



THE UNIVERSITY OF TENNESSEE
CHATTANOOGA
School of Education

School of Education
Teacher Education Program (TEP) Handbook



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I. Introduction

Statement from the Director

Welcome to the School of Education at the University of Tennessee at Chattanooga! We are excited you are interested in our programs and hope to see you soon. At UTC, we are committed to preparing future educators, leaders, and scholars who are dedicated to fostering excellence, equity, and innovation in every learning environment.

Purpose of Handbook

The Teacher Education Program (TEP) Handbook is designed to be a resource for Teacher Candidates (TCs). The handbook covers the various elements, expectations, requirements, policies, and procedures associated with a successful completion of the candidate's program of study.

Principles

Our school is founded on three key principles: professionalism, partnerships, and performance. These three tenets provide the basis for the development of reflective practitioners who will make a positive impact on students and society.

Mission Statement

The School of Education is dedicated to the preparation of its graduates to positively impact the lives of all children and families through demonstrating excellence in content, professional practice, leadership, and service.

Dispositions of an Effective Professional Educator

The School of Education (SOE) has identified eight dispositions with specific indicators that the effective professional educator displays.

1. Professional Ethics

- Maintaining position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor
- Demonstrating positive work habits and interpersonal skills, including a positive attitude, dependability, honesty, and respect for others
- Maintaining the standards of confidentiality regarding student information and communications
- Using sound judgment and thoughtful decision making with consideration of the consequences

2. Collaboration

- Collaborating with other professionals to improve the overall learning of students
- Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning

3. Diversity

- Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning
- Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- Providing equitable learning opportunities for all students

4. Self-reflection

- Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
- Using analysis and reflection to assess and plan for student learning

5. Belief in students' ability to learn

- Promoting achievement of students at all levels

- Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
- Effective planning and classroom organization as tools in maximizing the time available for instruction and learning

6. Technology

- Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- Using analysis and reflection to assess and plan for student learning

7. The teaching profession

- Accepting responsibility for what occurs in the classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
- Using sound judgment and thoughtful decision making with consideration of the consequences
- Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
- Participating in professional growth activities within and outside the school

8. Professional growth

- Participating in professional growth activities within and outside the school
- Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience.

ProCADS Assessment

The Teacher Candidate will demonstrate a commitment to the Competencies, Attitudes, and Dispositions of a Professional Practitioner. It is expected that the Teacher Candidate maintain performance above unsatisfactory on all indicators throughout the program, as assessed by faculty, clinical supervisors, and/or mentor teachers. Any rating of unsatisfactory may require an Area for Refinement plan. Should indicator ratings remain unsatisfactory, a failure to improve over time may lead to dismissal from the program regardless of academic performance. The following are the goals Teacher Candidates are seeking to achieve:

- **Professional Competencies:** Teaching competencies include proficiency in planning, teaching, and assessing, but there are other duties and responsibilities that transcend a learning segment. Professional competencies include self-presentation, self-representation, professional collegiality and demeanor, and also taking responsibility for those tasks entrusted to you.
- **Attitudes towards Teaching Methods:** Content and assessment change alongside changes in the broader society and a teacher must understand and address those changes through effective planning, instruction, and assessment. Lesson plans and methods should not be understood as guidelines written in stone but a reflection on possibilities that can be adapted to new and diverse situations. Use a variety of evidence-based instructional strategies to enable all learners to master content and its application.
- **Attitudes toward Students:** Diversity exists across students and teachers and within students and teachers. Effective teaching values diversity and includes it in all areas of planning, instruction, and assessment. Provide equitable learning opportunities for all learners.
- **Attitudes toward Schools:** While a teacher may be isolated to a single classroom, no classroom exists divorced from other classrooms or from its social context. A teacher must value the input and experience of others in the development of effective planning, instruction, and assessment. Evaluate and integrate appropriate technology resources to facilitate student learning.
- **Open-Mindedness Dispositions:** The classroom is the first time many students are placed in close proximity to those from other backgrounds and cultures. In this space, a teacher must provide safety and challenge to all students, which requires a stance of open-mindedness to the ways and knowledges of diverse people.

- **Self-Reflection Dispositions:** The most important posture in a teacher’s tool kit is self-reflection that drives changes and development in knowledge and action. Teaching is an art and a teacher must determine what a classroom needs, year after year, class after class. A teacher must use self-reflection as the foundation for effective planning, instruction, and assessment for all students.
- **Curiosity Dispositions:** In common parlance, a good teacher is a lifelong learner. To this end, we look for a disposition toward curiosity, both toward understanding how things work but also toward imagining how things might be made better.
- **Educational Equity Dispositions:** It is difficult to imagine that one teacher can change the world, but we look for teachers who are willing to try. While much can be accomplished within a single classroom, a strong educational equity and advocacy disposition also means forming alliances across classrooms and communities.

Programs of Study: Initial Licensure

Undergraduate:

Through the Teacher Education Program, there are approved undergraduate programs leading to the Bachelor’s degree and eligibility for teacher licensure in Tennessee. Programs of Study can prepare students for licensure in the following areas:

- **Integrated Early Childhood/Early Childhood Special**
- **Elementary Education (K-5) and ESL (PreK-12)**
- **Special Education**
 - Special Education Comprehensive (K-12)
 - Special Education Interventionist (K-8)
 - Special Education Interventionist (6-12)
- **Middle Grades (6-8)**
- **Education**, with concentrations in:
 - English Language Arts
 - Science
 - Mathematics
 - Social Studies
- **Secondary (6-12) Education**, with concentrations in:
 - English
 - *Mathematics
 - *Natural Sciences, including:
 - Biology
 - Chemistry
 - Earth Science
 - Physics
 - Social Sciences, including:
 - Economics
 - Geography
 - Government
 - History
- **Health & Wellness**
 - Health & Wellness K-12 and Physical Education K-12
- **Related Arts**
 - ^ World Languages (PreK-12) (French, Latin, Spanish)

- Music Education (K-12) (B.M.) with concentrations in:
 - Instrumental Music
 - Vocal Music
- Theatre Education (K-12)
- Visual Arts (K-12)

- * Students seeking licensure in Secondary Mathematics and/or Sciences will do so through the appropriate STEM Education Program.

^ Students seeking licensure in Foreign Language Education (K-12) will do so through the Education Licensure Minor with a Major in the desired language.

Graduate:

Through the Teacher Education Program, there are approved graduate programs leading to Initial Licensure at the Master's degree level and eligibility for teacher licensure in Tennessee. UTC SOE's graduate-level Programs of Study can prepare students for Initial Licensure in the following areas:

- Elementary Education
- Elementary Education: English as a Second Language
- Exceptional Learning
 - Special Education Comprehensive (K-12)
 - Special Education Interventionist (K-8)
 - Special Education Interventionist (6-12)
- Secondary Education

Programs of Study: Advanced Licensure

Through the Teacher Education Program, there are approved graduate programs leading to Advanced Licensure at the Master's degree (M.Ed.) or Education Specialist (Ed.S.) level and eligibility for teacher licensure in Tennessee. Programs of study can prepare students for Instructional Leadership Licensure:

- Advanced Educational Practice: Educational Leadership Licensure, Ed.S.
- Educational Leadership: Principal/Supervisor Licensure, M.Ed.
- Educational Leadership Post-Masters Certificate

Programs of Study: Non-Licensure and Certificates

Through the Teacher Education Program, there are approved Non-Licensure programs leading to a degree (M.Ed., Ed.S.) or a certificate in the following areas:

- **Educational Specialist (Ed.S.)**
 - Advanced Educational Practice: Educational Leadership Non-Licensure, Ed.S.
- **Master's Level (M.Ed.)**
 - Educational Leadership: Educational Leadership Non-Licensure, M.Ed.
 - Elementary Education: Elementary, M.Ed. (Non-Licensure)
 - Secondary Education: Non-Licensure, M.Ed.
- **Post-Baccalaureate Certificate**
 - English as a Second Language Post Baccalaureate Certificate
 - Instructional Coaching Post-Baccalaureate Certificate
 - School Athletic Program Leadership Certificate

II. Key Terms/Vocabulary

- Accreditation:** A process for assessing and enhancing academic and educational quality through voluntary peer review. A designation of “accredited” informs the public that the EPP has met state, professional, and institutional standards for educational quality.
- Advanced Licensure:** Licensure that requires previous experience as a licensed educator. Typically refers to leadership licenses.
- Advisor:** Staff or faculty member at UTC designated to assist the TC and ensure they are on track to complete a major and/or teacher licensure.
- Apprenticeship:** Partner with Institutions of Higher Education, states, and districts to establish teacher preparation programs that emphasize classroom-based experience through on-the-job training. A pathway into the profession with an “earn and learn” model that leads to teaching credentials. Robust clinical experiences are provided with an experienced School-Based Teacher Educator (adapted from Apprenticeship USA DOL Industry Factsheet on Education).
- Center for Academic Support and Advisement (CASA):** All first-year students are advised by CASA and meet four times during the 1st year at UTC.
- Certificate:** An academic award similar to but less than a degree. Although “certification” is often used interchangeably with “licensure” to describe a process, an academic certificate is a different process and does not grant teacher licensure.
- Checkpoints:** Students pursuing initial teacher licensure through UTC’s School of Education programs must meet requirements in four sequential checkpoints. The checkpoints ensure students meet UTC and State of Tennessee licensure requirements by guiding admission to the Teacher Education Program, admission to Residency I and II and recommendation for licensure throughout each program.
- ClearPath:** The order of required courses for students to stay on track to graduation within their specific degree path.
- Clinical Experience Coordinator:** SOE staff member who oversees all clinical experience placements for the TEP and facilitates professional developments for clinical practice.
- Clinical Practice:** Includes internship, Job -Embedded or student Teaching (Residency II) experiences.
- Clinical Supervisor (CS):** Specific to the Clinical Practice, the CS will act as the liaison between the TC and SOE. The CS will assist the TC by orienting the TC to the placement requirements, providing periodic observations, suggestions for improvement, continuous assessment of performance, and recognizing success. Formal and informal feedback from CS will be considered when determining the TC’s success throughout the Clinical Experience. The CS serves as the TC’s primary point of contact during the Clinical Practice Experience. See Appendix for CS Expectations. It is the CS’s responsibility to communicate with the PIM and the SOE to address problems and/or request support.
- College of Health, Education, and Professional Studies (CHEPS):** The college within the university which houses the School of Education
- Council for Accreditation of Educator Preparation (CAEP):** Accrediting body for the EPP at UTC.
- Dispositions:** The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6.).
- edTPA:** A performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need

from Day 1 in the classroom. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Find more about edTPA here.

Educator Preparation Program (EPP): Houses the teacher licensure programming and is subject to Tennessee State Board of Education policy and Council for the Accreditation of Educator Preparation (CAEP) standards.

Field Experience: A term used to refer to any time a TC is in a K-12 environment. This includes observations as well as small-group and one-on-one student interactions.

Initial Licensure: First-time licensing pathways that include Student Teaching and/or Job Embedded. Does not include things like add-on endorsements or leadership licenses.

Internship: A supported and intensive internship for candidates seeking teaching licensure while serving in an educational and professionally related capacity with a school district or related organization. Internship I is designed to provide aspiring educators with a hands-on experience in the field of teaching. Internship II is designed to provide aspiring educators with an advanced hands-on experience in the field of teaching planning, instruction, classroom environment, and assessment. Throughout Internship II, candidates will work closely with experienced mentor teachers, apply teaching skills, and develop a deeper understanding of the teaching profession. This advanced and immersive internship offers candidates the opportunity to apply theoretical knowledge to real classroom settings, plan, differentiate, and facilitate instructional practices and analyze formative and summative student assessment data to inform instructional practice. Candidates for Internships I and II must be recommended by a school district, or related organization, and approved by the School of Education.

Job-Embedded (JE): A licensure pathway in which a candidate completes their clinical experience while working in a full-time position as teacher of record. Job-embedded pathways are only available at the Graduate level to people who have already completed a bachelor's degree.

Licensing/Certification Officer: Individual who is responsible for recommending TC for licensure. Only those students who have successfully completed all requirements of UTC licensure or endorsement programs approved by the Tennessee Department of Education.

Local Education Agency (LEA): A school district that oversees K-12 schools in a particular area (i.e. Hamilton County Schools, Marion County Schools, or Cleveland City Schools).

Mentor Teacher/Clinical Mentor: During Field Experiences, the Mentor Teacher will be either the teacher of record in the classroom in which you are placed or the person holding a supervisory role at the organization in which Field Experience is being completed. During Clinical Practice, the Mentor Teacher will be the PreK-12 teacher of record in the classroom in which the TC is placed.

MyMocsDegree (MMD): Location where TC's can find all requirements for major.

Post-Baccalaureate: Someone who has earned a bachelor's degree previously and is taking additional coursework. UTC reserves this term for undergraduate-level students; other entities often use this as a blanket term for any undergraduate or graduate student who has previously earned a bachelor's degree. It is generally assumed that a "post-bacc" student is non-degree-seeking.

ProCADs: Professional Competencies Attitudes and Dispositions. The tool developed by UTK and used by UTC to evaluate TC progress via self-reflection and assessment by faculty, clinical supervisors, mentor teachers.

Professor (Prof.): Also known as faculty, these are the individuals who teach the required standards, content knowledge, theory, and pedagogical knowledge of becoming a teacher.

Residency: Residency is the year-long experience a teacher candidate has during their senior year. Residency I, the first semester of senior year, is treated as an extension of Residency II/Student Teaching that occurs before it. Mentor Teachers must meet the Tennessee State Board of Education mentor teacher requirements (TSBE Policy 5.504) to mentor a Residency I or Residency II teacher candidate. Residency I operates on a two-day-a-week schedule,

starting before UTC coursework begins, and runs a whole semester. Residency I operates on both the school district and UTC calendar. Residency II/Student Teaching operates on the required TSBE Policy 5.504, where the teacher candidate completes 75 days of direct instruction, or 15 weeks. Residency II only operates on the school district calendar, not UTC's calendar. Residency is a time to reinforce and demonstrate mastery of content, pedagogy, and professionalism.

School of Education (SOE): Houses most education majors that result in teacher licensure.

Student of Concern: A TC that has been flagged by a member of the faculty/staff/other program-affiliated individual for concerns regarding their level of performance or adherence to professional standards.

Student Teaching: Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach. Also referred to as Residency II.

Teacher Candidate (TC, aka Pre-service Teacher): The UTC student who is working towards licensure in the TEP/SOE.

Teacher Education Program (TEP): Term the University uses in reference to SOE programs.

Tennessee Department of Education (TDOE): The entity that carries out policies of the Tennessee State Board of Education.

Tennessee State Board of Education (TSBE): The entity that creates governing policies for EPPs in the state of Tennessee.

Traditional Licensure: A pathway to initial licensure in which a candidate completes student teaching as their clinical experience.

III. Undergraduate Advising

Overview

Your advisor is a resource to help you navigate your path to graduation. They can assist you with course registration, degree requirements, and academic and student success. As Education majors, it is imperative that students familiarize themselves with the UTC School of Education's several degree and program requirements.

All first-year students are advised by the [Center for Academic Support and Advisement](#) (CASA). First-year students will meet with CASA four times during their first year as students at UTC. After the first year, students are required to meet with their assigned advisor at least once a semester. Students should refer to their advisor for how to schedule their advising appointment. If a student has an issue meeting with their assigned advisor, they should make an appointment to see the SOE Director.

All students transferring to UTC or changing their major while at UTC will meet with their assigned advisor for advising. During the first advising meeting, students will understand the requirements to be part of the TEP in addition to getting assistance with completing any of the requirements.

While students are in the process of completing Checkpoints 1 and 2, they will be advised by their professional academic advisor. After completing all aspects of Checkpoints 1 and 2, students will be assigned a faculty advisor based on their major.

During any advisement meeting (with group or individual), students should bring their Program of Study Check Sheet/Clear Path, a potential schedule, any questions, or concerns about the TEP Checkpoints, questions about their current coursework, and questions about additional endorsements.

After meeting with an advisor, students should register for their classes as soon as the students are eligible (see your MyMocsDegree to view your registration time). Note: After registering, students should pay fees according to the guidelines provided by the Bursar's Office. If fees are not paid on time, all your registered courses will be dropped. Classes fill-up and close quickly, so please plan with the Financial Aid Office or the Bursar's Office to ensure that your courses are not dropped.

It is imperative that students understand degree requirements. To graduate on time, you must closely follow your Program of Study Check Sheet/Clear Path. Please check your MyMocsDegree often to ensure that you are on track to complete the correct coursework on time. If in doubt, please contact your advisor with any questions. Each program has a ClearPath, which is available on the UTC website. Please note that every student may be in a different place due to credits earned prior to entering UTC as well as course pre-requisites such as math testing scores. The professional academic advisor will advise students to keep them on track until they reach faculty advising for transfer students as well as students changing their major.

Note: Students must be on time to scheduled advising appointments. Advisors are not mandated to see students if they are 10 or more minutes late for a 30-minute appointment or 5 minutes late for a 15-minute appointment. If a student needs to cancel their appointment, they should email the advisor and let them know as soon as possible and reschedule the appointment based on the advisor's availability. Please note that it may be days or weeks before another advising meeting time may be available for a rescheduling. It is the student's responsibility to make appointments that can be kept.

Student Advising Expectations

You have responsibilities in the advising partnership to help you be successful. As an advisee, you are expected to:

- Schedule and attend your required advising appointments each semester.
- Monitor your progress in your courses and ask your advisor for help as soon as a problem arises.
- Take responsibility for your schedule, educational goals, and career plans.
- Come prepared to advising appointments with questions and possible course selections.
- Understand degree requirements, Checkpoint requirements, and TN State Licensure requirements.
- Follow-up on referrals your advisor makes.
- Check your UTC email daily.

Advisor Expectations

To meet the academic advising goals of the University, advisors will be expected to:

- Provide accurate, program-based knowledge.
- Utilize the University website, course catalog, class schedule, ClearPaths, and other University resources to provide accurate information.
- Clearly explain general education, major, degree, and graduation requirements for the program under which they advise.
- Be knowledgeable in current prerequisites, course sequencing, and course offerings for their area.
- Be knowledgeable in academic policies, procedures, processes, and deadlines at the University and department levels.
- Be trained in academic advising functions in Banner, MyMocsDegree, Argos, and other university programs, as well as issues related to student development.
- Assist you in understanding transfer issues and the petitioning process.
- Assist you in creating an academic plan that incorporates your major, endorsements, and desired graduation deadline.
- Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.
- Provide the TC with a means of communicating, scheduling appointments, and keeping accurate, up-to-date records.
- Conduct themselves in a professional and courteous manner while treating you with respect.
- Refer you to other services, departments, or individuals as the situation requires.

Higher Education Expectations:

Within 2 semesters at UTC, a student should be able to:

- Understand major and appropriate General Education requirements and said majors' pre-requisites and co-requisites.
- Understand academic policies related to hours earned.
- Recognize the contractual obligations of the academic calendar and catalog including, but not limited to: critical deadlines; FERPA; course repeat policy; and transfer credit processing.
- Become familiar with the resources available on the UTC website and the essential functions of MyMocsNet. Available web resources include but are not limited to the course catalog and schedule, ClearPaths, departmental webpages, and various student support services. MyMocsNet's essential functions include, but are not limited to: MyMocsDegree, course schedule and registration information, grades and other student records, financial resources, and UTC MocsMail.

Note: Each student is responsible for understanding and following the policies outlined in the catalog and for understanding the specific degree requirements for his or her program of study...although faculty and other University officials may offer advice regarding matters, the student must ensure that he or she understands the consequence of acting on such advice. Moreover, the student assumes sole responsibility for the consequence of creating or modifying his or her course schedule. (UTC Undergraduate Catalog)

IV. Admissions Process and Progression of Candidates*

**Final responsibility for ensuring that these requirements are met prior to being admitted to Residency II rests with the student.*

Admission to the TEP

Applicants who demonstrate qualifications and dispositions required for entry into the teaching profession will be considered for admission to the Teacher Education Program. A student who has not been officially admitted to the TEP will not be permitted to register for certain education courses. Prior to formal application to the TEP, freshman, sophomore, and, particularly, transfer students must consult with an advisor in the School of Education to plan their programs. This advisory procedure also applies to students (including post-baccalaureate and graduate) seeking initial teacher licensure or endorsement.

All students (undergraduate, post-baccalaureate and graduate) must satisfy official TEP admission standards set by UTC, the Tennessee Department of Education, the College of Health, Education and Professional Studies, and the School of Education. A student who has earned a degree or credit hours at another institution may be required to enroll in additional courses, including clinical practice, to verify competency in those teaching fields for which initial teacher licensure or endorsement is being requested through a UTC recommendation.

To be considered for admission to the TEP, an undergraduate or post-baccalaureate student must:

- Earn a minimum 2.75 cumulative grade point average, a 2.75 average on all courses taken at UTC, a 2.75 in education courses with no grade lower than C, and a 2.75 in program requirement courses with no grade lower than C.
- Complete a state-approved test and earn at least the minimum score on each section as mandated by the Tennessee Board of Education for the particular year in which the battery is taken.
- Submit all other appropriate information (field placement documentation, background check, and test scores) and an interview application prior to scheduling the TEP interview.
- Complete an interview and receive a positive recommendation from the TEP interview committee.
- Demonstrate a commitment to:
 - a) professional ethics,
 - b) collaboration,
 - c) diversity,
 - d) self-reflection,
 - e) belief in students' ability to learn,
 - f) technology,
 - g) the teaching profession, and
 - h) professional growth.

In addition, specific dispositions are sometimes identified as appropriate for individual programs and as a result of other association/organization affiliations. Violations of the honor code or student behavior policies as stated in the current UTC Student Handbook may be reviewed by the TEP Committee and may impact the final decision regarding admission to the TEP and/or approval for clinical experience.

Applicants will receive notification of their TEP status following the interview. An applicant who is denied admission will be notified of the deficiencies and of suggested resources or activities which may correct these. Upon appropriate remediation, students may be granted conditional admission.

TEP admission decisions may be appealed. Information on the appeals process and policies is located in the current TEP Handbook on the [School of Education website](#). Students are bound to meet the requirements published in the current TEP Handbook. Detailed information on admission is located on the School of Education website.

Initial Licensure: Undergraduate

If you are an undergraduate student, you will be advised by an advisor for the program in which you are enrolled.

Those seeking licensure in *Early Childhood/Elementary*, *Special Education*, *Middle Grades (6-8)*, *STEM Education*, *Health and Wellness*, or *Related Arts* can find additional information about licensure on the UTC School of Education's [Programs Leading to Licensure](#) page.

Admission to Residency I*

*Final responsibility for ensuring that these requirements are met prior to being admitted to student teaching rests with the student. Certain programs in TEP require admission and participation in Residency I.

The application for admission to the student teaching semester must be filed by the appropriate deadline preceding the semester in which the student plans to participate in Residency I. The following deadlines apply to application submission for student teaching:

- Spring Semester Student Teaching Application Deadline - October 1
- Fall Semester Student Teaching Application Deadline - March 1
- All students must apply for Residency I to comply with application deadline dates.

However, a student will not be permitted to Residency I until he or she has satisfactorily met all requirements for admission to the TEP.

Before admission to Residency I, the student must:

- Secure official admission to the TEP.
- Submit Residency I application.
- Satisfactorily complete all professional education courses not included in the Residency I semester as indicated on each program's clear path.
- Satisfactorily complete all coursework in content area(s).
- Earn a minimum grade point average of 2.75 on courses completed at UTC, a cumulative 2.75 grade point average on all courses, a 2.75 grade point average in professional education courses with no grade lower than C, a 2.75 grade point average in content area courses with no grade lower than C.

Students pursuing any degree in education which leads to initial licensure must meet all required elements at each level of the Checkpoints in order to be able to move forward to additional courses. These provisions include not only those established by the UTC School of Education, but also those mandated by the school systems in which students complete field placements.

Students must also provide proof of current professional liability insurance. Details can be found on the School of Education website and questions should be directed to the Clinical Experience Coordinator.

Residency I is a one-semester field experience; participants are placed in appropriate settings to meet state requirements for the licensure sought. Residency I will be based upon school districts calendar, not UTC's academic calendar. Residency I start date and calendar will be in the syllabus. Students must be prepared to begin their placement when their assigned district begins schools.

The request to take any additional coursework taken during the Residency I semester will require a TEP appeal submission.

Residency I and Student Teaching/Residency II Mandatory Meetings

All students completing Residency I and student teaching/Residency II must attend mandatory informational meetings and orientations prior to the start of their placement. Attendance is mandatory for seminars during student teaching/Residency II.

Recommendation for Licensure

The School of Education will recommend for licensure only those students who have successfully completed all requirements of UTC initial licensure as approved by the Tennessee Department of Education.

Tennessee regulations stipulate that the applicant for an initial teaching license or additional endorsement must be recommended by the designated certifying officer and dean of an approved teacher training institution. To receive this recommendation, the applicant must:

- Obtain official admission to the TEP.
- Earn a minimum grade point average of 2.75 in courses completed at UTC, a cumulative 2.75 grade point average on all courses, a 2.75 grade point average in professional education courses with no grade lower than C, a grade point average of 2.75 in content area courses with no grade lower than C.
- Satisfactorily complete the student teaching experience or an approved alternative.
- Fulfill specific departmental requirements in the area of concentration.
- Demonstrate sufficient content knowledge, such as by passing the Praxis or NES test prescribed by the Tennessee Board of Education.

UTC does not guarantee that satisfactory completion of a program listed in the UTC Catalog at the time of a student's initial admission to the University will meet all the licensure requirements at the time the person applies for licensure. This means that UTC will recommend only those applicants who have met all the licensure requirements in effect at the time of the University recommendation. Licensure standards change frequently; hence, it is prudent to apply for licensure immediately upon graduation or program completion.

Any student who completes a licensure program at UTC, regardless of whether he or she intends to teach in Tennessee, should apply for Tennessee licensure since many states require an applicant to be licensed in the state where he or she graduated and/or completed an initial licensure program. Students should contact the licensing entity of the new state to initiate the reciprocity process, as UTC is not responsible for the licensing policy of states other than Tennessee.

A student is considered to have completed UTC's teacher preparation program when required assessments have all been met, all coursework requirements have been fulfilled, and the degree appropriate to the program has been awarded.

Initial Licensure: Post-Baccalaureate Graduate and Job-Embedded

Post-Baccalaureate Graduate

If you have already obtained a bachelor's degree and intend to pursuing an initial teaching license as a *degree-seeking* or *non-degree-seeking* student at UTC, you will need to reach out to certification@utc.edu to schedule an inquiry appointment.

If you would like to enroll in a School of Education graduate program to pursue a Master's degree and licensure OR licensure only, programs are available in *K-5/ESL*, *Secondary Education*, *Special Education Comprehensive* and *Special Education Interventionist*. You can find more information on the School of Education [Graduate Programs page](#).

As a part of licensure requirements, candidates must submit passing scores on the [Praxis Subject exams](#).

For current listing of state-approved licensure areas offered at UTC, please visit the Tennessee Department of Education's [Educator Preparation Programs/Providers](#) page and search for "University of Tennessee Chattanooga".

Job-Embedded

UTC participates in Tennessee's Job-Embedded Practitioner license program. This program offers an alternative path to licensure for professionals who are currently employed or seeking to work full-time as a teacher. UTC's Job-Embedded licensure pathway allows candidates to seek licensure by completing required coursework in evening classes.

Entry to this program is contingent on a conferred degree, passing score on the appropriate assessment, and an intent to hire as a teacher of record for a school district. Candidates must meet certain criteria including holding a bachelor's degree with a GPA of 2.75 or above. To complete the program and teacher licensure requirements, you

must be hired by a local or surrounding school district. UTC will collaborate with the employing school district during the preparation process. Job-Embedded students can choose to seek licensure only or earn a Master's degree with licensure.

Graduate Admission:

Candidates for UTC SOE's graduate-level Licensure and Non-Licensure degree tracks must satisfy all university requirements for admission to the UTC Graduate School. The admission requirements are located at <http://www.utc.edu/research/graduate-school/graduate-school-admissions>.

Programs of Study

The Graduate School does not require an official Program of Study from students of the School of Education because the degree plans are already heavily prescribed. Students will meet with their advisor at the beginning of their program to ensure that their degree plan matches their licensure and career goals.

Graduation Audit for Degrees and Certificates Form

The Graduate School does not require a degree audit form from students of the School of Education because the degree plans are already heavily prescribed. However, this form is often used to formalize course substitutions. This form may be obtained from the Graduate School website: www.utc.edu/graduateschool.

Advanced Licensure - Leadership Licenses:

Please refer to the [Educational Leadership Handbook](#).

V. Checkpoints for Progression

Students pursuing initial teacher licensure through UTC's School of Education programs must meet requirements in four sequential checkpoints. The checkpoints ensure students meet UTC and State of Tennessee licensure requirements by guiding admission to the Teacher Education Program, admission to Residency I and II and recommendation for licensure throughout each program.

Included in the checkpoint requirements are successful completion of specified coursework, achievement of appropriate grade point averages, and appropriate state-approved tests, and earn at least the minimum score on each section as mandated by the Tennessee Board of Education for the particular year in which the battery is taken as well as on the state-mandated Praxis Content tests for the licensure area. In addition, required documentation must be submitted in each checkpoint. Success in meeting checkpoint requirements is a major factor in completing the teacher preparation program.

It is the students' responsibility to meet the checkpoints in a timely manner based on their program.

Checkpoints are updated annually as necessary to align with licensure changes as they occur. It is the students' responsibility to ensure the current TEP Checkpoints are being met. Specific requirements for each checkpoint are listed on the [School of Education website](#).

Undergraduate

Checkpoint 1

Checkpoint 1 must be met in entirety before Teacher Candidates can complete Checkpoint 2. Typically completed during the EDUC 2010/STEM 1030. Most of the requirements of Checkpoint 1 will be satisfied before completing above mentioned course(s). However, some Teacher Candidates may need to complete the requirements after the course is completed. In that case, TCs will need to monitor their progress toward completing the requirements and ensure all are met on time. Candidates CANNOT take any other Education course that identifies Checkpoint 1 as the prerequisite until all requirements in Checkpoint 1 are met.

Requirements are:

- 2.75 GPA *
- Completion of one of the following: EDUC 2010/STEM 1030
- Checkpoint 1 Application
- State Testing Requirements (ACT, SAT, Praxis CORE)
- Background Check
- Liability Insurance

*A Teacher Candidate must have at least a 2.75 Overall GPA as well as at least a 2.75 Institutional GPA. Overall GPA includes all college-level course grades earned, while Institutional GPA includes grades earned in courses taken at UTC.

It is the student's responsibility to keep track of their GPA each semester. This will show both Cumulative and UTC GPA. GPA requirements are set by the State of Tennessee Department of Education.

- EDUC 2010/STEM 1030: Successful completion of one of these courses with a C or better.
- Checkpoint 1 Application: Submit a completed [Checkpoint 1 application](#). This application should be completed during the semester students complete EDUC 2010/STEM 1030 or upon entrance to UTC as an incoming transfer student who has completed an equivalent (EDUC 2010/STEM 1030) course at their prior institution.
- State Testing Requirement (ACT/SAT/Praxis Core):
- The applicant for admission to the TEP must document the achievement of one of the following scores:
 - ACT: Composite Score of 21 (1989 and later)
 - SAT: Re-centered Score of 1080 (April 1995 and later) or Composite Score of 920 (Before April 1995)

-Praxis Core Academic Skills for Educators: Math 150, Reading 156, Writing 162 (after July 15, 2014)

Students can take the ACT Residual (ACTR) on campus in the [testing center](#). The ACTR is a three-hour exam for students that are seeking entrance into the Teacher Education Program or admission into UTC. The ACTR test score is only valid for UTC and cannot be transferred to another university.

Students who wish to take the Praxis Core Academic Skills for Educators may register at ets.org/praxis. If you wish to study prior to taking either of these tests, study materials are available at the UTC library. ETS also provides an in-depth Study Companions for each Praxis exam. Praxis exams can be taken anywhere in the United States. [Praxis Core Exam Guide](#).

Background Check: Tennessee Code Annotated, Title 49, Chapter 5, Part 5610 specifies that all students wishing to enter approved teacher training programs in Tennessee shall be required to submit to a criminal history background check. Policy Background: TCA 49-5-5610 requires students wishing to enter an approved teacher training program in Tennessee to: Agree to the release of all investigative records to the administrator of the teacher training program; Supply a fingerprint sample and submit to criminal history records check to be conducted by the Tennessee Bureau of Investigation.

Background checks are good for 5 years. See [Background and Liability Insurance](#) for directions and instructions.

- Sign an [authorization and release form](#) authorizing a qualified Tennessee-licensed private investigation company to complete a criminal history records check.

Disclosure Requirements: Candidates MUST provide full disclosure to the SOE within 5 days of any misdemeanor, felony conviction, or neglect conviction that occurs after the initial background check.

Liability Insurance: Liability Insurance must be up to date each semester a student is completing field experiences. See [Background and Liability Insurance](#) for directions and instructions.

Checkpoint 2

Typically, Checkpoint 2 occurs during the Junior Year. Students must complete all Checkpoint 2 requirements before moving to admittance to Residency I/II. Upon completion of Checkpoints 1 and 2, Teacher Candidates are eligible to be admitted to the Teacher Education Program. Upon admission, all Teacher Candidates are now subject to and must adhere to professional expectations and requirements within this handbook. **A TC can be denied entry into Checkpoint 2 during the interview phase if documented concerns exist which prevent the TC from proceeding any further.**

Checkpoint 2 is required before candidates can complete Checkpoint 3. Requirements are:

- Checkpoint 1 met
- Checkpoint 2 interview
- 2.75 Overall and Institutional GPA

The interview request form is due before the interview occurs.

Before being admitted to the UTC Teacher Education Program (TEP), a student must receive a favorable recommendation from an interview panel. The panel will consist of TEP faculty. Students should dress professionally and be prompt. Interviews are typically held in Hunter Hall. Submit the completed [Checkpoint 2 Interview Request](#).

After the interview request is approved, students will receive a confirmation email with detailed instructions about the interview, along with the rubric and interview questions. During the interview, each student will meet with the interview panel. Candidates should expect to be evaluated in areas such as appearance, verbal communication,

and information processing. A letter will be emailed to the candidate's UTC email account confirming your admission status.

In some cases, additional field placements, coursework, remediation, mock interviews, and additional items are recommended by the interview panel.

Checkpoint 3

To be completed before Teacher Candidates can begin their clinical experience. Candidates must submit the appropriate documentation (applications and Praxis test scores) to be considered for student teaching/Residency II/Internship II. Once students have met all Checkpoint requirements and taken the required coursework for their majors, candidates can register for Clinical Practice (Student Teaching/Residency II/Apprentice Teaching). Meeting checkpoint 3 is required in order to progress to Checkpoint 4. Overrides will not be given for Student Teaching/Residency II/Internship II/Apprentice Teaching and professional seminar until Checkpoint 3 is completed. Requirements are:

- **Checkpoints 1 and 2 Met.**

See all items above in the checkpoint 1 and 2 sections.

- **Clinical Practice Application**

Due March 1st for a fall start and October 1st for a spring start. Applications for clinical practice are located online [here](#). Completed applications are submitted electronically to the Clinical Experience Coordinator.

- **Professional Assessments Completed**

All required Praxis, NES, or other state-mandated tests for teacher licensure must be passed before starting Residency II/Student Teaching/Apprentice Teaching. It is the candidate's responsibility to know and/or ask what assessments are required for their programs.

- **EPP Coursework**

All coursework must be completed, successfully, excluding Student Teaching/Residency II/Apprentice Teaching and Professional Seminar.

Once candidates are admitted to clinical practice, they will receive an email with their applicable course registration information. Candidates should request their advising hold to be lifted by their assigned advisor.

Checkpoint 4

Checkpoint 4 marks the successful completion of all program and licensure requirements. Requirements are:

- **Completion of Clinical Practice**

Successful completion of Clinical Practice. See section [Clinical Practice](#).

- **Checkpoints 1, 2, and 3 Met**

See checkpoints 1, 2, and 3 sections above.

- **Completion of edTPA**

Teacher Candidates (TCs) will complete the Teacher Performance Assessment (edTPA) following the timeline and protocol provided in Professional Seminar. Remediation and resubmission will be required should a TC score be below the Tennessee state-required passing score (40 for most all areas). UTC SOE covers the cost of the first submission. If a candidate fails the first edTPA submission, they are required to pay for the resubmission.

Upon completing all coursework required for completion, satisfying all checkpoint requirements while maintaining good standing with the EPP at UTC, and receiving a degree conferred by the university, the

candidate’s teaching license will be applied for with the state of Tennessee by the Licensing/Certification Officer in the EPP.

Graduate Initial Licensure: Student Teaching, Internship, and Job-Embedded

These checkpoints are designed to cover a wide variety of situations. While the student is ultimately responsible for meeting all requirements, candidates are encouraged to meet with an advisor at least once per semester to ensure satisfactory progress.

	Student Teaching	Internship	Job Embedded
Checkpoint 1 (Introduction)	<ul style="list-style-type: none"> 2.75+ GPA or alternative admission Background check & Liability Checkpoint 1 Application Required meeting with graduate advisor 	<ul style="list-style-type: none"> 2.75+ GPA or alternative admission Background check & Liability Checkpoint 1 Application Required meeting with graduate advisor 	<ul style="list-style-type: none"> 2.75+ GPA or alternative admission Background check & Liability Checkpoint 1 Application Required meeting with graduate advisor
Checkpoint 2 (EPP Admission)	<ul style="list-style-type: none"> Checkpoint 1 met Maintain 2.75 GPA (Licensure-only) -OR- 3.0 GPA (Degree-seeking) 	<ul style="list-style-type: none"> Checkpoint 1 met Maintain 2.75 GPA (Licensure-only) -OR- 3.0 GPA (Degree-seeking) Recommendation by district and School of Education 	<ul style="list-style-type: none"> Checkpoint 1 met Maintain 2.75 GPA (Licensure-only) -OR- 3.0 GPA (Degree-seeking)
Checkpoint 3 (Clinical Practice)	<ul style="list-style-type: none"> Checkpoints 1&2 met Praxis test(s) passed and/or an undergraduate degree in the content area Complete Student Teaching application All pedagogy courses are complete 	<ul style="list-style-type: none"> Checkpoints 1&2 met Praxis test(s) passed and/or an undergraduate degree in content area 	<ul style="list-style-type: none"> Checkpoints 1&2 met Intent to hire form submitted to licensing/certification officer Praxis test passed -OR- an undergraduate degree in the content area
Checkpoint 4 (Licensure)	<ul style="list-style-type: none"> Checkpoints 1, 2, and 3 met Successful completion of Student Teaching edTPA passed 	<ul style="list-style-type: none"> Checkpoints 1, 2, and 3 met Successful completion of Internship I and II 	<ul style="list-style-type: none"> Checkpoints 1, 2, & 3 met All remaining praxis test(s) passed (if applicable) Successful completion of Job-embedded Mentoring semester 1 and 2

Advanced Licensure

Please refer to the [School Leadership Handbook](#). Leadership: Dr. Barry Kamrath

VI. TEP Candidate Academic Expectations

Professionalism

Communication

Effective oral and written communication is a vital skill as educators communicate to P-12 students, colleagues, parents, and administrators. Teacher candidates must adhere to professional communication standards in the P-12 classroom and in UTC coursework as follows:

- Respectful emails to faculty, staff, and administrators. This includes giving notice to professional tone, appropriate word choice, formal greeting and salutation, punctuation, spelling, and grammar.
- Maintaining applicable self-regulation and maturity while working through sensitive issues.
- Using professional verbal communication skills with appropriate word choice, grammar, proficiency, and tone.

Attendance

Attendance at class and scheduled meetings with professors, staff, advisors, and clinical supervisors is an expectation of the School of Education. Engagement with course materials and course participants is an essential component in every program of study. Specific attendance policies are at the discretion of the course instructor and are published in the course syllabus.

The minimum requirement for a successful TC is to attend class, attend all scheduled meetings with professors, staff, or advisors, with mentor teacher during field work, and all required days for Residency. Learning and successful completion cannot occur for the TC if attendance is lacking. TEP Teacher Candidates are not allowed to miss more than three class meetings without documentation of an excused absence. An excused absence is at the discretion of the professor of the course, but would include items such as doctor's note, obituary from a funeral, or receipts of car repairs. More than three unexcused absences can result in receiving a grade no higher than a C. Four or more unexcused absences requires the TC to make up the class in a subsequent semester and may delay the start of Residency depending on the course.

Dress Code/Hygiene

Professional manner and dress are the expectations of all SOE Teaching Candidates (TC). TC are expected to adhere to the dress code at each placement site. TCs are also expected to maintain a high level of personal hygiene.

TCs are expected to present themselves in a professional manner in all Clinical Experiences regarding personal hygiene and appearance. At minimum, the TC must adhere to the dress code at the placement site. TCs are also required to maintain a high level of personal hygiene. Due to some individual's smell sensitivity, strong odors are not allowed. Strong smelling perfume and/or deodorant is also discouraged due to the distraction it may cause.

Complaints made by the LEA, including those related to dress code, may be grounds for dismissal.

Conduct

All TCs must conduct themselves in a professional manner and demonstrate the Dispositions of an Effective Educator. At all times, the TC should consider themselves preservice teachers. The TC must follow the rules of the school system or organization where placed, in addition to the University's policies. At all times the TC must implement the mission of the SOE.

- **Cell phones:** Cell phones are not permitted for personal use during class or field work unless otherwise given permission to do so.
- **Technology:** TC's should only bring and use a laptop/tablet for instructional use (i.e., taking notes, teaching a lesson, presentation). TCs are not allowed to use devices for personal use or to work on coursework while at their placement. TC's must adhere to the technology usage policy followed by UTC or the school district in which they are placed doing field work.
- **Social Media:** TC's are not allowed to use personal social media for any communication with minors or parents of minors. TCs should not post comments about their clinical experience, pictures of mentor teachers, students, or events at their placement, or have any communication with parents or guardians. In addition, TC's are expected to

remove any inappropriate pictures or commentary on their personal social media sites. It is highly recommended TC's should make all social media accounts private. Information on any social media accounts will be reviewed for professionalism. Postings on your social media sites (i.e., Facebook, Twitter, Instagram) deemed inappropriate or unprofessional by the SOE, placement site, or school system can lead to a disqualification hearing and removal from the licensure program.

- **Professional Ethics:** The TC must model moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity during clinical practice. The TC must model a commitment to intellectual, moral, and professional virtues. Defamatory comments about the following: placement, its students, staff, community, UTC's TEP, and the SOE's faculty and staff, will not be tolerated.
- **Racial/Gender Insensitivity:** The TC must understand and respect that classrooms will be full of differing views, multiple races/ethnicities, and genders. An effective educator can navigate these dynamics and still produce an excellent educational environment where all students will be safe and successful. Showing fair and non-bias equity is the expectation of every UTC TC. Any derogatory language (verbal or written) and/or actions towards a specific group (ex. Political), race/ethnicity, and/or gender/sexuality will not be tolerated and can lead to immediate removal from the clinical experience placement and/or program, pending disqualification review.
- **Disclosure Requirements:** Candidates MUST provide full disclosure to the SOE within 5 days of any misdemeanor, felony conviction or neglect conviction that occurs after the initial background check.

Syllabus

The School of Education syllabi align with the required syllabus template as developed by the Office of Academic Affairs. Course syllabi serve as a contract between students and faculty.

Grades

The School of Education adheres to a 10-point grading scale. To appeal a grade decision, please see the UTC Undergraduate or Graduate Catalog for Grade Appeal Process. The following reflects the 10-point scale. Specific majors may require a C or better in certain non-ECHD/EDUC courses. See the UTC Undergraduate or Graduate Catalog for specific requirements.

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

Coursework

Students are required to achieve a grade of C or better in all ECHD/EDUC courses. Receiving a D or F final grade in ECHD/EDUC coursework will require repeating the course. **If the course is not passed successfully, with a C or better, after the repeat attempt, the TC will be counseled out of the EPP.**

Late Assignments

All School of Education students are expected to complete course work and course assignments in a timely manner, as identified in each course syllabus. Late and/or missing assignment(s) grading policies are at the discretion of each course instructor and must be clearly stated in the course syllabus.

Academic and Professional Standards

The following are the standards to which a Teacher Candidate is held. A violation of any standard could result in a "Student of Concern" designation, counseling out of the licensure program, probation/removal from the degree program, and/or probation/removal from the university.

- [UTC Honor Code](#)
- [UTC Student Code of Conduct](#)
- School of Education Handbook

Teacher Candidate removal from clinical experiences (Residency I / Residency II) will result under the following conditions:

- A written request by (but not limited to) a mentor teacher, principal, district-level personnel, UTC faculty, UTC administration, or UTC staff for removal from a clinical experience placement.
- Disruption(s) to the P-12 or the UTC classroom that prevents the development or maintenance of a satisfactory learning environment.
- Unethical behavior exhibited by the candidate (e.g., plagiarism, sexual harassment, inappropriate use of technology/social media, use of drugs or alcohol)
- Evidence of a lack of sensitivity to multicultural situations, diversity, sexual orientation, or an individual's circumstance (physical, mental, or behavioral)
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies.

Violations will follow the Student of Concern process and/or the university's process. The severity of the violation dictates the severity of the consequence by the EPP and/or UTC.

VII. Student Concerns and Grievances

Student of Concern

Overview

The University of Tennessee at Chattanooga (UTC) School of Education (SOE) has a streamlined process to recognize students of concern early and on-going throughout the licensure program. This process allows the SOE to formally document students of concerns, coach them, and/or potentially make tough decisions regarding their status with the program. Education is a professional program that requires a high level of performance and high professional standards, and our Teacher Candidates (TC) need to be held to those standards.

TC's can be held to this process once admitted into the Educator Preparation Program (EPP) Checkpoint 2. Notes can be made prior to Checkpoint 2, but the TC cannot be held to professional expectations until interviewing for or admitted into the EPP (Checkpoint 2). **A TC can be denied entry into Checkpoint 2 upon interviewing if documented concerns are to the point of not allowing the TC to proceed any further.** Faculty/Staff completing the Remediation/Action Plan Form need to be clear and concise stating concerns and recognizing everything documented the TC has the right to review. Any time a concern arises, the faculty/staff with the concern must contact the designated individual overseeing Student of Concern in the EPP office to find out where the Teacher Candidate is in the steps below to ensure proper remediation can occur.

There are three steps to remediation. Each step requires documentation to be completed using the [Remediation/Action Plan Form](#).

Step 1

Step 1 is UTC Faculty, Mentor Teacher (if in Residency), and/or Clinical Supervisor (if in Residency) remediation. When an issue or concern regarding a student arises and no previous documentation exists, the first remediation occurs with the faculty, Mentor Teacher, and/or Clinical Supervisor addressing it. There is no involvement from the SOE office at this step of remediation. The individual leading the remediation will reach out to other faculty to ensure similar or other issues aren't occurring during the same semester. The Clinical Experience Coordinator will assist Mentor Teachers and/or Clinical Supervisors with this if the Student of Concern is in Residency. The meeting for Step 1 remediation needs to occur with the assistance of program area leaders. Concerns and issues are addressed with the Teacher Candidate, documentation is provided, and a Remediation/Action Plan is established during the meeting. Teacher Candidates need to be made aware that if the Remediation/Action Plan is not followed, concerns will be elevated to the next Step. Coaching needs to occur at this stage with the understanding some Teacher Candidates need mentoring in the professional realm of teaching. Documentation occurs after an in-person or Zoom meeting has occurred with the Teacher Candidate, all parties signed, and the Teacher Candidate statement is recorded (if they choose to).

Step 2

Step 2 is SOE Director's office involvement. When documentation exists and change has not been made by the Teacher Candidate, the second remediation is completed by the SOE office in conjunction with the faculty, program lead, Clinical Experience Coordinator, and/or Clinical Supervisor. Documentation is completed using the [Remediation/Action Plan Form](#) and given to the overseeing party of the Student of Concern process after all parties signed, and the teacher candidate statement is recorded (if they choose to). Coaching still needs to occur at this stage, however, the Teacher Candidate needs to be made aware of the severity of Step 2 and potentially what could happen if Step 3 were to occur.

Step 3

Step 3 is the Last Chance or Counsel Out. The decision to allow a last chance or counsel out is based on the concern being addressed and is decided by the Director of the School of Education. Step 3 meetings need to include the SOE director and parties included in moving a Teacher Candidate from Step 2 to Step 3. Documentation is completed using the [Remediation/Action Plan Form](#) and given to the overseeing party of the Student of Concern process after all parties signed, and the Teacher Candidate statement is recorded (if they choose to). Reaching this step has a clear and

concise trail of documentation and change was never made on the Teacher Candidate's part. While unfortunate, this step is necessary to ensure the high quality of Teacher Candidates within the program.

A Teacher Candidate that is counseled out of the program due to concerns of performance and/or documented issue(s) is not allowed to pursue licensure and/or be recommended by UTC for 3 years from the removal date. After the 3-year period, further evaluation would have to occur before the Teacher Candidate begins pursuing licensure. A TC counseled out will either be required to go Non-Licensure or change their major depending on where they are in their programs.

The School of Education reserves the right to skip Step 1 and/or 2 in the Student of Concern process if warranted. At each step in the process, TC is made aware of UTC counseling services and/or other UTC student services available to them free of cost. The goal is to support the TC.

Directions for Submitting a Student Complaint

Students who wish to submit a formal complaint related to an academic or administrative concern should complete the [Online Student Complaint Form](#). This form allows the School of Education to document and address issues in a consistent and timely manner.

Step 1: Access the Online Complaint Form

Students may access the complaint form through the School of Education's website under the Form section. The form must be completed in full and include the student's name, contact information, description of the concern, and any supporting documentation. Anonymous complaints will be reviewed to the extent possible; however, providing contact information allows staff to follow up and facilitate resolution.

Step 2: Describe the Concern

- The nature of the complaint (e.g., course issue, advising concern, program requirement, faculty interaction, or institutional policy).
- Dates, individuals involved, and specific details describing the situation.
- Actions already taken by the student to resolve the issue informally (such as speaking with the instructor, advisor, or department chair).

Step 3: Submission and Review

Once submitted, the form is automatically routed to the appropriate individual for review. The student will receive an email confirmation acknowledging receipt of the complaint. The individual(s) handling the complaint will review the information and may contact the student for clarification or additional documentation.

Step 4: Resolution Process

The School of Education strives to resolve all complaints promptly and fairly. Possible resolution options may include:

- Mediation or facilitated discussion between parties.
- Policy clarification or procedural correction.
- Academic or administrative adjustments when appropriate.
- Written response outlining findings and any actions taken.

Step 5: Complaints Involving Accreditation (CAEP)

If the complaint involves **academic quality, program integrity, or compliance with CAEP accreditation standards**, and the student has exhausted all internal institutional procedures, the student may submit a complaint directly to the **Council for the Accreditation of Educator Preparation (CAEP)**.

CAEP only reviews complaints that allege an accredited educator preparation provider (EPP) is not following CAEP standards, policies, or procedures. Such complaints must:

- Be submitted in writing using CAEP’s official complaint form.
- Include supporting evidence and documentation.
- Demonstrate that institutional remedies have been pursued and completed prior to filing with CAEP.

Complaints can be submitted via the CAEP website at <https://caepnet.org/complaints>.

Step 6: Recordkeeping and Follow-Up

All complaint forms and resolution documentation are maintained by the School of Education for accreditation and continuous improvement purposes. Students are encouraged to retain copies of all correspondence and outcomes for their records.

Whenever possible, students are encouraged to seek a resolution of their grievance directly with faculty, staff, or the department. A student can file a formal complaint through the [General Student Grievance \(Complaint\) Procedure process](#).

Switching to Non-Licensure

A Teacher Candidate can decide to switch to Non-Licensure and finish an Education degree if they have completed all coursework, to include Residency I, outside of their clinical practice (final) semester and are in good standing with the SOE. Those who do not fall into that category are required to change their major. The SOE reserves the right to grant an individual the ability to pursue Non-Licensure outside of what is mentioned above pending review. TC’s may be required to go this route if they are counseled out of the program.

By graduating without licensure, the Student Teaching/Residency II courses, Seminar, and EDUC 4335 are waived from the degree requirements. If the TC decides to return to the School of Education later to complete licensure, they will be required to meet the licensure and program requirements in place at the time that they return to the SOE. Licensure changes happen often, so there may be additional requirements that will need to be met. A Teacher Candidate may still have the option of doing a Job-Embedded clinical practice with UTC if they are in good standing with the SOE and graduate Non-Licensure.

Common reasons why students choose to graduate without licensure:

- Are not able to pass required Praxis II exams in time for Residency II (many students who do this return to UTC as a non-degree-seeking student and complete Residency II the following semester after passing scores have been achieved).
- TCs have been removed from Residency I or II as according to the UTC SOE handbook and are not eligible to be licensed by UTC.
- TCs have decided not to become teachers.
- Pursuing a different route to licensure.

To graduate without licensure, TCs must have completed the following:

- Discuss with their advisor.
- Complete the graduate without licensure form (available on the SOE Forms webpage).
- Meet all of UTC’s graduation requirements as outlined in the student’s catalog year Course Catalog (found on the Records Office website).
- Complete any remaining items required for graduation.

Appeals

The Appeals Process exists for Teacher Candidates who are unable to progress in the Teacher Education Program due to missing Checkpoint requirements or deficiencies. Regardless of the appeal decision, the TC must complete

all Checkpoint requirements or remediate deficiencies. Prior to submitting an appeal, Teacher Candidates should discuss the appeal with their advisor.

Information on common appeals for student reference:

- **Licensure Praxis Tests:** All Praxis scores must be received by the School of Education prior to the posted dates for the applicable term. The student may not register for Student Teaching/Residency II prior to having all scores required for initial licensure on file with the SOE. If the test scores are not received by the posted dates, the student will not be allowed to complete Student Teaching/Residency II.
- **Checkpoint 1 Test Score Appeals:** Students must be within 2 points of the required score on the ACT(R) and Praxis exams (Reading, Writing, and Math as applicable) for an appeal submission. If students are more than 2 points away on the latest exam date, the committee will deny the appeal. The student has one semester to meet the testing requirement.
- **GPA Appeals:** All GPA requirements must be met prior to continuing in the Teacher Education Program. The student may not register for Checkpoint restricted courses until all GPA requirements have been met. It is recommended that students are within one semester of reaching the required GPA.
- **Scheduling Issues:** To register for the Residency II semester, the student may not have additional coursework remaining. For the student to be admitted to the Residency I/II sequence, an appeal must be submitted with a plan of study for completing the remaining coursework.
- **Process:** Deadline to submit all appeals is posted on the SOE website each semester.

The TEP Appeals Committee meets once a semester, within one week after the submission deadline to review submissions. The appeals committee will take all information and supporting documentation submitted by the student with the TEP Appeal Form into consideration. Other information taken into consideration by the appeals committee may include:

- Transcript (of all credits earned at UTC and other institutions)
- Official Test Score Reports (Praxis, ACT, SAT)
- Dispositions. Formal disposition evaluations are completed throughout education coursework. Optional disposition evaluations can be completed by faculty and staff.
- Student Status and # of credits earned.
- Student's anticipated graduation date
- Specific course(s) needed to meet licensure requirements.
- Number of credits needed to earn licensure GPA (institutional, content, education, overall)

TCs can only appeal one time. TCs will receive an email with their decision letter within 1 week of submission (not including UTC closing) from soe@utc.edu on behalf of the Committee.

If approved, the Committee has the right to give a student a personalized schedule of approved courses based on their major. The student must complete all Checkpoint requirements regardless of appeal decision. The student is not admitted to the TEP until all requirements for admission are met. An approved appeal for continued coursework does not grant admission to TEP. If approved, a letter will include an approved schedule and recommendations based on the appeal. The TC may be required to register for specific courses.

If denied, the Committee will work with the student's advisor to offer suggestions for the student based on their major, degree audit, and what is being appealed. If denied, a letter will include a recommendation from the committee on next steps and references to campus resources.

The Director of the School of Education has the final decision on all appeal committee recommendations. The Appeal Form is located on the Forms part of the School of Education website.

VIII. Clinical Experience

Clinical Experiences are a highly valued component of the Teacher Education Program. Clinical Experiences are the cornerstone of an effective education preparation program and are integral in developing an effective, reflective practitioner. The overarching goal of all clinical experiences is to bridge theory and practice.

Clinical Experience, as defined by the Council for the Accreditation of Educator Preparation (CAEP), is guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Teacher Candidates (TC) at the University of Tennessee at Chattanooga (UTC) will complete Clinical Experience (CE) requirements while enrolled in the Teacher Education Program (TEP). Clinical experiences are categorized as either a Field Experience or Clinical Practice:

Field Experiences

Early and ongoing practice opportunities to apply content and pedagogical knowledge in PreK- 12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. As Teacher Candidates progress in coursework, field experiences are designed to practice pedagogical knowledge. Teacher Candidates may have Field Experience placements in either a PreK-12 classroom or within community organizations working with diverse student populations. UTC values experiences where Teacher Candidates can work with students in one-to-one, small group, and large group instructional activities with direct oversight from a licensed teacher or mentor.

Field Experiences, excluding Level 4, should not exceed 30 hours per semester if a TC is enrolled in multiple courses that require field experience. Residency I is included in this category.

Levels

Level 1: Observation Only – Occurs very early in the program to allow the TC the opportunity to interact and observe with a classroom. Required hours 10 or less.

Level 2: Hands on placement (i.e., 1on1, small group, etc.) – Occurs during checkpoint 1 and checkpoint 2. Allows the TC to start applying theory into practice working with P-12 students. Required hours 15+.

Level 3: EDUC 3900 semester (only select programs). Occurs during checkpoint 2 and right before Level 4. Allows the TC to have an intensive semester of interacting with P-12 students, ramps up application of theory into practice, and contains a capstone of planning and teaching a lesson. Required 25+ hours.

Level 4: Residency I semester (only select programs). This serves as the intermediate between field experience and clinical practice. The TC is intensively involved applying theory into practice and demonstrating reinforcement and mastery of Specialty Area Program and InTASC standards in the P-12 learning environment by planning, teaching, and facilitating the classroom under the direction of a highly qualified Mentor Teacher and Clinical Supervisor. Required 25+ days in the field. The TC is expected to start when the LEA calendar semester starts, go every weekday until UTC coursework begins. Once UTC coursework begins, TCs attend on a Tuesday/Thursday cycle unless cleared otherwise with the Clinical Experience Coordinator.

Level 5: See Clinical Practice section below.

Clinical Practice:

This is **Level 5** in the clinical experience progression. Clinical Practice at the undergraduate level is called Residency II or Apprentice Teaching, and at the graduate level it is called Student Teaching, Induction Experience, or Internship. Clinical Practice at UTC is an opportunity for Teacher Candidates to participate in diverse educational settings and to apply the concepts learned in applicable course work.

Clinical practice is driven by TSBE policy 5.504. All levels culminate here. Direct teaching experience under a highly qualified mentor(s) and Clinical Supervisor required (Internship requires 100 days; Student Teaching

requires 75 days). The TC will demonstrate mastery of all Specialty Area Program standards and InTASC standards. Provides candidates with an intensive and extensive culminating, field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

Clinical Practice Participant Roles

Teacher Candidate (TC)

The UTC student who is working towards licensure in the School of Education's (SOE) Teacher Education Program (TEP).

Mentor Teacher/Clinical Mentor

During Field Experiences, the Mentor Teacher will be either the teacher of record in the classroom in which you are placed or the person holding a supervisory role at the organization in which Field Experience is being completed. During Clinical Practice, the Mentor Teacher will be the PreK-12 teacher of record in the classroom in which the TC is placed.

Clinical Supervisor (CS)

Specific to the Clinical Practice, the CS will act as the liaison between the TC and SOE. The CS will assist the TC by orienting the TC to the placement requirements, providing periodic observations, suggestions for improvement, continuous assessment of performance, and recognizing success. Formal and informal feedback from CS will be considered when determining the TC's success throughout the Clinical Experience. The CS serves as the TC's primary point of contact during the Clinical Practice Experience. See Appendix for CS Expectations. It is the CS's responsibility to communicate with the Mentor Teacher and the SOE to address problems and/or request support.

Clinical Experience Coordinator

SOE staff member who oversees all clinical placements for the department.

Placement Procedures

Placement

All Residency I placements are arranged by the Clinical Experience Coordinator in partnership with the Local Education Agencies (LEA). The SOE partners with area school districts to place TCs. Because SOE and school districts are responsible for assigning TCs to their placement sites, regional preference and special circumstances are considered, but are not guaranteed. TCs are not allowed to be in the same school where they work and/or where their family members, close friends and/or significant others go to school, work, volunteer, etc. This information must be disclosed on the Residency I Application. Specific placement requirements will be specified in the corresponding course syllabus.

All placements for Clinical Experience are required to be confirmed by the Clinical Experience Coordinator. TEACHER CANDIDATE IS NOT ALLOWED TO PURSUE THEIR OWN PLACEMENT WITH A SCHOOL unless granted permission by the Clinical Experience Coordinator. Professors of coursework containing clinical experiences are to work in conjunction with the Clinical Experience Coordinator to ensure accurate information is being shared with placement sites, specific candidate needs are met, and the Clinical Experiences Table is up to date.

Since UTC is a public university that trains public school teachers, field experiences **will occur in a P-12 public school unless the Clinical Experience Coordinator gives permission. All requested clinical experience placements are NOT GUARANTEED.** If any other placement is approved outside of a Tennessee P-12 public school for Clinical Practice, it must be a category I, II, or III non-public school or for less than half the clinical practice if out of state.

Background Checks and Liability Insurance

Background Checks

Prior to being allowed to begin any clinical experience, a current, clean Tennessee background check and active liability insurance must be on file with the School of Education. Per State policy, Teacher Candidates shall be denied admission to teacher preparation programs and not allowed to complete clinical experiences if they have been convicted of any of the following criminal offenses (as provided in the Rules of the Tennessee Board of Education 0520-2-4-.01) Background checks collected by the SOE may not be shared with another entity or with the TC.

A background check is required to be completed and documented results on-file in the SOE prior to any clinical experience. **At no time may a TC be involved in a clinical experience unless it has been confirmed by the SOE that the background check results are clear.** Results are sent directly to the SOE, but it is the TC's responsibility to ensure that results have been received. When the background check is completed, the TC must retain the receipt in case there is an issue with the results being sent.

Results are valid for four years so as long as the TC remains consecutively enrolled in the TEP unless otherwise required by the Director of the SOE. However, prior to being allowed to register for the Residency I semester, the TC must have background check results no older than one year unless deemed otherwise by the SOE. If the background check was completed over 5 years prior to the application deadline for clinical practice, the TC must complete a new background check. Rarely, the School of Education will accept background checks that were completed for other purposes. In order for the TC to use a prior background check, the following requirements must be met:

- A Tennessee Bureau of Investigation (TBI) Child Related Worker/Volunteer/Private
- Must not be more than one-year-old
- It is the responsibility of the TC to provide documentation to the SOE and the TC must confirm that results have been received prior to beginning the clinical placement.

Liability Insurance

Liability Insurance must be purchased. See UTC SOE's [Background Check and Liability Insurance](#) page for information about accepted Liability Insurance options.

Clinical Experience Expectations

Teacher candidates completing clinical experiences are guests in the P-12 schools and are to act with a respectful rapport and professionalism that represents the high expectations of the UTC School of Education. Show up at required/scheduled times on time and be prepared to be hands on in the classroom. TCs are to follow all candidate expectations while in the field.

It is the responsibility of the Teacher Candidate, once placement is secured and shared, to communicate professionally with the site/Mentor Teacher to establish times and days the TC will be in the field. All communication is to follow the communication expectations mentioned in the Candidate Expectations section.

TCs who do not follow expectations are subject to Student of Concern designation.

Conduct: All TCs must always conduct themselves in a professional manner and demonstrate the Dispositions of an Effective Educator. At all times, the TC should consider themselves Pre-Service Teachers. The TC must follow the rules of the school system or organization where placed, in addition to the University's policies. At all times, the TC must implement the mission of the SOE.

- **Cell phones:** Cell phones are not permitted for personal use during time in the field.
- **Technology:** TC's should only bring and use a laptop/tablet for use during class lessons if approved by Mentor Teacher. TCs are not allowed to use devices for personal use or to work on coursework while at their placement. TCs must adhere to the technology usage policy followed by the school district.
- **Social Media:** TC's are not allowed to use personal social media for any communication with minors or parents of minors while at their placement. TCs should not post comments about their clinical experience,

pictures of Mentor Teachers, students, or events at their placement, or have any communication with parents or guardians. In addition, TCs are expected to remove any inappropriate pictures or commentary on their personal social media sites. TCs should make all social media accounts private during their placement. Information on any social media accounts will be reviewed for professionalism. Postings on your social media sites (i.e. Facebook, Twitter, Instagram) deemed inappropriate or unprofessional by the SOE placement site or school system can lead to a disqualification hearing and removal from the clinical experience placement.

- **Professional Ethics:** The TC must model moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity during clinical practice. The TC must model a commitment to intellectual, moral and professional virtues. Defamatory comments about the following: placement, its students, staff, community, UTC's TEP, and the SOE's faculty and staff, will not be tolerated.
- **Racial/Gender Insensitivity:** The TC must understand their classroom will be full of differing views, multiple races/ethnicities, and genders. An effective educator can navigate these dynamics and still produce an excellent educational environment where all students will be safe and successful. Showing fair and non-bias equity is the expectation of every UTC TC. Any derogatory language (verbal or written) and/or actions towards a specific group (ex. Political), race/ethnicity, and/or gender/sexuality will not be tolerated and can lead to immediate removal from the clinical experience placement and program, pending disqualification review.
- **Attendance:** During the Clinical Practice semester TCs will participate in full semester, full-day placement(s) as arranged by the Clinical Experience Coordinator. Typically, TCs should plan to arrive at least 30 minutes early and leave at least 30 minutes beyond the official school start and dismissal time (**Note: More time may be required at your particular school**). **Expected arrival and dismissal times must be discussed with and set by the Mentor Teacher.**

Candidates are required to follow the agreed upon schedules set by the placement and the course syllabus. Tardiness and early departures are not permitted. Accurate documentation of hours, including arrival and dismissal times, must be maintained. Attendance should be recorded on the Attendance Log in the TCs notebook and school attendance records, as required. See the SOE [forms page](#) for the Attendance Log. Work or family/personal commitments cannot be excused during Clinical Practice. All days/hours missed must be made up. It is highly recommended that TCs not work during the Clinical Practice/Student Teaching semester.

Residency I requirements follow State Board policies for Clinical Practice (Residency II/Student Teaching/Induction) and does not allow for absences. All days/hours missed must be made up. TCs are expected to follow the calendar of the schools to which they are assigned and UTC calendar.

In rare cases of delays or early dismissals, the TC must follow the official start/end time determined by the district or placement site. For example, if the district announces a 2-hour delay, the TC is expected to report to their placement site 2-hours later than when they are typically required to start their day. Any questions about start times should be communicated to the Mentor Teacher and/or the CS. It is the TC's responsibility to be aware of the news and weather alerts that could affect the school day. Early dismissals and late start days do not need to be made up, as long as half of a day's worth of instruction is completed.

Should the Clinical Practice move to virtual learning due to unforeseen circumstances, the TC will still be expected to put in the required hours working with the Mentor Teacher, CS, and P-12 student. If a Teacher Candidate is not involved and active in the virtual learning experience, showing up late to scheduled meetings, or completely absent, the TC may be reprimanded or removed from Clinical Practice altogether.

- **Required notifications:** If at any time, a candidate will not be at the placement, the TC must notify the Mentor Teacher, CS, and the school (if the Mentor Teacher cannot be reached). If the TC is scheduled to teach on a day s/he is absent, the TC must still provide the lesson plans, materials and all information for the lessons to the Mentor Teacher. If more than two days are missed, the Field Placement Coordinator must be notified. In cases of prolonged or repeated absence, the CS, the Field Placement Coordinator, and the Director of the SOE will, after consulting with the Mentor Teacher and Scholl Administrator, determine whether the TC's experience will be terminated or extended.

TCs participating in Clinical Practice will be required to attend an information meeting, orientation, midpoint

meeting, and all scheduled seminars. These dates will be determined prior to the start of the semester and will be listed in the seminar syllabus. **Attendance at the edTPA seminars is mandatory.** Important information such as licensure forms, job interview information, roles and responsibilities will be discussed during meetings and seminars. Additional requirements and information are found in the corresponding syllabus for the course.

Clinical Experience Violations

Teacher Candidates are expected to adhere to all policies and procedures set forth by UTC's Code of Conduct. The School of Education, as well as the partnering school districts and organizations. Teacher Candidates who breach protocol for any of the following reasons may be dismissed from the School of Education program and may forfeit the opportunity to gain licensure:

- The appropriate school authority requests that the candidate be removed.
- The Mentor Teacher and/or Clinical Supervisor believe circumstances are such to prevent either the development or maintenance of a satisfactory learning environment.
- Unethical behavior exhibited by the candidate (e.g., plagiarism, sexual harassment, inappropriate use of technology/social media, use of alcohol or drugs).
- Any evidence of a lack of sensitivity to multicultural situations is portrayed by the candidate (e.g., use of inappropriate terminology in reference to a particular ethnic group).
- A decision has been reached and documented with appropriate paperwork that the candidate cannot receive a satisfactory grade due to lack of professional growth and/or performance.
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of the candidate are evident.

Teacher Candidates who are asked to leave their placement for any reason may be dismissed from the School of Education program. At the time of removal, the TC must meet with the Director, Clinical Experience Coordinator, and Clinical Supervisor to determine if remediation is an option. The Remediation/Action Plan will be developed at this meeting. If remediation is not an option, the TC will not receive credit for the placement. If the TC does not satisfactorily follow the remediation plan, the TC may be removed from the TEP and not allowed to continue with the licensure program in the future.

Remediation

If a TC is not progressing in the expected manner during the placement, remediation may be recommended by the Field Placement Coordinator and/or Clinical Supervisor (CS) in conjunction with the Mentor Teacher.

Withdrawal Procedure

If at any point in the semester, the TC needs to withdraw from the semester, the TC must notify the Field Placement Coordinator immediately. A meeting will then be scheduled with the TC, Field Placement Coordinator, and SOE Director to determine the next steps. If the TC is removed for any reason or does not complete the Clinical Practice a NC will be given and the TC will need to pursue the option of graduating without licensure

Expectations for Clinical Supervisors (CS) during Clinical Practice

TCs expect:

- Timely and periodic observation, feedback, and specific suggestions for improvement.
- Identification of specific weakness early enough to allow for improvement during Clinical Teaching Semester.
- Fair and continuing assessment of performance.
- Support during times of personal and professional concern.
- Recognition of success.
- Contact information and means of communication.

Mentor Teachers expect:

- Appropriate information about the program and its requirements.
- Timely response to professional problems, including inadequate performance and inappropriate behavior by the TC.
- Professional courtesy in working together.
- Recognition of success.
- Contact information and means of communication.

During the Teacher Candidate's Experience:

To ensure that the necessary elements of due process are provided each TC, the CS is expected to monitor the Clinical Practice Semester experience in the following ways:

- The TC's progress must be observed and documented by the CS on a periodic basis throughout the program. A minimum of 2 evaluations using the approved evaluation rubric, 1 ProCADS assessment, and 1 summative are required by the CS. An initial informal visit is expected prior to the 1st formal visit. If a TC is having trouble, increased contact is expected.
- During each visit, the CS should review the TC's binder and sign off on the attendance log.
- The CS should observe and provide feedback to the TCs early enough in the semester to allow him/her time to improve teaching performance.
- Comprehensive, systematic evaluation of TCs should occur during the experience. The CS should document and discuss with the TC and Mentor Teacher the results and recommendations of each observation.
- The TC is required to submit a complete, detailed lesson plan to the CS when being formally observed. During the visit, the CS will verify attendance, check over lesson plans, and ensure everything is up to date.
- The CS should inform the TC and the SOE Field Placement Office of less than satisfactory teaching performance immediately.

Evaluation of the Teacher Candidates by the Clinical Supervisor:

It is extremely important that evaluations be done fairly and accurately. It is also important that the CS has significant input from the Mentor Teacher. All formal evaluations should be made in regularly scheduled sessions throughout the placement and should last for an entire instructional session.

All evaluations should include specific comments and be reviewed with the TC following the observation. If a TC is not progressing, check to see that all meetings, evaluations and notes are complete and report the concern to the SOE Field Placement Office immediately. A determination will be made as to how best to proceed. Options include the development of a remediation plan, repetition of the placement, or removal from the program.

Additional Procedures for Clinical Supervisors:

- Meet the principals of the schools they are visiting within the first 2 visits to the school.
- Meet the Pre-Service Instructive Mentor (Mentor Teacher) of the schools they are visiting. Exchange means for all communication (e.g. email, cell phone) and set ground rules for communication.
- Communicate with the Mentor Teacher and TC to plan evaluation visits in advance, so that schedule changes will not preclude observation. Share the observation schedule with the Principal and Mentor Teacher.

- Review carefully the periodic performance observations/evaluations of the Mentor Teacher. Early identification of weaknesses should lead to early remediation, and lack of steady progress should be addressed. Notify the SOE Field Placement Office of any concerns immediately.
- All mass communication to Mentor Teachers and/or TCs must originate from a UTC.edu email address and copy the Field Placement Coordinator.
- A positive attitude in working for the benefit of the TC and Mentor Teacher.
- Monitor school closing, any absences, and reconcile attendance log records.

Expectations for Mentor Teacher during Clinical Practice

Selection as a Mentor Teacher is an endorsement of a teacher's competence, commitment to students, and skill in human relations. TCs consistently rank Clinical Teaching Semester among the most valuable components of their teacher education programs. In large part, this is a tribute to the dedication and quality of you, the Mentor Teacher.

Guidelines of the Tennessee State Board of Education state the following criteria for selection of Mentor Teachers:

- At least 3 years of professional teaching experience in their area of licensure
- Teacher licensure in the appropriate content area/grades
- Evaluation as a highly effective teacher through local assessment and/or state evaluation procedures
- Willingness to assume the roles expected of a mentor
- Ability to work as a team member with the Teacher Candidate (TC) and Clinical Supervisor (CS)
- Facilitate learning experiences including pedagogical instruction

The TC and his/her CS have the following expectations of the Mentor Teacher:

TCs expect:

- The opportunity to learn by observing your teaching.
- Assistance in learning to plan for instruction.
- Provision of specific suggestions for improvement.
- Recognition of demonstrated improvement and strengths.
- Opportunity to collaborate and co-teach.
- A gradual release into primary planning responsibilities and guiding co-teaching.
- Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level.
- A minimum of 2 evaluations using the approved evaluation rubric, 1 ProCADS assessment, and 1 summative evaluation (done with everyone present).
- A willingness to listen and offer suggestions for growth.
- Provide constructive criticism and support.

Co-Teaching*Full responsibility does not mean that the TC completely takes over the classroom. The Mentor Teacher should always be in the classroom and accessible while the TC is teaching. During this period, the TC will have co-responsibility for academic planning and execution of lesson plans, classroom management, and record keeping. The Mentor Teacher is not expected to relinquish all responsibility to the TC; rather the University of Tennessee at Chattanooga suggests the co-teaching model. This model allows the Mentor Teacher and the TC an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation and assessment of instruction, and classroom. Together this should be an opportunity to engage in a partnership that allows the sharing of resources and mutual support and learning whereas, the students benefit by being able to work in small groups, receive more individualized attention, less classroom disruptions, and fast response time. There are a variety of co-teaching strategies that have shown to be effective when both the Mentor Teacher and TC co-plan and co-teach. Studies have shown that implementing the variety of different strategies have a benefit for the Mentor Teacher, TC and students.

- **One Teach, One Observe** – Either the Mentor Teacher or TC has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has the primary instructional responsibility.
- **One Teach, One Assist** – Either the Mentor Teacher or TC has primary instructional responsibility while the other assists students, monitors student behaviors, or corrects assignments.
- **Station Teaching** – Both Mentor Teacher and TC split the instructional content into sections and students are divided into groups.
- **Parallel Teaching** – Both Mentor Teacher and TC instruct half of the students. Both address the same instructional content and use the same teaching strategies while reducing the student to teacher ratio.
- **Alternative or Differentiated Teaching** – Either the Mentor Teacher or TC work with students at their expected grade level, while the other works with students who need extension or remediation.
- **Team Teaching** – Both Mentor Teacher and TC are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.

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CSs expect:

- A positive attitude in working for the benefit of the TC.
- A commitment to follow University and departmental guidelines in structuring the TC's experience.
- Regular reporting of the TC's progress.
- Early alert about any problems.
- Mutual confidence and open communication regarding TC's progress.
- Support in ensuring the TC's timely completion of responsibilities.
- Open and ongoing communication.

Mentor Teacher Responsibilities:

Planning for the Arrival of the TC: The TC is accorded the same status as fully certified teachers. The Mentor Teacher should assemble materials and equipment, which might include:

- Instructional materials including textbooks, manuals, and curriculum guides.
- Desk or table for individual use.
- Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information.
- Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems.
- Access to notification system regarding school closings and/or delays
- Introduce the CT to students in a way that encourages them to respond to him/her as a classroom teacher

The Mentor Teacher Welcomes the TC: The initial days of Clinical Teaching Semester are crucial for the TC. Each Mentor Teacher should make every effort to ensure the TC feels welcome. Introductions to teachers, staff members, and other school personnel are important. The TC should know about the building and grounds, the daily routine of the school, and appropriate working relationships with other members of the school staff.

The Mentor Teacher as the Teacher of Record:

- The Mentor Teacher's first responsibility is to the pupils in his/her class.
- Prepare pupils to work with a TC and notify the parents that there will be a TC in the classroom.
- Acquaint the TC with assessment criteria.
- Immediately involve the TC in specific classroom tasks, possibly small group activities.
- Plan a schedule with the TC for assuming responsibilities and co-teaching of the classroom, which will allow the TC to assume increasing responsibility as he/she exhibits readiness to do so.
- Guide the TC in preparing daily lesson plans, unit plans, and tests and approve and critique all plans 2-days prior to teaching. Assist in understanding and applying evaluation techniques. (over and above edTPA requirements)
- Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
- Guide the TC in developing and understanding the skills of self-evaluation.
- Evaluate the quality of the TC's performance and engage in frequent informal conferences to ensure continuous progress and/or early identification of problems.
- Encourage the TC to participate in extra curricula activities.
- Take note of attendance and tardiness. If excessive absences or tardiness are observed, report this to the CS immediately.
- Prepare and submit evaluation reports according to schedule.

Procedures and Evaluation of the TC by the Mentor Teacher:

- Establish a respectful environment
- Provide the opportunity to co- teach for the CT

- Assistance in planning for instruction
- Provide feedback and evaluate at a pre-professional level.
- Conduct a minimum of 2 evaluations using the approved evaluation rubric, 1 ProCADS assessment, and work in collaboration with the CS and TC for the 1 summative evaluation.
- Develop a positive relationship with the TCs CS.
- Conduct a minimum of 2 evaluations using the approved evaluation rubric, 1 ProCADS assessment, and work in collaboration with the CS and TC for the 1 summative evaluation.
- Develop a positive relationship with the TCs CS.

Expectations for Teacher Candidates (TCs) during Clinical Practice

TCs are expected to:

- Maintain a Clinical Practice Semester Notebook (see below) throughout the placement.
- Keep the contractual schedules/hours of their cooperating teachers and to be on time (complete Attendance Log). Be punctual and attend each class daily, whether teaching or not. Inform the school in advance of anticipated absences, or as early as possible on the day that an emergency arises. (Document on the appropriate form).
- Become familiar with school policies and practices and work in a manner consistent with them.
- Become thoroughly acquainted with classroom facilities and learn the procedures used by the Mentor Teacher.
- Become acquainted with instructional materials available in the school and district.
- Become familiar with the community and its relationship to the educational program.
- Assume all the contractual responsibilities and expectations the school/district has of their teachers.
- Assume this responsibility in a gradual sequence with opportunities to observe and learn from their Mentor Teachers.
- Share the pacing guide with Mentor Teachers and plan thoroughly, in writing, for all teaching responsibilities.
- Spend the time necessary outside of school to prepare for their teaching responsibilities.
- Develop and have in writing an acceptable lesson plan for every lesson to be taught.
- Act professionally and ethically.
- Dress professionally according to the dress codes of the schools to which they are assigned.
- Ascertain permission from their cooperating teachers for all the activities they do on the school site.
- Be observed in their assigned classrooms by Mentor Teachers, CTs and other district or UTC faculty
- Participate in conferences where they will receive feedback from supervisors, and to participate in the performance evaluation process with their supervisors.
- Attend all student teaching seminars, if applicable.
- Complete assigned work in Canvas according to published deadlines.
- Notify Mentor Teacher, CS, or Field Placement Coordinator of any persistent problems in their Clinical Practice.

Evaluations:

The CS and Mentor Teacher will individually complete 2 evaluations using the approved evaluation rubric and 1 ProCADS assessment of the TC using the specified observation forms. Following each observation, the CS and/or Mentor Teacher should review their evaluation scores with the TC in a reflective conference. The Mentor Teacher and the CS will conduct the summative evaluation in collaboration and with the TC present to discuss final summative findings. It is the candidate's responsibility to provide all the evaluation forms.

The TC is required to submit a complete, detailed lesson plan to the CS when being formally observed. During the visit, the CS will verify attendance, check over lesson plans, and ensure everything is up to date. It is vital that the notebooks are kept up to date and in the classroom at all times.

Expectations for the Principal during Clinical Practice

The School of Education at UTC appreciates your willingness to partner with the Teacher Education Program to prepare effective Teacher Candidates. The Clinical Practice semester is a valuable experience and the TEP wouldn't be successful without your support. An open line of communication is encouraged and ensures that any issues are addressed quickly, so please feel free to reach out to the Field Placement Coordinator with any questions. We again thank you for your partnership! Below are some expectations to guide you through this experience:

1. Accept Teacher Candidates as junior members of the teaching faculty.
2. Offer Teacher Candidates those facilities, resources, teaching materials, supplies and equipment customarily available to other teachers.
3. Ensure faculty and parents understand their responsibilities to the Teacher Candidates.
4. Introduce the Teacher Candidates and university personnel to the building.
5. Provide support as needed to the Mentor Teachers as they foster the growth of Teacher Candidates.
6. Ensure a substitute is in the classroom with the TC if the Mentor Teacher is absent.
7. Offer feedback to the School of Education in an effort to better prepare new teachers.
8. Provide counsel and assistance to the Teacher Candidates and university personnel.
in the development of a high-quality student teaching experience in the building and the community.