt from taking the CORE exams if they have a composite score of either 21 on the Act or a 1080 on the SAT. **Proof of ACT or SAT scores must be submitted to the Director of Certification.** Students may submit an Appeal Form if the state minimum required score of 21 has been achieved.

2. Core Exams (Core Academic Skills)
   The **Praxis** CORE Exams (Core Academic Skills) consists of three parts: reading, writing, and math. Students will be required to obtain passing scores on all three parts of the CORE Exams. Students may register on-line at https://www.ets.org/praxis. **Carson-Newman University and the Tennessee State Department of Education should be listed as score recipients. Include your social security number when registering for all Praxis tests.** Your official score report will be available online. Save a copy of your score report for future reference. Test dates, registration deadlines, and score requirements are available online and

in the Teacher Education Department. If students do not pass any section(s) of the tests, students will only be required to repeat any section(s) not passed

Two Faculty Recommendations for the Teacher Education Program

As part of the evaluation process for admission to the Teacher Education Program, each candidate must acquire a recommendation for admission from two full-time Carson-Newman University faculty members. One recommendation must be from an education faculty member and one from a faculty member in the major area of study. It is the student's responsibility to seek out faculty members who are willing to complete the recommendations. A link for students to request that an electronic recommendation form be sent to faculty members is available on the TEP Community in Canvas. Students must provide the correct name and email address of each faculty member.

Courses Requiring a Grade of "C" or Better

In order to be admitted to the Teacher Education Program, candidates are required to receive a "C" or better in the following courses: ENG 101, ENG 201, COMM 135 or 230, EDUC 203SL

Entrance Interview

Each student is required to pass an interview for the Teacher Education Program. A letter of notification of passing the interview is **not** acceptance into the Teacher Education Program and is one of several steps for entrance to TEP.

- Submit a resume to the Director of Certification. The purpose of the resume is to give the interviewers a brief sketch of the student's background and some basis for the questions they will ask.
- Interview Protocol & Scoring. Students should review the rubric before coming to the interview. Interviews will assess students' motivation to teach, self-awareness, and communication skills (skills that are essential for effective teaching).
- Consensus Form. There are three major categories with a scale of 1-5 on each. Any rating below 3 in any category means the student must repeat the interview. A composite score will be derived from two or three interviewers. Interviewers are assessing a candidate's motivation to teach, a candidate's awareness of his/her own strengths and weaknesses, and a candidate's command of the English language. In the event that a student fails the interview, a remediation plan may be made with the student to ensure continued professional growth.

Essential Functions

The Essential Functions Checklist should be completed by all Carson-Newman candidates for teacher licensure as they prepare for entry into the Teacher Education Program (associated with entrance interview during EDUC 203) and as they prepare for entry into Student Teaching (with advisor when applying for student teaching). Transfer students who have come in with credit for EDUC 203 should complete the form with their academic advisor during their first semester at C-N.

Candidates with disabilities should recognize that accommodations through the Disability Office at Carson-Newman is a separate process from this essential functions checklist for the teaching profession.

Students who feel that accommodations in clinical settings would be necessary *due to a disability as defined in the Americans with Disabilities Act* should address their needs with the departmental Appeals and Accommodations Committee. Students who feel that they need help in mastering any of the elements but who do not have a documented disability should address those concerns with their academic advisor.

Clear Disciplinary Record

Students are required to have a clear disciplinary record on file through the Dean of Students office. Students are required to disclose any offenses to Teacher Education Department if they are on file with the Carson-Newman University Judicial Board in the office of the Dean of Students. Students who fail to disclose any offenses will be removed from the program. Refer to the "Code of Conduct" located in the Carson-Newman Eagle Student Handbook for specific details.

Teacher Education Faculty Vote of Approval for Admission to the Teacher Education Program

Upon completion of admissions requirements to the Teacher Education Program, the Director of Certification will present each student's name and evidence of completion of admissions criteria to the full-time faculty in the Teacher Education Department. The entire faculty will vote to approve or deny each candidate's admission based on meeting program requirements and dispositional criteria. Teacher candidates and advisors receive a letter of notification of acceptance into the program.

Requirements for Approval to Student Teach

During the professional semester, student teaching seminars will be held with the teacher education faculty to focus on application and analysis of teaching knowledge in the classroom. It is to the advantage of the student teacher not to have any obligations or responsibilities other than student teaching. Therefore, no other courses may be taken during the student teaching semester. In exceptional cases, the State Department of Education allows a student teacher to seek the approval of the head of the Teacher Education Department to take no more than one additional course during student teaching provided: (1) the course does not interfere with the student teacher's full participation in all activities associated with student teaching and (2) no other opportunity exists for the teacher candidate to take the course before completion of the Teacher Education Program. It is the responsibility of the teacher candidate to provide documentation regarding any course to be taken or completed during the student teaching semester and have on file the completed form *Permission to Register for a Course During Student Teaching Semester*.

GPA and Course Requirements

In order to student teach, the teacher candidate will have completed all courses in the major, general education core, and in the area of professional education. Teacher candidates are required to have at least a 2.75 cumulative GPA. Teacher candidates are also required to have a grade of "C" or better in courses for the major and in professional education courses including SPED 313 and EDUC 204.

PRAXIS Exams/NES Exams (National Evaluation Series) required for licensure

In order to student teach, teacher candidates must obtain passing scores on all state-required content exams in each licensure area for their initial license except edTPA, which will be completed during student teaching. **These scores must be on file at C-N prior to the first meeting day of student teachers.**

Department Approval from Major Area for Student Teaching

The approval for student teaching will be initiated by the Teacher Education Department. The faculty in the department of the teacher candidate's major share the responsibility with the Education Department and the university to verify that each applicant is a good candidate for the teaching profession. In addition to recommending teacher candidates based on meeting coursework requirements, dispositions will also be taken into consideration. Situations which might cause a negative recommendation are, but not limited to cheating in class, being late to class, displaying a poor attitude, being disruptive in class, or having excessive absences.

Clear Disciplinary Record

Teacher candidates are required to have a clear disciplinary record on file through the Dean of Students office. Teacher candidates are required to disclose any offenses to the Teacher Education Department if they are on file with the Carson-Newman University Judicial Board in the office of the Dean of Students. Teacher candidates who fail to disclose any offenses will be removed from the program. Refer to the "Code of Conduct" located in the Carson-Newman Eagle Student Handbook for specific details.

Teacher Education Faculty Approval for Student Teaching

The Teacher Education Department Faculty must approve each individual on the list of student teacher candidates. Approval is based on successful completion of all requirements and the professional judgment of members of the Department.

Liability Insurance

All teacher candidates in the state of Tennessee are required to have liability insurance. Teacher candidates share responsibility with the cooperating teacher for the safety of P-12 students. There are three options available in the state of Tennessee:
1. Council for Exceptional Children (CEC). To join CEC: go to https://exceptionalchildren.org/get-involved/join-now
2. Professional Educators of Tennessee (PET): To join PET, go to https://www.proedtn.org.
3. Student Tennessee Education Association (STEA) is affiliated with the National Education Association. To join STEA, go to http://www.teateachers.org/student-tea-stea.

Requirements for Graduation and Licensure

edTPA

edTPA is a required, performance-based, subject-specific assessment used to measure readiness to teach. edTPA is completed during the student teaching semester for licensure, and a passing score is required.

Student Teaching Grade Requirements

The student teaching semester consists of 12 credit hours: Placement One and Placement Two in the schools (5 credit hours each) and a seminar on campus (2 credit hours). Teacher candidates are required to obtain a grade of "C" or better in each placement and in the student teaching seminar. **Teacher candidates who do not obtain passing scores on the licensure exams or edTPA will receive a grade of N for the student teaching seminar portion.**

What if I do not pass the edTPA during student teaching?
Please be aware that all of the following scenarios require guidance and approval from your academic advisor.

Undergraduates:
To achieve a passing grade in Student Teaching Seminar requires passing scores on all exams for licensure (in addition to all other course requirements). If all course requirements have been met except for the passing of licensure exams, a score of NPE will be assigned. (NPE stands for "not passing exam" scores.) If the NPE grade is due to not passing the edTPA, there are several options.
1. If you have enough hours to graduate (120 hours without credit for student teaching seminar), you may be able to graduate without licensure. This requires a change of program and a re-application for graduation.

If you would like to continue to pursue licensure, options are:
- Resubmit and pass the edTPA.
- If the resubmission does not pass, the option includes re-taking Student Teaching Seminar as a graduate student. (This requires application and acceptance as a grad student. Please be aware you will be a non-degree-seeking student, paying for one hour of tuition without financial aid). We will assign a short placement (kind of like a practicum placement) so you can have access to a classroom for submitting a completely new edTPA. The same place where you completed student teaching cannot be guaranteed.

2. If you do not have enough hours to graduate, you will need to re-take Student Teaching Seminar at the undergraduate level. This is a two-hour undergraduate course, and financial aid will not be available. We will assign a short placement (similar to a practicum placement) so you can have access to a classroom for submitting a completely new edTPA. The same place where you completed student teaching cannot be guaranteed.

GPA Requirements
Teacher candidates must also maintain a minimum 2.75 cumulative GPA.

General Appeals Process
If a student wants to submit an appeal to deviate from policies published in the current university catalog, the *Teacher Education Handbook*, or the departmental website, the student should submit a Teacher Education Appeal Form and any supporting documentation to the Director of Certification, who will forward all documentation to the Appeals and Accommodations Committee.

General Grievance Policy

In accordance with our mission as a Christian university, Carson-Newman has established a General Complaint and Grievance Policy as well as procedures to assist students in the resolution of student complaints and concerns which are of a general nature and which are not covered by other university policies and procedures. Complaints or grievances regarding academic/grade appeals, discrimination/harassment, sexual harassment, or student behavior/discipline are addressed by other institutional policies and procedures. For those types of complaints and grievances, please see the appropriate sections within the University Catalogue or the Eagle Student Handbook.

Regarding a general complaint or grievance, any student who believes that he or she has not received fair treatment by a University employee or who has a complaint about the action or inaction of a University employee or fellow student, may file a complaint with the Office of Student Services. The procedures adopted by the University have been established to assist students in the resolution of complaints or grievances in an expeditious, fair and impartial manner.

Additional information is available on the Carson-Newman University website and from the Dean of Students.

Dispositions Warning Process

3 disposition warnings = dismissal from their particular program in Education

If a faculty member feels a disposition warning is warranted:
1. The faculty member arranges a meeting with the student.
2. At least one additional faculty member (for example, the academic advisor, another faculty member, or the department chair) should be present.

During the meeting:
1. The faculty member, utilizing the *Educator Disposition Assessment*, outlines reasons for the warning.
2. The student is given an opportunity to make a response.
3. A plan is made for going forward.
4. A summary is written, and all parties should sign the document before leaving the meeting.
5. A copy of the document is given to the departmental administrative assistant, who will send a scanned copy to the student's advisor, upload the document to the appropriate system(s), and enter the communication code in Datatel.

Please note that depending upon degree and severity of student misconduct or policy violation, he or she may be immediately recommended for punitive action, up to and including dismissal, at the discretion of the Education Department Chair or Dean of Education and Counseling.

Teacher Candidate Name: _____ Meeting Date: _____

Faculty Name: _____

Others present: _____

_____

Meeting Summary, including plan going forward:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Signature and Date: _____

Signatures of Others in Attendance:

_____   _____

_____   _____

Appendix B Educator Disposition Assessment

Carson-Newman University
Educator Disposition Assessment & Evaluation of Effectiveness with P-12 Learners
* = Response is required

Cooperating Teacher Information:

* Cooperating Teacher Name: _____

* Cooperating Teacher License Number (for reporting purposes to the state): _____

Email Address: _____

Answering the following questions about yourself is optional; however, our accrediting body requires that we place our teacher candidates in settings with diverse faculty, and your answering these questions will help us with our documentation.

Gender (for reporting purposes to the state): ____Male ____Female

Please select your race/ethnicity (for reporting purposes to the state):
____American Indian
____Asian
____Black or African American
____Hispanic
____Middle Eastern
____Native Hawaiian or Other Pacific Islander
____White or Caucasian
____Other, please specify: _____

School:_____

School District: _____

Grade and/or Subject: _____

Carson-Newman Teacher Candidate Information:

* First Name: _____ Last Name: _____

Evaluation of Effectiveness with P-12 Learners

The following indicators have been chosen to reflect the **teacher candidate's effectiveness with P-12 learners**.

Indicators below are taken from the TEAM evaluation tool as well as the TN Instructional Practice Guide (IPG). Please rate the C-N teacher candidate on each by circling one of the following:
1 = Significantly below expectations, 2 = Below expectations, 3 = At expectations, 4 = Above expectations, 5 = Significantly above expectations, N/O = not observed.

Use your best judgment when evaluating teacher candidates in relation to the type of clinical experience they are completing as well as the stage of the program they are currently in. Some of the indicators may not be observable given the circumstances.

	Teacher Candidate Effectiveness with P-12 Learners (indicators taken from proprietary TEAM evaluation rubric)	1	2	3	4	5	N/O
1	Academic Feedback – The teacher candidate circulates to prompt student thinking, assess each student's progress, and provide individual feedback.						
2	Academic Feedback – The teacher candidate regularly uses feedback from students to monitor and adjust instruction.						
3	Teacher Knowledge of Students – The teacher candidate's practices display understanding of each student's anticipated learning difficulties.						
4	Teacher Knowledge of Students – The teacher candidate regularly provides differentiated instructional materials and content to ensure students can access what is being taught.						
5	Use of Data – The teacher candidate systematically and consistently utilizes formative and summative student achievement data to analyze the strengths and weaknesses of all his/her students.						
6	Use of Data – The teacher candidate systematically and consistently utilizes formative and summative student achievement data to plan future instructional units based on the analysis of his/her students' work.						
7	Use of Data – The teacher candidate systematically and consistently utilizes formative and summative student achievement data to reflect on use of instructional strategies that led or impeded student learning.						
8	Student Engagement - The teacher candidate poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.						

Please score the C-N teacher candidate on the following 9 dispositions by circling 0, 1, or 2 for each. It looks like a long survey, but there are only 9 dispositions to mark. We are listing all items in the rubric for your convenience, but we just need for you to circle 0, 1, or 2 at the top of each set of boxes.

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

> 0-Needs Improvement: *minimal evidence of understanding and commitment to the disposition*
> 1-Developing: *some evidence of understanding and commitment to the disposition*
> 2-Meets Expectations: *considerable evidence of understanding and commitment to the disposition*

It is important to understand the criteria for each disposition and what the numbers actually mean in terms of how we view these ratings for our teacher candidates.

A score of '0' on any criteria could lead to a Dispositions Warning. A Dispositions Warning is given to any student for violating the expectations outlined in this *Educator Disposition Assessment*. Warnings are intended to be instructional, and not punitive, in nature as C-N nurtures and guides our teacher candidates through the program; however, three warnings result in dismissal from the program. A score of "1" on any criteria is appropriate early-on but less so as the teacher candidate nears graduation and licensure. If a teacher candidate is in student teaching, scores of "1" should be few and far between; however, if it is warranted, do not hesitate to assign a "1" so that C-N can address any issues prior to recommending a teacher candidate for licensure.

We appreciate your careful consideration of each set of criteria and your guidance of our teacher candidates as they near licensure and teaching in a classroom of their own.

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
(Competent)	• Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice • Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation • Choice of vocabulary is either too difficult or too simplistic	• Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors • Strives to vary oral communication as evidenced of some students demonstrating a lack of participation • Occasionally uses vocabulary that is either too difficult or too simplistic	• Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment • Varies oral communication as evidenced by encouraging participatory behaviors • Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
(Competent)	• Communicates in tones that are harsh or negative as evidenced by fostering negative responses • Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	• Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses • Demonstrates *common* errors in spelling and grammar	• Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses • Demonstrates precise spelling and grammar

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
(Caring)	• Does not respond to *communications* and does not submit all assignments • Fails to exhibit punctuality and/or attendance • Crosses *major* boundaries of ethical standards of practice • Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others • Functions as a group member with no participation	• Delayed response to *communications* and late submission of assignments • Not consistently punctual and/or has absences • Crosses *minor* boundaries of ethical standards of practice • Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum • Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	• Responds promptly to *communications* and submits all assignments • Consistently exhibits punctuality and attendance • Maintains professional boundaries of ethical standards of practice • Keeps *inappropriate* personal life issues out of classroom/workplace • Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
(Called, Caring)	• Often complains when encountering problems and rarely offers solutions • Resists change and appears offended when suggestions are made to try new ideas/activities • Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	• Seeks solutions to problems with prompting • May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed • Overlooks opportunities to demonstrate positive affect	• Actively seeks solutions to problems without prompting or complaining • Tries new ideas/activities that are suggested • Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
(Competent)	• Rejects constructive feedback as evidenced by no implementation of feedback • Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve • Comes to class unplanned and without needed materials • Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	• Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions • Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement • Comes to class with some plans and most needed materials • Aware that lesson is not working but does not know how to alter plans to adjust	• Accepts constructive feedback as evidenced by implementation of feedback as needed • Learns and adjusts from experience and reflection as evidenced by improvements in performance • Comes to class planned and with all needed materials • Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
(Called, Caring, Competent)	• Demonstrates inequitable embracement of all *diversities* • Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	• Goes through the *expected and superficial motions* to embrace all *diversities* • Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	• Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* • Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
(Called, Caring, Competent)	• Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus • Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others • Rarely collaborates or shares strategies and ideas even when prompted	• Demonstrates some flexibility • Maintains a respectful tone in most circumstances but is not consistent • Shares teaching strategies as evidenced by some effort towards collaboration	• Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus • Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others • Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
(Called, Caring, Competent)	• Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support • Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	• Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth • Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	• Recognizes own weaknesses as evidenced by seeking solutions before asking for support • Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
(Caring, Competent)	• Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues • Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily • Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	• Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues • Demonstrates perseverance and resilience (grit) most of the time • Demonstrates sensitivity to feelings of others most of the time	• Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues • Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations • Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

COMMENTS:

Background Check Instructions

IMPORTANT: Before registering for a background check, students are **required by the TBI and FBI** to complete a Volunteer and Employee Criminal History System **(VECHS) Waiver Agreement form** to submit to the Carson-Newman Education Department. In addition, students must also submit a signed **FBI Privacy Rights form**.

Pursuant to NCPA/VCA, students are required to obtain a criminal background check prior to working with children. A criminal background check is also required for admission to the Teacher Education Program and Graduate Studies.

In order to qualify for placement in Tennessee schools, for practicum experiences and student teaching, go to the IdentoGO by MorphoTrust USA web site to obtain registration information for a background check. You must have a background check using Carson-Newman's ORI Number. **Second party background checks will not be accepted**.

Go to www.identogo.com and follow the directions below:

1. Choose "Digital Fingerprinting"
2. Choose "Tennessee" for fingerprinting state
3. Choose "Schedule New Appointment"
4. Enter Service Code: 28TY6K   (for Child-Related Worker Private)
5. Enter "ORI Number" TNCC45004
6. Select "Yes" for Carson-Newman
7. "Fingerprint Location" – enter zip code

Payment of $35.15 is due at the time of fingerprinting. Payment types accepted are credit card or money order.

Revised April 6, 2020

Background Check Appeal Form

An appeal form must be completed by all students who have received background check results indicating that "there is a reason to preclude the applicant from consideration for employment or licensing under the statute(s) referenced."

All appeals must be submitted with the following attachments:

____Initial background check results including outcome/rap sheet
____A copy of violation(s)/offense(s) and outcome/disposition from arresting agency/agencies.
____Report of any or no offenses by the Dean of Students

Date of Appeal Submission _____

Name _____   Program _____

Please state the circumstances under which the offense(s) occurred:

Please state the outcome of each offense listed on the rap sheet:

Please state your appeal and why we should consider it:

Advisor's statement about the nature of the appeal (the advisor should indicate whether or not s/he approves the appeal request and provide a rationale for his/her judgment).

I, the student, give my permission for the Education Department Judicial Committee to review my background check results for the purpose of deciding if I will proceed through meeting school placement and program requirements.

_____   _____
Student's Signature   Advisor's Signature

_____ Approved as Requested   _____ Approved with Conditions   _____ Denied

_____ _____   _____ _____
Education Chair Signature   Date   Judicial Committee Representative Signature   Date

Teacher Education Program Checklist for Undergraduates

I.	**Requirements For Admission to TEP (Undergraduates)**

Students must be admitted to the Teacher Education Program before enrolling in upper-level education courses.

_____ Complete the Application for Admission to Teacher Education

_____ Submit a signed Confidentiality Agreement.

_____ Complete 40 semester hours of university work, 12 of which must be at Carson-Newman University

_____ Have a minimum cumulative grade point average of 2.75

_____ Meet one of the following the testing requirements
- Obtain passing scores on Praxis CORE exams (all three sections): Reading, Writing, and Math
- Have an ACT score of 21 or above
- A combined verbal and math score on the SAT of 1080 or above
  (ACT and SAT may be repeated to obtain the minimum score after enrollment in the university)

_____ Obtain two recommendations from Carson-Newman University faculty members
(One must be from education faculty; one from faculty in major area of study)

_____ Submit a resume prior to being interviewed for admission

_____ Complete Essential Functions Checklist during EDUC 203 prior to interview

_____ Complete a successful interview

_____ Complete the following courses with a grade of "C" or better: English 101; English 201; COMM 135/230; Education 203

_____ Satisfy the state's criminal background check requirement (including submitting a signed VECHS waiver and FBI privacy rights form).

_____ Clear disciplinary record on file through the Dean of Students' office

_____ Teacher Education Faculty Approval

Students will be barred from enrollment in the following courses until they have been admitted to the Teacher Education Program:

♦	Liberal Studies (K-5): EDUC 414,440,444,449	Student Teaching: EDUC 463,465,467
♦	Middle Grades (6-8): Math/Science – EDUC 414, EDUC 440, EDUC 444	Student Teaching: EDUC 463,465,467
♦	Middle Grades (6-8): Lang Arts/Social Studies – EDUC 414, EDUC 449	Student Teaching: EDUC 463,465,467
♦	Special Education (Comprehensive) -SPED 416, SPED 417, EDUC 414	Student Teaching: SPED 463, SPED/EDUC 465, SPED/EDUC 467
♦	K-8 Interventionist: SPED 416, SPED 417, EDUC 414	Student Teaching: SPED 463, SPED/EDUC 465, SPED/EDUC 467
♦	6-12 Interventionist: SPED 416, EDUC 414	Student Teaching: SPED 463, SPED/EDUC 465, SPED/EDUC 467
♦	Early Childhood (PK-3): EDUC 414, 415	Student Teaching: EDUC 463,465,467
♦	Family and Consumer Sciences (6-12): FCSE 426	Student Teaching: EDUC 463,465,467
♦	Secondary Areas (6-12 and 9-12): EDUC 420	Student Teaching: EDUC 463,465,467
♦	Art (K-12): ART 408	Student Teaching: EDUC 463,465,467
♦	Physical Education (K-12): EDUC 414	Student Teaching: EDUC 463,465,467
♦	Music (K-12): MUS 345	Student Teaching: EDUC 463, MUS 465, MUS 467
♦	Theatre (K-12): EDUC 420	Student Teaching: EDUC 463,465,467

II. Requirements For Approval To Student Teach

In order to be allowed to student teach, students must have been formally admitted to the Teacher Education Program and complete the following requirements:

_____ Have a grade of C or better, in all professional education courses

_____ Have a grade of C or better, in all courses in the major area of study

_____ Have a minimum 2.75 cumulative grade point average

_____ Have passing scores on all licensure area content knowledge exams prior to student teaching

_____ Have a recommendation for student teaching from faculty in the major

_____ Have an approved degree plan on file with the registrar at the completion of 96 semester hours

_____ Complete an Essential Functions Checklist with advisor

_____ Apply for Student Teaching

_____ Submit proof of liability insurance

_____ Clear Disciplinary Record on file through the Dean of Students' office

_____ Teacher Education Faculty Approval

III. Requirements for Graduation and Licensure (program completion)

_____ Passing scores on **ALL** exams required for licensure

_____ Grade of C or better in both student teaching placements and student teaching seminar

_____ Maintain a minimum 2.75 cumulative grade point average through graduation.

Undergraduate Application to the
Carson-Newman Teacher Education Program

Student ID #: _____ C-N email: _____

Name: _____

Cell Phone #: _____

Local/C-N Address: _____

Home Address: _____County: _____

_____
       City   State   Zip

Entered C-N: _____ / _____   Entered as a: Freshman: _____ or Transfer: _____
           Semester   Year

Advisor: _____   Major: _____

Projected date of student teaching/graduation: _____ _____
                                                     Semester   **Year**

Physical/Medical limitations? _____No _____Yes. If yes, please describe:

_____

Name and phone number of person to contact in case of an emergency:

_____

To the best of my knowledge, the information above is accurate.

_____   _____
        Date   Signature

Appendix G Teacher Education Appeal Form

The Teacher Education Program Appeals Process
To appeal policies published in the current university catalog, the Teacher Education Handbook, or the departmental website, the student should submit a Teacher Education Appeal Form and supporting documentation to the Director of Certification. **The Appeals and Accommodations Committee reviews applications prior to the beginning of each semester.** The committee makes the recommendation for approval or denial based on a majority vote, which is subsequently submitted to the Education Department Chair or Dean for final determination. An appeal approval for continued coursework does not grant admission to the Teacher Education Program.

Traditional Reasons for Appeal Requests

- Taking methods course without admission to TEP (due to test scores, GPA, etc.)
- Documented unavoidable scheduling conflict

Candidates may appeal for admission to TEP if they meet the following criteria:

- State- required minimum cumulative GPA of 2.75
- Passing scores on content knowledge exam(s) for their licensure area (Currently, Elementary has 4 content knowledge tests, and Early Childhood has 2. Teaching Reading: Elementary is not considered content knowledge for purposes of this motion.)

Your name: _____   C-N ID #: _____

C-N email: _____   Phone #: _____

Required Documentation
Please prepare and submit a concise (no more than one page), typed letter stating the rationale for the appeal and the circumstances that led to the need for approval.

Submit your appeal letter along with any necessary documentation (test scores, degree evaluation).

Date of Appeal Submission: _____

Program: _____   **Advisor:** _____

Student Signature _____   **Advisor's Signature** _____

Please return to Director of Certification

☐ **Recommended Approval**   ☐ **Recommended with Conditions**   ☐ **Not Recommended**

Appendix H Faculty Recommendation for Entrance to TEP

Each student must acquire a recommendation for admission to the **TEP** from two full-time Carson-Newman University faculty members. One recommendation must be from an education faculty member and one from a faculty member in the major area of study. It is the student's responsibility to seek out faculty members who are willing to complete the recommendations. A link for students to request that an electronic recommendation form be sent to faculty members is available on the TEP Community in Canvas. Students must provide the correct name and email address of each faculty member. The questions asked in the electronic form are provided below for student information.

Faculty, please 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.

Rate the student as follows: 0 = Not enough information; 1 = Unsatisfactory; 2= Progressing; 3 = Meets Expectations; 4 = Exceeds Expectations

Quality to be Evaluated	0	1	2	3	4	Comments
Written Communication Skills						
Oral Communication Skills						
Preparation for Class						
Adherence to Deadlines (on time; project due dates)						
Regularity of Attendance						
Contributions to Class Activities/Discussions						
Display of Initiative						
Display of Sense of Teaching as a Calling						
Capacity for Caring						
Potential for Professional Competence (Content/Skill)						
Willingness to Reflect/Think Critically						
Sensitivity to Individual and Cultural Differences						
Adherence to Dress Code (CN/Public Schools)						

Overall Recommendation for Admission to the Teacher Education Program (Please Check One):

Recommend Enthusiastically (3)   _____   **Recommend (2)**   _____
Recommend with Reservation (1)   _____   **Do Not Recommend (0)**   _____

Comments: If Recommend with Reservations or Do Not Recommend is selected, please specify reasons in comments section or on reverse side.

INTERVIEW INFORMATION FOR INTERVIEWERS

1. We have 20 minutes per candidate (total time), so please adhere to the schedule. You should spend 15 minutes interviewing and 5 minutes coming to a consensus on the final score.

2. Review the Resume.

3. Ask questions initially that put the candidate at ease—possibly based on something from the Resume or Student Information Sheet. Feel free to ask questions of a general nature such as: "Tell us about your experience at Carson-Newman so far…" and "Why did you choose Carson-Newman University…" or other similar questions.

4. These prospective teacher candidates are just beginning their education course work. Questions about dealing with irate parents and/or how they would assess P-12 students may be interesting to see general patterns of response, but C-N students have not had coursework that will prepare them to give very sophisticated responses to those kinds of questions.

6. We are primarily assessing the candidate's motivation to teach, communication skills, and self-awareness. This is one of the first major checkpoints for entry to the Teacher Education Program. It is important to be honest with your professional assessment of the individual. If you have reservations, these should be taken into account when giving a final score.

7. We would like to ensure that interviewers ask all candidates the following questions:

   Motivation:
   - Tell us why you want to teach and what motivated you to want to teach?
   - From your experience as a student, tell us a little bit about a teacher who you thought was effective. What did the teacher do that made him or her effective?

   Self-Awareness/Confidence:
   - What strengths do you have that you think will make you an effective teacher?
   - Most people learn from experience. Tell us about some of your experiences with children and what you have learned from those experiences.

   At the end of the interview, please indicate that a rating form will be sent to each prospective teacher candidate. If they do not hear anything within a week, ask them to see the Director of Certification.

6. Each of the interviewing team members should individually score each candidate at the conclusion of the interview based on the interview rubric. The team should then average their scores, report scores on the Consensus form below (identifying strengths and weaknesses) and sign the bottom of the consensus form. **Any rating below 3 in any category means the student must repeat the interview, but this is not always a bad thing. If a candidate is not ready for entrance to TEP, please do not give them a passing score.**

INTERVIEW INFORMATION FOR STUDENTS

- Interviews for entrance into the Teacher Education Program are held each semester.

- Students enrolled in Foundations of Education are notified to submit a resume to the Director of Certification by a specific date prior to the interview. Students will also be asked to sign up for an interview time and will receive written confirmation of their interview date and time. The interview time cannot conflict with the student's class schedule. The confirmation letter also informs the students how to dress for the interview and the type of questions the interviewers may ask.

- Upon entering Carson-Newman, transfer students are also required to schedule an interview with the Director of Certification if they completed the equivalent to Foundations of Education at another institution.

- Twenty minutes is scheduled for each interview. This gives the interviewers time to read the resume, interview the student, and rate the interview according to the Interview Rubric. The interview is conducted by a team of local area administrators and teachers as well as Carson-Newman faculty.

- Upon completion of the interviews, students will receive notification of interview results and a copy of their rated Consensus Form.

    o Passing the interview is <u>not</u> acceptance into the Teacher Education Program as there are other requirements to be met.
    o If students fail the interview, they will be permitted to re-interview the following semester. It will be the responsibility of the student to contact the Director of Certification regarding the dates of the next available interview timeslots.

- If a student does not sign up for the interview or does not attend the interview at the designated time, the student must sign up for the interview process the following semester.

- If the interview is not attended by the student and the absence is due to any of the reasons given in the university catalog for an excused absence (see university catalog attendance policy), then the student must see the Director of Certification to make alternative arrangements.

- **Passing the interview is <u>one</u> of the requirements for admission to the Teacher Education Program.**

INTERVIEW RUBRIC

RATING	1 (Fail)	2 (Fail)	3 (Pass)	4 (Pass)	5 (Pass)
Motivation to Teach **(InTASC #9 & 10 Professional Responsibility; CAEP 3.3 Selectivity)**	Does not articulate any clear reasons for wanting to teach.	Provides reasons that are primarily extrinsic in nature, such as summer vacation.	Cites a mixture of extrinsic and intrinsic factors, but reasons are not clearly developed. Restricts answer to: "I just love children."	Articulates reasons that are both realistic and idealistic.	Articulates reasons that are clearly related to personal strengths and abilities and demonstrates a sense of calling to the profession.
Self-Awareness and Confidence **(InTASC #9 & 10 Professional Responsibility; CAEP 3.3 Selectivity)**	Appears to be very nervous, completely lacking in self-awareness and confidence; may frequently respond, "I don't know," or may fail to answer.	Appears to be somewhat lacking in confidence and does not seem to have an understanding of own strengths and weaknesses.	Appears to answer questions adequately but shows only a beginning awareness of personal strengths/ weaknesses and their relationship to effective teaching.	Appears to know self reasonably well but may display limited confidence in his/her abilities as a teacher.	Demonstrates high level of self-awareness, is confident, and can articulate well how personal strengths will make him/her a good teacher.
Communication Skills **(InTASC #9 & 10 Professional Responsibility; CAEP 3.3 Selectivity)**	Makes many grammatical/ articulation errors and has difficulty communicating ideas.	Makes some grammatical/ articulation errors; communicates ideas, but not enthusiastically.	Makes minor grammatical/ articulation errors; responds to questions appropriately, but ideas may not be developed clearly.	Expresses ideas clearly	Communicates ideas enthusiastically, creatively, and with confidence; demonstrates appropriate use of verbal communication strategies.

Interview Consensus Form

Student Name _____**Date** _____

**Name of
Interviewers**_____

_____   Motivation to teach

_____   Self-awareness and confidence

_____   Communication skills

_____ Pass   _____ Fail

(Interviewers: Please make a comment in each section.)

General Comments:

Strengths:

Areas for Improvement:

_____   _____
Signature of Interviewer   Signature of Interviewer

_____   _____
Signature of Interviewer   Signature of Interviewer

Appendix J Essential Functions Checklist

	Not Yet	Emerging	Proficient	Accommodation(s) Needed
Adjust instruction to facilitate learning				
Attend to class and school emergencies in a safe and professional manner				
Be free of criminal charges, arrests, or convictions that would preclude being hired by a public school district (disciplinary actions under review by the deans of students in TN colleges may be considered the same as an arrest on a criminal background check).				
Communicate academic content				
Communicate learning expectations				
Compile, maintain, and submit all required reports in a timely manner				
Create an environment for learning through displays of student work, bulletin boards, and interest centers				
Distinguish between sounds with or without a hearing aid				
Exhibit ability to focus on one sound and ignore others				
Exhibit ability to grasp papers and turn book pages				
Exhibit ability to manage stress and crisis situations				
Exhibit ability to meet deadlines				
Exhibit adequate strength to move materials and/or children as needed				
Exhibit appropriate decision-making skills				
Exhibit appropriate long and short-term memory to meet the demands of a classroom				
Exhibit appropriate social interaction skills so that students know they are recognized and appreciated				
Grade student work in a timely manner				
Identify student needs and cooperate with professional staff members in assessing and helping students solve health, attitude, and learning problems				
Instruct students in the use of classroom materials and equipment				
Maintain accurate and complete records of students progress and development				
Maintain adequate attention to address all classroom concerns				
Maintain confidentiality in accordance with local, state, and federal law				

Maintain stamina necessary for teaching a full day				
Manage student behavior by enforcing rules				
Manage student behavior by establishing procedures				
Monitor student progress				
Physically move around a classroom in order to monitor students				
Plan lessons that align with content standards				
Plan lessons that differentiate by ability, interests, and readiness				
Plan lessons that facilitate learning				
Prepare materials and the physical space for class activities				
Provide feedback during and after instruction				
Read textbooks and student work				
Recognize and report suspected abuse as required by local, state, and federal law				
See differences of color, shade, and brightness				
Speak so that others can understand what is said				
Speak the sounds of the language so that others can understand				
Speak and write with correct grammar				
Store and maintain inventory logs of classroom materials such as textbooks and technology				
Understand the speech of others				
Use relevant technology to support instruction				
Write clearly so that others can understand				

Appendix K Permission to Register for Course during Student Teaching
PERMISSION TO REGISTER FOR
A COURSE DURING STUDENT TEACHING SEMESTER

_____ Undergraduate   _____ Graduate   Date: _____

Student Name: _____   ID# _____

Address: _____

City/State/Zip: _____

Phone: _____   Email: _____

Licensure Area: _____

Course Seeking Permission to Take: _____

Professor Teaching the Course: _____

Written explanation of rationale for seeking permission to take a course during the student teaching semester:

Transcript with completed and approved degree plan must be submitted with this request.

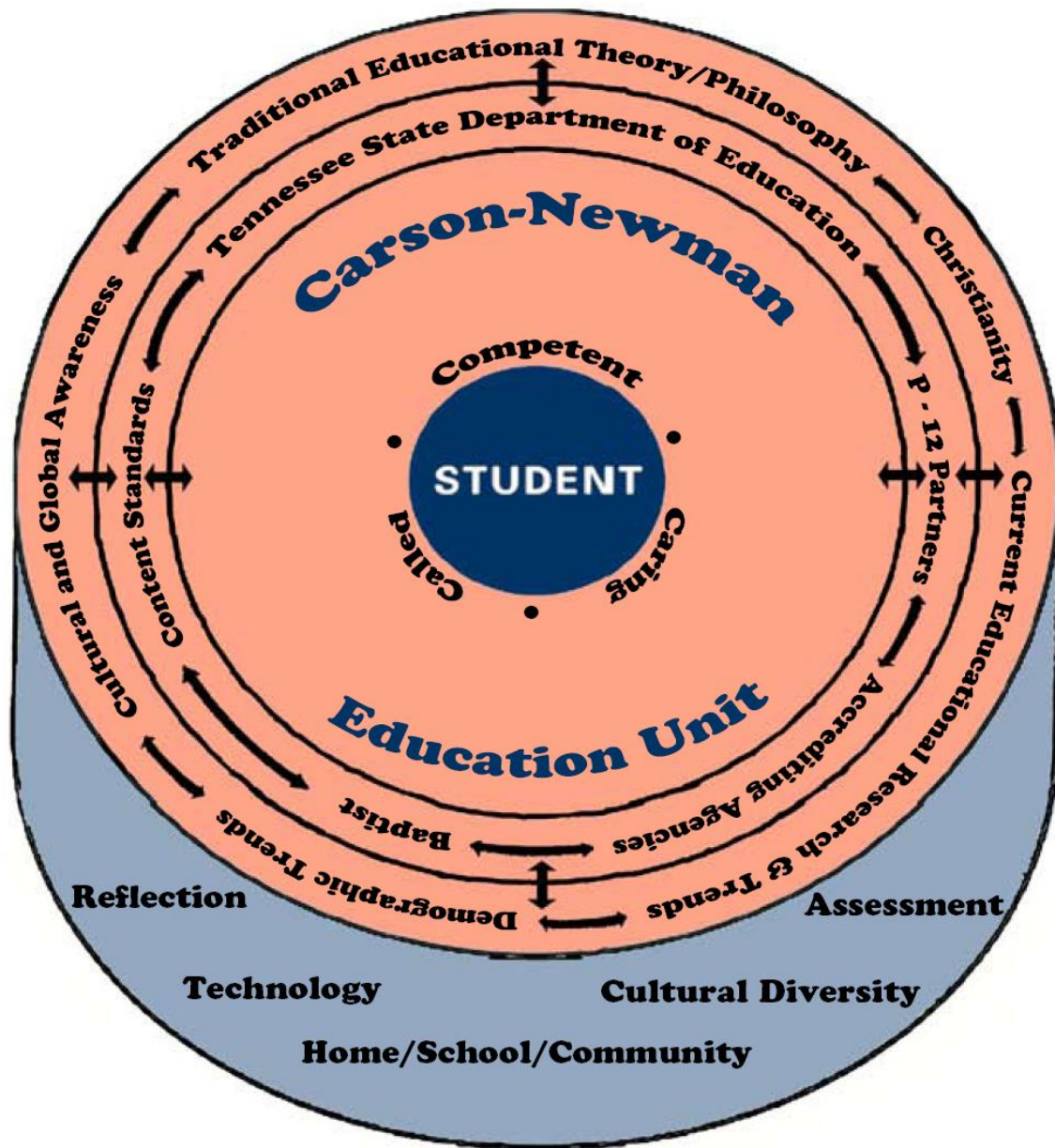**Signatures**

Student: _____

Student's Advisor: _____

Department Chair (Licensure Area): _____

Education Department Chair: _____   APPROVED   DENIED

Carson-Newman University Department of Education
Conceptual Framework

Vision and Mission of the Institution

Carson-Newman University is a Christian, private, liberal arts institution. Ranked by *Forbes* as being in the top three percent of America's Best Colleges, Carson-Newman has been named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. The university's reputation is born from its commitment to Christian excellence and academic rigor as manifested through 81 undergraduate majors across 26 academic departments and graduate programs in business, counseling, education, nursing, religion, and social justice.

Mission
The university's mission is to help our students reach their full potential as educated citizens and worldwide servant leaders.

Vision
The university's vision is to be the Christian liberal arts-based university of choice in the Southeast for education and service.

Vision and Mission of the EPP
The Department of Education at Carson-Newman University has produced teachers, counselors, administrators, and other school personnel who have been recognized in their respective professions for excellence. The EPP has been nationally accredited for over 50 years and is approved by the State Board of Education to recommend licensure in Tennessee.

Vision
The EPP envisions that it provides an environment in which candidates initially learn how to teach and perform other school-related or counseling-related roles effectively by the manner in which they are taught and advised. Through interactions with faculty who teach in the general education program, their major fields of study, and in their professional education course work, candidates experience firsthand the strategies that are used by faculty who are, first of all, professionally competent, and who also demonstrate a sense of calling to their profession and a sense of caring in their interactions with the candidates. The work of the faculty and its communications with candidates is imbued by spirituality, commitment to faith, and joyfulness of heart.

Candidates will recognize that they are the primary focus of the EPP, and that all course work, field experiences, and assessment strategies are designed to help them develop the knowledge, skills, and dispositions to become effective teachers, leaders, and counselors in a world that is characterized by change and diversity. The EPP believes that effective preparation for teaching, counseling, and educational leadership in an ever-changing environment requires interaction with the world of practice, combined with regular and systematic reflection upon those experiences. As candidates progress through their preparation programs, they develop the skills to analyze the impact of various influences upon their own professional development. They recognize the impact of federal, state, and local standards, the influence of practitioners with whom they work in their field experiences, and the unique influences of the communities in which they work. The EPP has a vision that candidates will respond proactively to the forces that influence their teaching, leadership, and counseling, and that through Christ they will become agents of change within their own schools and professional communities. Within the context of professional settings and the educational process, they will, indeed, become participants in the process by which Carson-Newman graduates have a "world-wide impact."

Mission of the EPP
In line with the vision and mission of the university, the EPP seeks to prepare caring and professionally competent teachers, counselors, administrators, and other professionals who feel called to lifelong commitments to leadership, learning, and service.

Philosophy
The philosophy of the EPP rests on the following beliefs:

Definition of Education - Education is defined as the lifelong process by which each person reaches his or her full potential, or stated another way, the lifelong process by which each person lives out God's will for him or her in the world.

Role of Education in a Democratic Society - A democracy depends upon an educated citizenry. The quality of the society rests upon decisions made by its citizens; therefore, all citizens should have an adequate knowledge base to solve the daily problems of living in a democracy, and they should have the ability to think critically about issues that face them not only on a daily basis, but to analytically examine issues that face their communities, states, and nation. Further, effective citizens will be inclined to participate in the democratic process by being informed and taking appropriate actions on behalf of themselves and others in the society. As Freire (1998) said, "the teaching task also requires the capacity to fight for freedom, without which the teaching task becomes meaningless" (p. 4). From a Christian standpoint, issues of social justice are a concern for every citizen.

Nature of The Learner - Every individual is unique, both in terms of genetic make-up and the way in which the individual interacts with the world. All persons are created in God's image, and therefore have the potential for goodness. All individuals can learn, and all individuals desire to learn. God's will for every person is that each will make the best use of his or her gifts and talents to serve God.

Nature of Knowledge Bases - The ability to function effectively, whether as a citizen in a democratic society or a teacher, principal, or counselor in a professional setting, depends upon basic skills and knowledge, along with the ability to process new information appropriately (Jukes, McCain, & Crockett, 2010). The knowledge bases for effective living are in a continuous state of change, and the effective individual is one who can evaluate, integrate, and use new knowledge within an existing knowledge base (Freire, 1993a, 1993b; Friere & Friere, 1994).

Nature of the Learning Process - Because all individuals can learn, it is a matter of finding the appropriate approach in order to help each person learn and to discover and maximize the use of his or her gifts and talents. All individuals begin learning out of their own prior knowledge and experiences, and they develop knowledge, skills, and dispositions through interactions with people, materials, and media in their environments (Vygotsky & Kozulin, 1986).

Nature of the Christian as Educator - Drawing upon Biblical themes, Palmer (1993) succinctly stated the role of truth and accountability for Christian educators:

> Where conventional education deals with abstract and impersonal facts and theories, an education shaped by Christian spirituality draws us toward incarnate and personal truth. In this education we come to know the world not simply as an objectified system of empirical objects in logical connection with each other, but as an organic body of personal relations and responses, a living and evolving community of creativity and compassion. Education of this sort means more than teaching the facts and learning the reasons so we can manipulate life

toward our ends. It means being drawn into personal responsiveness and accountability to each other and the world of which we are a part (p. 14-15).

Teacher, Administrator, and Counselor Roles in the Learning Process - In order for a teacher, principal, or counselor to help individuals learn, the educator must establish climate that encourages the learning process for all individuals. The integrated spirituality of the teacher/principal/counselor is exemplified in the environment provided for students. Teachers must establish positive relationships with individuals in their classrooms in order to begin to facilitate the learning process. They must be able to assess the needs of the learner, provide appropriate experiences for the learner, and build upon the child's strengths (Brendtro & Larson, 2006). The teacher must also be knowledgeable about the direction in which the learner should be headed; that is, the teacher must know the reasonable and appropriate expectations for individuals. The teacher serves as a mediator between what is expected of the learner and the knowledge, skills, and dispositions that currently characterize the learner (Dewey, 1938). As Parker Palmer (1998) stated, "Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p. 10).The role of the counselor is to provide support for individual students, teachers, and other school personnel in order to help each student reach his/her potential (Noddings, 2002a, 2002b; Kohn, 2000) Teachers, administrators, and counselors must provide appropriate models for learning for a lifetime.

Purpose
The purpose of our EPP is to collaborate with the professional community to prepare teachers, counselors, and administrators to serve children and families from culturally diverse backgrounds effectively.

Goals
The goal of the EPP is to provide the environment and experiences that prepare candidates to teach/counsel/lead effectively in diverse settings.

Mission for the Liberal Arts Core
The goals for the institution's general education program, referred to as the Liberal Arts Core, are central to the goals for candidates in the EPP. The mission of the Liberal Arts Core program is stated:
> In order to help students reach their full potential as educated citizens and worldwide servant leaders, the Carson-Newman University Liberal Arts Core provides an introduction to a broad base of knowledge, Christian values, and skills that are essential for personal, intellectual, and professional growth. Underlying the core courses are foundational skills that are common to liberal arts courses: critical reading and thinking, oral and written communication, and information literacy.

Goals of the Liberal Arts Core
The Liberal Arts Core at Carson-Newman provides an introduction to the Liberal Arts and studies in Biblical traditions, communications, mathematics and science, personal and social awareness, and global perspectives. Through these core components, students:
1. Gain knowledge of the history of Christian Liberal Arts;
2. Acquire knowledge of the scholarly study of the Judeo-Christian scriptures and their content;
3. Develop effective communication skills in both written and spoken English;
4. Exhibit scientific literacy and quantitative reasoning skills critical for making informed decisions;
5. Demonstrate the ability to think critically and to apply appropriate research techniques to the study of human behavior, social systems, and cultures of the world; and
6. Display a broad knowledge of human actions, imagination, and expression.

Goals of the EPP

The Department of Education establishes an environment and plans clinical experiences that help each candidate meet criteria in the four domains of the Tennessee Educator Accelerator Model (TEAM). EPP goals are that candidates will meet the following criteria in TEAM's four domains:

1. Instruction – Use knowledge of the subject matter, the student, and instructional strategies to teach in ways that all students learn and that encompasses the 12 instructional sub-categories of the Tennessee Educator Accelerator Model (TEAM), which are as follows: Standards & Objectives; Motivating Students; Presenting Instructional Content; Lesson Structure & Pacing; Activities & Materials; Questioning; Academic Feedback; Grouping Students; Teacher Content Knowledge; Teacher Knowledge of Students; Thinking; and Problem Solving.

2. Environment – Provide a learning environment in which all students' abilities are nourished and in which resources are used effectively. Create a classroom environment where expectations are high and encouraging; where rules are clear for student learning and behavior is managed quickly, firmly, and respectfully; where there is organization and the arrangement promotes learning; and where positive interactions and respectfulness promote positive relationships.

3. Planning – Plan in such a way that instructional plans, student work, and assessment are aligned to state content standards; plans effectively teach to college- and career-ready standards; plans appropriately challenge students, and individual student needs are accommodated. Use appropriate assessment and evaluation strategies to make effective instructional decisions and communicate student progress to students, parents, and other professionals.

4. Professionalism – Continue to engage in activities that promote professional growth, including reflecting on one's own practice, collaborating with others, continuing with formal training, and performing professional responsibilities effectively and efficiently. Systematically and consistently utilize formative and summative school and individual student achievement data to analyze students' strengths and weaknesses and plan strategies to increase student achievement.

Bronfenbrenner's Theory of Human Ecology as an Organizing Structure for the Conceptual Framework

Professional education programs offered through the EPP at Carson-Newman University are undergirded by a conceptual framework that drives the development of the curriculum, the choice of instructional strategies, the planning of field experiences, and the ongoing assessment and evaluation of the overall program. Bronfenbrenner's (1979) model of human ecology serves as the primary organizing theory for the conceptual framework for programs leading to licensure within the EPP at Carson-Newman University; a graphic of the human ecology model is provided at the end of the narrative for the conceptual framework, as well as a graphic illustrating Carson-Newman's adaptation of the model for its conceptual framework. In order to understand the conceptual framework for licensure programs, a brief overview of Bronfenbrenner's theory is provided (Bronfenbrenner, 1979, 1986a; 1986b; Bronfenbrenner & Morris, 2006).

Bronfenbrenner theorized that forces in both the near and far environments serve as powerful influences on an individual's development, but he also recognized the important ways in which the individual influences those forces as well. Bronfenbrenner uses the terms microsystem, exosystem, and macrosystem to describe the influence of environmental factors. The microsystem refers to those factors that are located within the immediate environment of the child, such as people and events in the home and classroom life of a child. These factors have the greatest impact on the child, because the child experiences them directly and concretely. The term exosystem is used to describe those factors that lie beyond the immediate environment of the child, such as the neighborhood in which the child lives. The exosystem also may include abstract factors, such as parents' work schedules—the child does not directly experience the work environment, but the child is affected by the arrangement of the

parents' work schedules.The macrosystem includes larger societal factors, such as overall economic conditions, cultural values and mores, and federal laws. For example, when Congress passed the Family and Medical Leave Act, the amount of time parents might be able to spend with a newborn or adopted child was affected, although the child had no direct participation in the legislation. Federal mandates have an enormous influence on both what and how teachers teach and, thus, on what children learn.

Within each of the three systems proposed by Bronfenbrenner, the child or groups of children have the potential to influence people and events. For example, at the microsystem level, a child who is temperamentally difficult will elicit different discipline strategies from parents than one who is placid and calm. Given the example of work schedules at the exosystem level, a sick child may affect the parents' work schedule and activities. At the macrosystem level, it is difficult to imagine how one child may influence the entire society; however, much has been accomplished in the interest of one child. Police now use nationwide alerting systems because of the abduction of Amber Hagerman and schools now provide limited medical support services because of Garrett Frey.

Bronfenbrenner included two other systems, the mesosystem and the chronosystem, in his ecological theory. The mesosystem describes the way in which factors in two or more microsystems interact. Parent-teacher conferences, in which people from the home and the school interact, is an example of a mesosystem. The chronosystem is used to account for the influence of time on development; for example, if a divorce occurs in a child's family during the preschool period, it will have a different impact than if the child is an adolescent or young adult. In summary of Bronfenbrenner's theory, development occurs as a dynamic and reciprocal process of interaction between individuals and environmental factors, both concrete and abstract.

Bronfenbrenner's Theory of Human Ecology
Source: Santrock, 2011
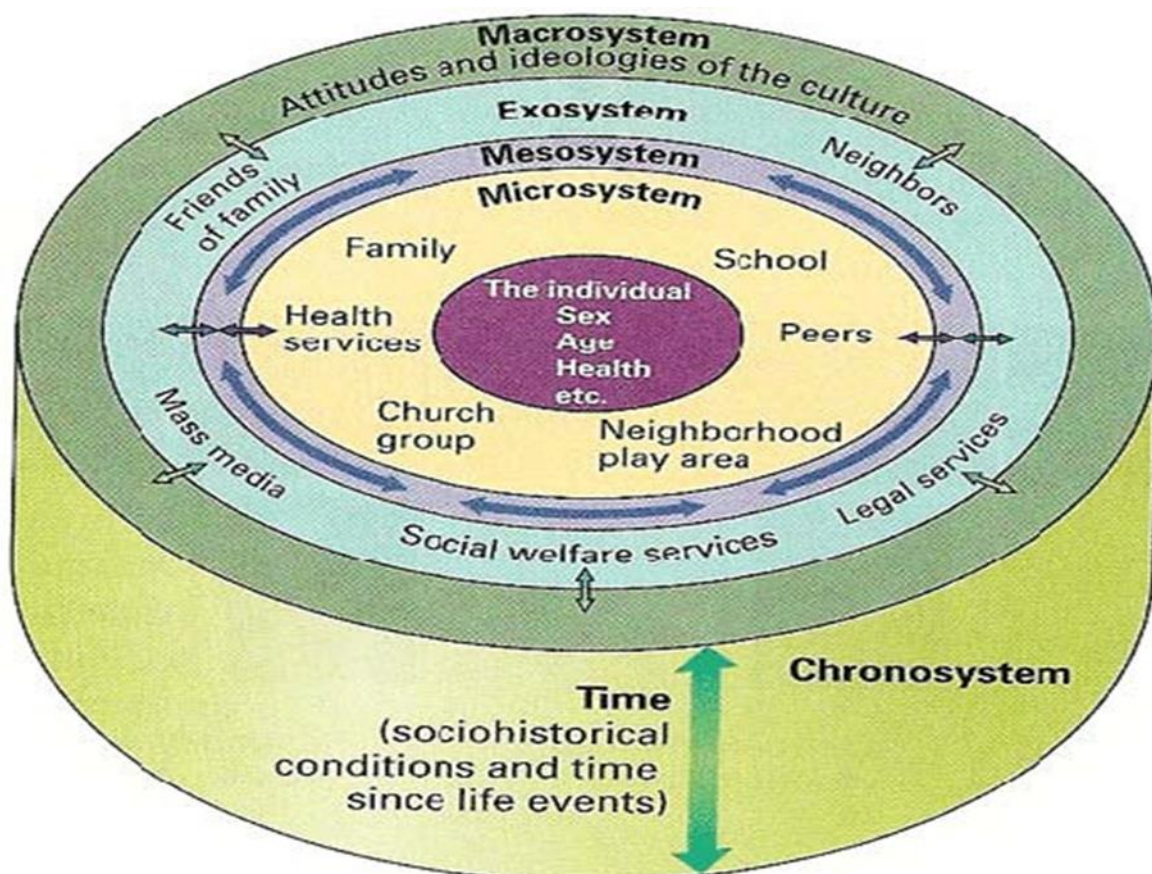
Bronfenbrenner's Theory as Applied to Professional Education Programs at Carson- Newman
Just as the child is the central focus in Bronfenbrenner's theory, the Carson-Newman University professional candidate is the central focus in the Department of Education, and the university environment serves as the primary microsystem of socialization of the candidate. Faculty recognize the developmental characteristics of candidates, both traditional and non-traditional, graduate and undergraduate (Perry, 1999). The EPP recognizes the importance of candidates' prior experiences and religious heritage. The Christian ideals of truth, beauty, and goodness are operationalized through the university mission and goals statements and the general education program. The departmental goals, philosophy, objectives, and curriculum support the overall liberal arts program of the university. Each licensure program at the undergraduate level, for example, is planned around a general education core, an academic major in a discipline, with the professional education courses being added to ensure that candidates develop the knowledge and skills necessary to enter the teaching profession.

At the exosystem level, the licensure programs designed for the Carson-Newman student are influenced by forces beyond the campus, including state department requirements for licensure programs, accreditation standards, and curriculum standards established by professional organizations/standards groups. In addition, two other powerful exosystem influences are that of the Baptist heritage and professional educators with whom students and faculty interact. Professional educators exert an influence indirectly in early field experiences and then become much more important to candidates as they complete their student teaching and internship experiences (Portelance & Colette, 2009; Rajuan, Beijaard, & Verloop, 2010).

At the macrosystem level, the larger values influencing the preparation of the Carson- Newman student include societal demographics, traditional educational philosophy and developmental theory, current research and trends in education, and the general attitudes and ideologies of the culture, with special emphasis upon Christian ideology. The major groups of developmental theorists are incorporated in all programs: Cognitive/developmental (Piaget and Vygotsky); psychoanalytic (Freud and Erikson); behaviorists (Skinner and Watson); social learning theorists (Bandura and Walters); ethologists (Lorenz); and educational philosophers (Dewey). Standards for the profession, as published by the Council for the Accreditation of Educator Preparation (CAEP, 2013), the Council of Chief State School Officers (CCSSO, 2013) in the InTASC standards (Interstate Teachers Assessment and Support Consortium), and the National Board for Professional Teaching Standards (NBPTS, 2002) are major components of the macrosystem influence on all programs in teacher/counselor/administrator preparation. Research evidence related to school and teacher effectiveness is a significant component of all programs (Stronge, 2002; Stanovich & Stanovich, 2003; Wilson & Floden, 2003). Because classroom management continues to be a significant issue for most beginning teachers, the classroom management literature is also infused throughout the curriculum (Marzano, Marzano, & Pickering, 2003; Sugai & Horner, 2009). Within each discipline, standards for curriculum and effective instruction and assessment strategies are derived from the standards and literature provided through the specialized professional associations, such as AHPERD: American Alliance for Health, Physical Education, Recreation and Dance; ALA: American Library Association; ACEI: Association for Childhood Education International; AECT: Association for Educational Communications and Technology; AAFCS: American Association for Family and Consumer Sciences; ASCA: American School Counselors Association; CEC: Council for Exceptional Children; CACREP: Council for Accreditation of Counseling & Related Programs; IRA: International Reading Association; ISTE: International Society for Technology in Education; NAEYC: National Association for the Education of Young Children; NCSS: National Council for the Social Studies; NCTE: National Council of Teachers of English; NCTM: National Council of Teachers of Mathematics; NMSA: National Middle School Association; NSTA: National Science Teachers Association; and TESOL: Teachers of English to Speakers of Other Languages.

At the chronosystem level, changes in any of the other system levels (micro, exo, meso, macro), in addition to the passage of time, may prompt changes in the way in which courses are framed and instructional strategies selected. At the present time, five points have been selected for emphasis within the EPP. Those points of emphasis are reflection; home, school, and community relationships; assessment; technology and data literacy; and cultural and developmental diversity. As times change, and as Carson-Newman University students change, the emphasis areas may change as well.

Because the systems model is one that incorporates the idea of reciprocity of effect (factors do not simply influence students—students have an influence on the department, the university, the immediate community, and the society at large), the key to facilitating the development of the qualities of lifelong learning, leadership, and service is the use of reflection. Throughout the university curriculum, teacher education candidates are encouraged to think critically about the factors that are influencing them in their own development as education professionals (Friere & Faundez, 1989; Killen & DeBeer, 1994; Chubbuck, 2010). Candidates are guided to become increasingly independent in making decisions about their own choices of curriculum and teaching; principalship and leadership styles; or counseling styles, techniques, and strategies. The home, school, community relationships aspect of the framework is seen as an increasingly important component of successful teaching, leadership, and counseling. Because the programs are based on Bronfenbrenner's theory of human ecology, which emphasizes the importance of environmental factors on development, educators must acknowledge and interact with the environmental influences, other than school, that affect a child's development. Assessment then becomes a critical factor in teaching and counseling. The use of multiple methods of ongoing assessment are essential for teachers and counselors to be effective in meeting the needs of a diverse student population.

As our society continues to become increasingly diverse, educators must consider how teaching, school leadership, and counseling decisions are influenced by the population now being served in the schools. Methods and strategies must be selected that will meet the needs of all learners. The U. S. Office of Educational Technology (2017) reported a growing number of students working with teachers and peers to become responsible digital citizens, and most classrooms in our country now have access to broadband. In addition, in many places around the country, teacher leaders are leveraging their skills to lead peer instruction in pedagogically driven classroom technology use. In addition to technological considerations for classroom and school-based decisions, candidates must utilize data literacy in order to understand and effectively analyze assessment outcomes as the basis for instructional decisions to improve P-12 student learning.

Candidate Proficiencies
Dispositions are defined as "habits of action and moral commitments that underlie the [educator's] performance" (CCSSO, 2013, p. 6), a definition, which has also been adopted by The Council for the Accreditation of Counseling and Related Education Programs (2019). The conceptual framework for the EPP describes the system in which professional education preparation programs take place. The system recognizes that factors in the near and far environments both influence, and are influenced by, candidates in professional education programs. The EPP seeks, through the dynamic interaction of the candidates and the factors that have an impact on their development as professional educators, to encourage the following dispositions in its candidates:

Called
Candidates understand that teaching is a special way to answer God's call to serve; they strive to live out their Christianity in the context of school and the community at large as servant leaders; and they apply their faith to their profession and all parts of their lives (Palmer, 1998, 1999).

Caring
Candidates demonstrate care and concern for meeting the diverse academic and developmental needs of all children; they are sensitive to the cultural and family backgrounds of all students; they believe that all children can learn; and, they seek to be fair in all interactions with every child. Studies of effective teaching indicate that caring teachers are perceived to be more effective than those who do not communicate a sense of caring to their students (Bosworth, 1995; Stipek, 1996). The specific behaviors that are indicative of caring are described in the
literature as well (Noddings, 2002a, 2002b; Council of Chief State School Officers, 2013; Cochran-Smith, 2003). However, caring is especially significant in the context of an institution that is Christ-centered. The scriptures are filled with mandates to "love one another" as well as to care for one's neighbor. From the books of law in the Old Testament (Leviticus 19:18) throughout the Bible to the words of Christ in Matthew 22:39 and the writings of Paul in Ephesians 4:32, Christians are taught to love and care for their neighbors.

Professionally Competent
Candidates possess a knowledge base in theory, research, and technology, along with the ability to apply skills to best practices (Stigler & Hiebert, 1999); they have a commitment to continued professional development in order to maintain intellectual rigor and epistemological curiosity (Friere, 1994). In terms of the themes associated with the chronosystem level of the conceptual framework, the professional competence of candidates requires that they engage in the following professional behaviors, which requires them to:

- *Continuously reflect on their practice.* Reflective practice is at the heart of effective learning and teaching, particularly in a world that is rapidly changing. Mary Catherine Bateson (1994, p. 6) states, "Men and women confronting change are never fully prepared for the demands of the moment, but they are strengthened to meet uncertainty if they can claim a history of improvisation and a habit of reflection." Much earlier, Dewey (1938, 1933) claimed that reflection is "at the heart of the disciplined mind." Schon, building on Dewey's emphasis on reflection, discusses two types of reflection— reflection on action and reflection in action. The first type occurs when an individual has an experience and then carefully considers the experience, extracting from the experience meaning that can be applied to new situations. Reflection in action occurs when an individual, such an architect or medical doctor, is in the midst of a design or operation and continuously monitors the process to make adjustments to ensure a successful outcome. Effective educators will be those who can reflect-in-action and use problem-solving skills effectively (Schwartz, Mennin, & Webb, 2001). Increasingly, educators are also engaging in reflection-before-action, in which they plan for the desired outcomes, and then implement a plan and a process that helps them achieve the desired outcome (Wiggins & McTighe, 1998).

  Both InTASC (Interstate Teachers Assessment and Support Consortium) and NBPTS (National Board for Professional Teaching Standards) principles and propositions place value on the capability of beginning and experienced teachers to reflect upon their own practice. The ninth InTASC standard states that, "The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner" (Council of Chief State School Officers, 2013, p. 19). and the fourth NBPTS proposition states that "Teachers think systematically about their practice and learn from experience." Candidates in the EPP are asked to reflect continuously upon their own learning processes and upon their preparation as an educator. Reflection may take the form of writing in open-ended journals, responding to specific prompts either in class or following practicum

experiences, engaging in problem-solving and case analysis, and/or using a variety of reflective models. All candidates are required to analyze their initial efforts at implementing lesson plans, and by the time they reach student teaching, they complete a pre-reflection process, the lesson plan, and a post-reflection process designed to help them learn from each experience. The pre- and post-reflection processes are used throughout student teaching and are aligned with the Tennessee Educator Acceleration Model (TN Department of Education, 2018).

- *Use technology as a tool to maximize learning in the classroom, manage professional responsibilities, and promote their own continued professional development.* Students must have the opportunity to acquire technology skills that will help them learn effectively throughout their lives. "Transforming education requires us to rethink how we teach and learn. The ISTE Standards act as a roadmap for bold, innovative educators and education leaders to re-engineer their schools and classrooms for digital learning no matter where they fall on the journey to meaningful, effective ed tech integration." (ISTE, Home page, 2019) The ISTE Standards for Educators identify seven standards with performance indicators, and in addition, ISTE has identified five competencies for computational thinking, with the goal of helping "all learners become computational thinkers who can harness the power of computing to innovate and solve problems" (ISTE, CT Competencies, 2019). Candidates should facilitate and inspire student learning and creativity; design and develop digital-age learning experiences and assessments; model digital-age work and learning; promote and model digital citizenship and responsibility; and engage in professional growth and leadership. In addition, candidates use the Technological Pedagogical Content Model (TPCK) to consider best practices in the use of educational technology. In addition to using technology as a pedagogical tool, candidates must be competent in data literacy; that is, they must be able to understand and analyze data in order to design instruction to meet their students' needs.

- *Use varied assessment strategies to plan effectively to meet the needs of all children.* Assessment is defined as the process by which teachers and/or counselors collect, synthesize, interpret, and use information about students' present level of knowledge, skills, and dispositions to aid in decision making (Airasian, 2004). The purposes of assessment are to help advance the learning and development of the student by monitoring student progress and evaluating student achievement, and to improve educational programs at all levels by reflecting and analyzing instruction and curricula (McIntosh, Horner, & Sugai, 2009; VandeWalle, Karp, & Bay- Williams, 2009; Wiggins, 1998; Wiggins & McTighe, 1998). Because all students learn differently, candidates must develop the skills to create, select, and use multiple forms of assessment.

  Assessments should be valid and reliable, that is, they should be a true demonstration of the knowledge, skill, or disposition under investigation (McMillan, 2010). Assessment should be ongoing and continuous, and should include both informal and formal strategies (Kohn, 2000). When assessments are used for evaluation purposes, standards by which the evaluation is made, as well as data from the assessment method, should be effectively and accurately communicated to students and parents. InTASC Standard Six states that "The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction" (Council of Chief State School Officers, 2013, p. 16).

- *Respectfully consider the needs of children and families from diverse cultural backgrounds.* Cultural background is defined as "the context of one's life experiences as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area" (NCATE, 2008, p. 86). Cultural diversity refers to the differences

among groups of people and individuals based on their cultural background. To say that the society is becoming increasingly culturally diverse is trite; the statistics abound that document this fact. Current projections indicate that there will be no majority culture by the year 2050, and in some cities this is already true (Parker, 2001). Candidates need to be aware of cultural differences and their impact on learning and communication styles, respect and appreciate cultural differences, and use appropriate instructional and assessment strategies to meet the needs of students and their families from varied cultural backgrounds, and they must learn to collaborate with individuals may be quite different from themselves (Strand, Marullo, Cutforth, Stoecker, & Donohue, 2008). InTASC Standard Two states that "The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential" (Council of Chief State School Officers, 2013, p. 12). As candidates plan instruction, they are required to consciously consider the modifications that must be made for students in their classrooms (Banks & Banks, 2003; Copple, 2003; Delpit, 1995; Sue, 2010).

- *Facilitate desirable relationships between home, school, and community.* The relationship between parent involvement and academic achievement and overall effectiveness of schools is well documented. The statement "It takes a village to raise a child" was probably never more true than it is today. Because the society is becoming increasingly culturally diverse, the need for good relationships between the home, school, and community increases (Delpit, 2006). It is the school's responsibility to facilitate positive relationships with the home and community. Schools should be places that invite parent involvement (Purkey, 2002).

  Candidates understand that parents are their children's first teachers and that all parents should be treated as though they want the best for their children. Candidates need a variety of skills for working effectively with diverse families and communities; specifically, they need excellent communication skills, including the ability to listen actively and the ability to communicate in a variety of ways. InTASC Standard Ten states that "The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being" (Council of Chief State School Officers, 2013, p. 20). Considering this prominent status, numerous educators and researchers have examined the relationship between the family, the community and the formal education of children. Consequently, more than a few studies have confirmed the positive correlation between family involvement and academic achievement (Henderson & Mapp, 2002).

  In alignment with established research and Bronfenbrenner's theory regarding the complex layers of a child's environment, the EPP includes courses in each candidate's program that focus on the development of the knowledge, skills, and dispositions necessary to engage in effective communications and to build constructive relationships among diverse populations within the school environment and the local community. Furthermore, a significant body of research highlights the importance of preparing teacher candidates to work effectively with families and the community for the overall development of the student (Ferlazzo & Hammond, 2009; Glasgow & Whitney, 2009; Shumow, 2009; Taylor & Whittaker, 2009; Weiss, Kreider, Lopez, & Chatman, 2009). In addition to the role of the family and community in the academic achievement of students, all candidates should be sensitive to the interactions between the various factors in the child's maturing biology, the immediate family and community environment, and the extensive societal landscape that influences a child's development.

Alignment of Candidate Proficiencies with Professional, State, and Institutional Standards Incorporation of the Tennessee Framework for Evaluation

The institution's general education program serves as the underlying liberal arts foundation for candidate proficiencies, and the conceptual framework incorporates the mission and vision of the institution. The goals of the EPP are aligned with the teaching skills, knowledge, and professionalism performance standards of the TEAM Evaluation Model. The alignment of the domains and indicators with InTASC and NBPTS principles is shown in the following table.

Goals' Relationship to InTASC and TEAM Indicators

Goal	Statement of Goal: Candidates will	Related InTASC Standards	Related NBPTS Standards	Related TEAM Indicators (bold = domain)
1	Use knowledge of the cultural, developmental, and individual characteristics of P-12 learners to teach effectively.	1 - Learner Development 2 - Learner Differences	1 - Teachers are committed to students and their learning 2 - Teachers know the subjects they teach and how to teach those subjects to students	**Instruction** – Teacher Knowledge of Students (10)
2	Create a learning environment where all elements of the classroom are managed in positive and productive ways to ensure P-12 student learning.	3 - Learning Environment	3 - Teachers are responsible for managing and monitoring student learning	**Environment** - Environment (3) **Environment** - Respectful Culture (4)
3	Demonstrate content knowledge appropriate for the licensure area.	4 - Content Knowledge 5 - Application	2 - Teachers know the subjects they teach and how to teach those subjects to students	**Instruction** - Teacher Content Knowledge (9)
4	Use appropriate assessment and evaluation strategies that can be used to make effective instructional decisions, and communicate student progress to students, guardians, and other professionals	6 - Assessment	1 - Teachers are committed to students and their learning 2 -Teachers know the subjects they teach and how to teach those subjects to students 3 - Teachers are responsible for managing and monitoring student learning	**Instruction** - Academic Feedback (7) **Planning** – Assessment (3)
5	Plan effectively to accomplish curricular goals and ensure that P-12 students are making academic progress toward college & career-ready standards.	7 - Planning for Instruction 8 - Instructional Strategies	1 -Teachers are committed to students and their learning 2 - Teachers know the subjects they teach and how to teach those subjects to students 3 - Teachers are responsible for managing and monitoring student learning	**Planning** - Instructional Plans (1) **Instruction** - Standards and Objectives (1) **Instruction** - Questioning (6) **Instruction** - Thinking (11) **Instruction** - Problem solving (12)

Goal	Statement of Goal: Candidates will	Related InTASC Standards	Related NBPTS Standards	Related TEAM Indicators (bold = domain)
6	Develop a repertoire of general and discipline-specific instructional strategies that are appropriate for P-12 students	5 - Application of Content 8 - Instructional Strategies	1 - Teachers are committed to students and their learning 2 - Teachers know the subjects they teach and how to teach those subjects to students 3 - Teachers are responsible for managing and monitoring student learning	**Instruction** - Motivating Students (2) **Instruction** - Presenting Instructional Content (3) **Instruction** - Lesson Structure and Pacing (4) **Instruction** - Activities and Materials (5) **Instruction** - Questioning (6) **Instruction** - Grouping Students (8) **Instruction** - Thinking (11) **Instruction** - Problem Solving (12) **Planning** - Student Work (2) **Environment** - Expectations (1)
7	Use strategies that enable all students to become proficient, motivated independent readers and writers.	5 - Application of Content 8 - Instructional Strategies	1 - Teachers are committed to students and their learning 2 - Teachers know the subjects they teach and how to teach those subjects to students 3 - Teachers are responsible for managing and monitoring student learning	**Instruction** - Motivating Students (2) **Instruction** - Presenting Instructional Content (3) **Instruction** - Lesson Structure and Pacing (4) **Instruction** - Activities and Materials (5) **Instruction** - Questioning (6) **Instruction** - Grouping Students (8) **Instruction** - Thinking (11) **Instruction** - Problem Solving (12) **Planning** - Student Work (2) **Environment** - Expectations (1)
8	Exhibit professional dispositions essential for collaborating and assuming leadership roles in working with families and school personnel.	9 - Professional Learning 10 - Ethical Practice and Leadership and Collaboration	4 -Teachers think systematically about their practice and learn from experience 5 - Teachers are members of learning communities	**Professionalism** - Community Involvement (1) **Professionalism** - School Responsibilities (2) **Professionalism** - Growing and Developing Professionally (3) **Professionalism** - Reflecting on Teaching (4)

EPP Goals and Standards Alignments

Candidate proficiencies are further explicated through the knowledge and skills documents
provided for each licensure area, which also incorporated InTASC, NBPTS, and P-12 curriculum
standards. All candidates meet a common set of general and professional education knowledge
and skills proficiencies; however, the knowledge and skills statements for candidate proficiencies
vary by the major area of study for each licensure area. The proficiencies for each major area of
study are aligned with standards from the specialized professional associations and P-12 national
and state curriculum standards. The proficiencies in the professional education area are aligned
with the InTASC standards. Proficiencies in the Educational Leadership program are aligned
with the Tennessee Instructional Leadership Standards (TILS).

In providing this overview of the conceptual framework for the programs offered in the education preparation
programs at Carson-Newman University, it is hoped that students, faculty, and practitioners in the field will
enter into dialogue about the ways in which the framework is
evidenced in the preparation and ongoing professional development of teachers and counselors.
The dialogue will contribute to the ongoing, dynamic, and developmental process of improving
the quality of Carson-Newman's education programs.

References

Airasian, P. W. (2004). *Classroom assessment: Concepts and applications* (4th ed.). Boston, MA: McGraw-Hill.

Banks, J., & Banks, C.A.M. (2009). *Multicultural education: Issues and perspectives*. New York, NY: Wiley.

Bateson, M. C. (1994). *Peripheral vision: Learning along the way.* New York, NY: Harper Collins.

Bosworth, K. (1995). Caring for others and being cared for: Students talk caring in school. *Phi Delta Kappan, 76 (9),* 686-693.

Brendtro, L.K., Larson, S.J. (2006). *The resilience revolution.* Bloomington, IN: Solution Tree.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design.* Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1986a). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*(6): 723-742.

Bronfenbrenner, U. (1986b). Recent advances in the ecology of human development. In: Silbereisen, R. K., Eyferth, K., Rudinger, G. (eds.) *Development as action in context: Problem behavior and normal youth development.* Berlin, Germany: Springer-Verlag.

Bronfenbrenner, U., & Morris, P. (1998). The ecology of developmental processes. In R. M. Lerner & W. Damon (Eds.) *Handbook of child psychology Vol. 1: Theoretical models of human development* (5th ed., pp. 993-1028). New York, NY: Wiley.

Bronfenbrenner, U., & Morris, P. (2006). The bioecological model of human development. In R.M. Lerner & W. Damon (Eds.), *Handbook of child psychology* (Vol. 1, pp. 793-828). New York, NY: Wiley.

Chubbuck, S. (2010). Individual and structural orientation in socially just teaching: Conceptualization, implementation, and collaborative effort. *Journal of Teacher Education, 61 (3),* 197-210. DOI: 10.1177/0022487109359777 Cochran-Smith, M. (2003). Teaching quality matters. *Journal of Teacher Education, 54, (2),* 95-98. DOI: 10.1177/0022487102250283

Copple, C. (2003). *A world of difference: Readings on teaching young children in a diverse society.* Washington, DC: National Association for the Education of Young Children.

Council for the Accreditation of Educator Preparation (2019). Glossary. Accessed at http://caepnet.org/glossary?letter=D .

Council for the Accreditation of Educator Preparation (2016). *2013 CAEP Standards.* Washington, DC: Author.

Council of Chief State School Officers. (2013). *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards and learning progressions for teachers 1.0.* Washington, DC: Author.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (updated ed.). New York, NY: The New Press.

Dewey, J. (1933). How we think: A restatement of the reflective thinking to the education process. Boston, MA: Heath.

Dewey, J. (1938). *Logic: The theory of inquiry.* New York, NY: Holt, Rinehart and Winston. Ferlazzo, L., & Hammond, L. (2009). *Building parent engagement in schools*. Denver, CO: Linworth.

Freire, P., & Faundez, A. (1989). *Learning to question: A pedagogy of liberation*. New York, NY: Continuum.

Freire, P. (1993a). *Pedagogy of the city*. New York, NY: Continuum.

Freire, P. (1993b). *Pedagogy of the oppressed.* (20th-Anniversary Ed.). New York, NY: Continuum.

Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare to teach.* Boulder, CO: Westview Press.

Freire, P., & Freire, A.M.A. (1994). *Pedagogy of hope: Reliving pedagogy of the oppressed*. New York, NY: Continuum.

Glasgow, N. A., & Whitney, P. J. (2009). *What successful schools do to involve families: 55 partnership strategies*. Thousand Oaks, CA: Corwin/Sage.

Gray, L., Thomas, N., & Lewis, L. (2010). *Educational technology in U.S. public schools: Fall 2008* (NCES 2010– 034). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

International Society for Technology in Education. (2019). Computational thinking. Accessed at https://www.iste.org/standards/computational-thinking

International Society for Technology in Education. (2019). Standards home page. Accessed at https://www.iste.org/standards

Jukes, I., McCain,T., & Crockett, L. (2010). *Understanding the digital generation.* Thousand Oaks, CA: Corwin Press.

Killen, P., & De Beer, J. (1994). *The art of theological reflection.* New York: Crossroad.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools.* Portsmouth, N.H.: Heinemann.

McIntosh, K., Horner, R. H., & Sugai, G. (2009). Sustainability of systems-level evidence-based practices in schools: Current knowledge and future directions. In W. Sailor, G.

Dunlap, R. Horner, & G. Sugai, (eds.). *Handbook of positive behavior support* (pp. 327-352). New York, New York: Springer Science+Business Media, LLC. DOI: 10.1007/978-0-387-09632-2_14

McMillan, J.H. (2010). *Classroom assessment: Principles and practice for effective standards based instruction* (5th ed.). Boston, MA: Pearson, Allyn and Bacon.

Marzano, R. J., Marzano, J. S., & Pickering, D. J. *Classroom management that works: Researchbased strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriclulum Development.

National Board for Professional Teaching Standards. (2002). *What teachers should know and be able to do.* Arlington, VA: Author.

Noddings, N. (2002a) *Educating moral people*. New York, NY: Teachers College Press.

Noddings, N. (2002b). Starting at home: Caring and social policy. Berkeley, CA: University of California Press. Office of Educational Technology. http://www2.ed.gov/about/offices/list/os/technology/index.html

Palmer, P. J. (1993). *To know as we are known: Education as a spiritual journey.* San Francisco: Harper San Francisco.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life* (1st ed.). San Francisco, California: Jossey-Bass.

Palmer, P. J. (1999). Evoking the spirit in public education. *Educational Leadership, 56* (4), 6-11.

Parker, W.C. (2001). Classroom discussion: Models for leading seminars and deliberations. *Social Education*, 65, 111-115.

Perry, W. (1999). *Forms of ethical and intellectual development in the college years: A scheme.* San Francisco: Jossey-Bass.

Portelance, L., & Colette, G. (2009). Analysis of the dynamics of the sharing knowledge between cooperating teacher and teacher-in training: The partners' respective roles. *Education Review , 6* (6), 71-80.

Purkey, D., & Seigel, B.L. (2002). *Becoming an invitational leader.* Lakeworth, FL: Humanics Trade Group, Inc.

Rajuan, M., Beijaard, D., & Verloop, N. (2010). The match and mismatch between expectations of student teachers and cooperating teachers: exploring different opportunities for learning to teach in the mentor relationship. *Research Papers in Education , 25* (2), 201- 223.

Santrock, J.W. (2011). *Lifespan development* (13th ed)*.* New York, NY: McGraw-Hill.

Schwartz, P., Mennin, S., & Webb, G. (2001). What does the department have professors for it they don't teach? In B. M. Miflin, & D. A. Price, (eds.). *Problem-based learning case studies, experience, and practice* (pp. 98-103). London, England: Kogan Page.

Shumow, L. (Ed.) (2009). *Promising practices for family and community involvement during high school*. Charlotte, NC: Information Age Publishing.

Stanovich, P. J., & Stanovich, K. E. (2003, May). *Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions.* Retrieved from National Institues of Health: http://www.nichd.nih.gov/publications/pubs/using_research_stanovich.cfm

Stigler, J. W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom.* New York: Free Press.

Stipek, D. (1996). Motivation and instruction. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 85-113). New York: Macmillan.

Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003). Principles of best practice for community-based research. *Michigan Journal of Community Service Learning, 9 (3),* 5-15.

Stronge, J.H. (2002). *Qualities of effective teachers.* Alexandria, VA: Association for Supervision and Curriculum Development.

Sue, D.W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice.* New York, NY: Wiley, Inc.

Sugai, G., & Horner, R.H. (2009). Responsiveness –to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality,17* (4). 223-237.

Taylor, L. S., & Whittaker, C. R. (2009). *Bridging multiple worlds: case studies of diverse educational communities* (2nd Edition). Boston, MA: Allyn & Bacon/Pearson.

Tennessee Department of Education. (2018). *Tennessee Educator Acceleration Model: TEAM teacher evaluation evaluator handbook.* Nashville, TN: Author.

United States Department of Education Office of Educational Technology. (2017). *Reimagining the role of technology in education: 2017 National Education Technology Plan update.* Washington, D.C.: Author.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J. (2009). *Elementary and middle school mathematics: Teaching developmentally* (7th ed)*. Boston, MA: Allyn & Bacon.

Vygotsky, L., & Kozulin, A. (ed.). (1986). *Thought and Language* (rev. ed.). Cambridge, MA: MIT Press.

Weiss, H. B., Kreider, H., Lopez, M. E., & Chatman, C. M. (Eds.) (2009). *Preparing educators to engage families: Case studies using an ecological systems framework (2nd Edition).* Thousand Oaks, CA: Sage Publications.

Wilson, S. M., & Floden, R. E. (2003). *Creating effective teachers: Concise answers for hard questions. An addendum to the report "Teacher preparation research: Current knowledge, gaps, and recommendations.".* Washington, DC: AACTE Publications.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance.* San Francisco: Jossey-Bass.

Wiggins, G., & McTighe, J. (1998). *Understanding by design.* Alexandria