SCHOOL PARTNERSHIPS HANDBOOK

The David T. Bailey Graduate School of Education

Office of School-Based Experiences
College of Education, Health & Human Sciences
A329 Jane & David Bailey Education Complex
1126 Volunteer Boulevard
Knoxville, TN 37996-3443
Phone: 865-974-5203 • Fax: 865-974-6635 • Email: osbe@utk.edu
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General Materials
From the Director

THE DAVID T. BAILEY GRADUATE SCHOOL OF EDUCATION

The Mission of the David T. Bailey Graduate School of Education at the University of Tennessee is to graduate teachers and educators that have extraordinary ability, incorporating academic excellence with practical experience. Our graduates are highly effective, not only in their classrooms and schools, but also in their local, regional, national, and international communities.

Coincident with expanding our student’s educational horizons further, is our commitment to advance the broader landscape of the research community of learning across all of our departments while also refining, updating, and exploring innovative educational methods and techniques.

Our efforts are not singularly focused. Rather, the positive results and accomplishments of our graduates germinates from our collaborative relationships with state recognized school partnerships. These working partnerships enable our students to gain real time experience guided by extraordinary mentor teachers.

Of course, this process begins with our outstanding faculty, staff, supervisors, school partners and mentor teachers who collectively subscribe to enhance educational expectations across the Bailey Graduate School of Education. Our exceptional students and graduates perpetuate these expectations to ensure the highest academic outcomes and experiences for the students they teach.

The School Partnership Handbook represents an operational guide for our Partnership, providing a condensed distillation, of observations and recommendations from school administrators and their staff, mentoring teachers, university faculty, and participating students, in order that the prospective teacher candidate has a successful field experience.

The Handbook contains an overview of the Internship Program. It identifies the objectives for the field experience. It defines the responsibilities for the professional teams. It explains the policies and procedures for teacher candidate’s evaluation.

In 1950, Supreme Court Justice, William Douglas, wrote that “...all education is a continuous dialogue – questions and answers that pursue every problem to the horizon...” Our Teacher Preparation Program is rigorous and it works thanks to the efforts from all the participants. We are committed to graduate the most effective teachers who enhance, invigorate, and regenerate the Tennessee educational landscape. If you have an unanswered question not covered by this Handbook, please contact your professor, university adviser, or my office.

David F. Cihak, Ph.D.
Associate Dean, CEHHS
Director, Bailey Graduate School of Education
From the Director

THE OFFICE OF SCHOOL-BASED EXPERIENCES

The Office of School-Based Experiences serves as a link between the Bailey Graduate School of Education, collaborating schools, and community partners in East Tennessee, where University of Tennessee teacher candidates complete clinical preparation. In collaboration with the Office of Professional Licensure, the Office of School-Based Experiences works to establish policies and procedures for teacher licensure and endorsement. Partners establish mutually agreeable expectations for teacher candidate admissions, preparation, and exit. We work together to ensure theory and practice are linked, while maintaining coherence across clinical and academic experiences and sharing accountability for candidate outcomes.

The mission of School-Based Experiences is to ensure that UTK preservice teacher candidates develop the knowledge, skills, and professional dispositions necessary to be well prepared to enter the educational workforce. Teacher candidates are exposed to multiple experiences in diverse educational settings; providing positive impacts for students’ learning and development. The Office of School-Based Experiences commits to supporting and strengthening collaborative relationships with our partnering educators, schools, and districts, while ensuring that preservice teachers have opportunities to learn in optimal ways.

As Director of the Office of School-Based Experiences, my role is to establish and maintain professional working relationships with the Bailey Graduate School of Education’s partnership schools in East Tennessee, while sharing the responsibility for continuous improvement of candidate preparation. Through this mutual partnership, we work to co-select, prepare, evaluate, support, and retain high-quality candidates who experience clinical settings where they can demonstrate a positive impact on student learning. We provide overall support for faculty and students who are involved with field experiences; including providing them multiple opportunities and resources for being successful in diverse school settings.

We at the Bailey Graduate School of Education and Office of School-Based Experiences welcome you to the University of Tennessee. We are here to serve you in many ways to ensure that you can be successful in your field experience and journey towards an impactful profession in education. Please contact our office at osbe@utk.edu if you have any questions.

Geri Landry Ph.D.
Director, Office of School-Based Experiences
Mission Statement

THE DAVID T. BAILEY GRADUATE SCHOOL OF EDUCATION

The University of Tennessee David T. Bailey Graduate School of Education, as a professional school, promotes critical inquiry, reflection, and social action through interdisciplinary studies. Its graduates are prepared to work in a changing, multicultural world in leadership roles in educational programs and institutions, health and social institutions, and private and corporate sectors. The BGSE resides within the College of Education, Health, and Human Sciences. The mission of the College is to promote a healthy, educated, and civil society; to encourage life-long learning; and to enhance the quality of life within the diverse, global community by preparing professionals to lead and serve by conducting research and by engaging in service and outreach activities. The faculty are committed to research, scholarship, and creative work that results in superior teaching and service to the community and to the professions. The College is committed to work toward equity and economic and social justice within the University community and throughout the broader society.

As a professional college, we value and are committed to our land grant mission of promoting:

- Excellence in teaching, research, service, and outreach
- Student advocacy and engagement
- Ethics, integrity, and professionalism
- Diversity
- Good stewardship
- Communication, shared governance, and openness
- Collaboration
- Entrepreneurship
Statement of Ethical Commitments

THE DAVID T. BAILEY GRADUATE SCHOOL OF EDUCATION

The Bailey Graduate School of Education (BGSE) is a continually evolving, dynamic community composed of individuals dedicated to learning and teaching. Students, staff, administrators, and faculty fulfill important and often interchangeable roles and make unique contributions to the continued success of the College. This success is ensured in an environment of collaboration and shared leadership. The membership within the College is diverse, but all members are committed to the vision outlined in the College’s Mission Statement and Values.

The BGSE faculty are committed to creating an environment in which all learners can reach their potential. This commitment includes: fostering an atmosphere where the open and critical exchange of ideas is encouraged and where the dignity of those involved is acknowledged and honored; providing learning experiences that challenge intellectual capabilities and stimulate creative and independent thinking; modeling the spirit of inquiry and pursuit of knowledge; and demonstrating a commitment to sharing expertise and providing community and professional service.

Students of the BGSE are committed to preparation and professional development as successful leaders in their field. These individuals recognize that years spent in formal education provide an invaluable knowledge base upon which later experience can build. The commitment to preparation necessitates a willingness to take responsibility for one’s learning and a desire to engage in an active process where dialogue, scholarship, and experience are vital. The entire school benefits when students contribute their personal experiences and insight as well as their creative and inquiring minds to the community of learning.

Staff and administrators of the BGSE provide the support system in which the teaching/learning environment thrives. As members of the learning community, these individuals are committed to facilitating the mission of the College through wide-ranging responsibilities including technical support, management, leadership, and service.

The BGSE and College community are committed to work toward equity and economic and social justice. We honor and seek both intellectual and individual diversity. We view differences of opinion, theory, politics, religion, creed, gender, color, race, ethnicity, age, sexual orientation, family or cultural background, national origin, marital or economic status, and physical ability as enrichments of the BGSE and College culture and as opportunities for the growth. In the BGSE and College, we aspire to treat all members of the community with respect, kindness, fairness, understanding, and afford them opportunity to flourish within an emotionally supportive and intellectually challenging environment.
2019-2020 UT Clinical Experiences

Important Events

July and August 2019  Teacher candidates report for In-Service (See school system websites for actual dates.) 2019-2020 Proof of Insurance due to the Office of School-Based Experiences (OSBE).

Drug Screening must be completed for teacher candidates to be placed in Knox County Schools at any point during the academic year.

Child Protection Training and/or Sex Offender Registry Acknowledgement Form turned in by July 22 in accordance with each departmental requirement.

Clinical experience overview meetings for teacher candidates, mentors, partnership administrators, faculty liaisons, and university mentors and faculty. TBA

August 21, 2019  UT Classes Begin

December 13, 2019  UT Graduation

Teacher candidates remain in schools full time until school system closes for the holidays.

January 8, 2020  UT Classes Begin

Teacher candidates remain in schools full time according to the school system return date.

March 2020  Teacher recruitment Fair and Interview Day (TBA)

April 28, 2020  Bailey Graduate School of Education Tribute to Educators Reception

May 7, 2020  UT Graduate Hooding Ceremony

Teacher candidates remain full time in schools until school system closes for the year.

*The Bailey Graduate School of Education Tribute to Educators Reception will last approximately 2 hours. The reception will be hosted by UT personnel and include celebratory activities and distribution of certificates to teacher candidates. All mentoring teachers, school administrators, and UT faculty are invited.

NOTE: For all Praxis test dates deadlines go to the website at [www.ets.org/praxis](http://www.ets.org/praxis).
Office of Professional Licensure & School-Based Experiences Personnel

David Cihak, Associate Dean for Professional Licensure and Outreach: Overall responsibility for the College's teacher education programs and licensure for School-Based professional personnel; coordination of clinical experiences; communication and agreements with partnership school systems; liaison with the Tennessee State Department of Education; communication with faculty in regard to policy and procedure in teacher education and licensure.
Telephone: 974-6638 E-mail: dcihak@utk.edu

Geri Landry, Director of School-Based Experiences: Responsible for developing and maintaining relationships with schools regarding clinical experiences; communicating with principals, mentoring teachers, and other school officials; communicating with college faculty and staff; making school placements in teacher education programs; networking with regional school systems; and assisting with activities related to the teacher education program.
Telephone: 974-5283 E-mail: glandry@utk.edu

Amelia Brown, Data Coordinator: Responsible for data collection & analysis of major components of the teacher assessment system; issues various reports to appropriate persons related to improvement of teacher education programs, including electronic portfolios.
Telephone: 974-1398 E-mail: aabrown@utk.edu

Diane Booker, Administrative Specialist: Manages the Professional Licensure Office; provides the communication link between the faculty of the college and the Associate Dean for Professional Licensure.
Telephone: 974-6638 E-mail: dbooker@utk.edu

Julia Campbell, Administrative Specialist: Manages the Office of School-Based Experiences; is responsible for teacher candidate application process, liability insurance, and teacher candidate data base; provides communication link with teacher candidates and placement schools.
Telephone: 974-5203 E-mail: jcampb89@utk.edu

Nina Fox, Administrative Support Assistant: Responsible for teacher education admission process, the teacher education database, scholarship information and applications, communication link with students and faculty regarding entry into specific programs.
Telephone: 974-4118 E-mail: nfox@utk.edu

Lisa Emery, Laura Brown and Chilene Black, Coordinators - Teacher Licensure Advising: Responsible for licensure application process with State Department of Education; maintain files for licensure applicants; communication link with licensure applicants.
Telephone: 974-8194 E-mail: lemery@utk.edu, lstetler@utk.edu, cblack31@utk.edu
# Teacher Preparation Program Coursework Requirements

## The Graduate School of Education

### Coursework Expectations

To progress through the Teacher Education program, initial professional education courses must be completed. For interns to advance to the internship year, the applicant must maintain good standing. The applicant must maintain a 2.75 cumulative GPA, a 2.50 content/subject area GPA, and maintain a 2.80 GPA in professional education courses. A grade of “C” or above must be received in all professional education courses. Keep in mind that some licensure programs have GPA requirements that differ from the 2.50 content GPA.

<table>
<thead>
<tr>
<th>Pre-Internship</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Post-Licensure Options</th>
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</thead>
<tbody>
<tr>
<td>Completion of education minor or equivalent qualifying professional studies (core plus area requirements)</td>
<td>Internship (4 hrs), TPTE 575 (or equivalent in some programs)</td>
<td>Internship (8 hrs), TPTE 575</td>
<td>Completion of MS requirements in respective areas</td>
</tr>
<tr>
<td>Presentation of Baccalaureate degree for admission to internship</td>
<td>Specialty Studies (6 hrs), 1 or 2 courses in licensure area</td>
<td>Clinical Studies (4 hrs), TPTE 591 (or equivalent in other UT College)</td>
<td>Additional licensure endorsements</td>
</tr>
<tr>
<td>Admission to Graduate School</td>
<td>Analysis of Teaching for Professional Development (2 hrs), TPTE 574 (or equivalent in other UT College)</td>
<td>(12 hrs)</td>
<td>Additional graduate credits beyond MS to be applied to Ed.S</td>
</tr>
<tr>
<td>Application filed for Interim D Teaching License along with appropriate transcripts</td>
<td>(12 hrs)</td>
<td>Other possibilities in specific programs</td>
<td></td>
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</tbody>
</table>

Professional year includes 24 Graduate credits and the Apprentice License is issued upon successful completion of all requirements.

<table>
<thead>
<tr>
<th>UG Credit</th>
<th>BS/BA</th>
<th>Graduate Credit</th>
<th>Master’s Degree</th>
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Notes:

1. Pre-Internship qualifying courses carry Undergraduate Credit; professional year credits (24) are Graduate.
2. Pre-Internship qualifications include core courses for all internship candidates
3. A professional portfolio is initiated during the pre-internship core classes
4. The culminating activity of the internship is the presentation of an action research project
5. All programs which include the professional year of 24 graduate credits detail the number and type of credits needed to complete the MS degree. Some or all of these credits may be taken in the summer prior to or following the professional year.
6. The State of Tennessee Apprentice License will be granted to candidates successfully completing the professional year and the required Praxis exams.

* Some programs have a different array of courses during the internship year.
Professional Competencies, Attitudes, and Dispositions (ProCADs)

The University of Tennessee expects that teacher candidates working in schools and/or with PreK-12 students maintain attitudes, dispositions, and competencies identified as essential to the teaching profession. Please read the following information regarding these expectations carefully.

Link to: UTK ProCADS Website for Students

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.

Attitudes toward Students: Diversity exists across students and teachers and within students and teachers. Effective teaching values that diversity and includes it in all areas of planning, instruction, and assessment.

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.

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 their 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.

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.
Expectations and Evaluation of Teacher Candidates

Evaluation is one of the most sensitive and important areas of the clinical experience. The evaluation of the teacher candidate is shared by the mentoring professor (or designee) and the building principal (or designee), with frequent input from the mentoring teacher(s). The year-long evaluation process is conducted using the model approved by the state for each school district. After completing a successful clinical experience, teacher candidates are recommended for licensure, and given consideration for receiving credit from individual school districts for 10 months of teaching experience.

**ESTIMATED TIMELINE**

### Fall Semester

<table>
<thead>
<tr>
<th>Beginning of Semester</th>
<th>During Semester</th>
<th>End of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UT Supervisors and administrators from partnership schools to provide teacher candidates an orientation to district's evaluation model.</td>
<td>• Supervisors required to meet with interns face-to-face at least every two (2) weeks</td>
<td>• UT Supervisors to complete mid-year report for each intern, with informal input from interns and mentor teachers.</td>
</tr>
<tr>
<td>• Copies of evaluation materials are provided to teacher candidates.</td>
<td>• Supervisors to document at least five (5) of feedback sessions on the Electronic Portfolio.</td>
<td>• UT Supervisors to provide signed copy of mid-year report to each intern and members of the professional team.</td>
</tr>
<tr>
<td>• UT Supervisors responsible for conducting observations for teacher candidates must attend TEAM training sponsored by the TDOE and pass certification test.</td>
<td>• One or more evaluations conducted under formal evaluation model, depending on intern readiness.</td>
<td>• Original signed mid-year report must be submitted to the Electronic Portfolio by the second Friday in December.</td>
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### Spring Semester

<table>
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<tr>
<th>Beginning and During Semester</th>
<th>End of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UT Supervisors to complete all remaining formal observations (announced and unannounced) required by the state evaluation model.</td>
<td>• UT Supervisor and partnership administrator will collaboratively complete the UT clinical experience summative report.</td>
</tr>
<tr>
<td>• UT Supervisors to informally observe and provide feedback to intern and respective professional team members throughout the semester.</td>
<td>• For interns with successful completions indicated by summative report, UT Supervisor will:</td>
</tr>
<tr>
<td>• UT Supervisors to record five (5) feedback sessions in the Electronic Portfolio.</td>
<td>o Recommend for licensure.</td>
</tr>
<tr>
<td>• School principal or designee to complete a minimum of one formal observation, may choose to also conduct one informal observation.</td>
<td>o Distribute copies of all evaluation materials to interns and partnership administrators.</td>
</tr>
</tbody>
</table>
EVALUATION ASSESSMENTS

Tennessee Teacher Evaluation Systems (TEAM, TIGER)
UT interns will be evaluated using one of the state-approved models, depending on the school system in which they are placed: Tennessee Educator Acceleration Model (TEAM); or Teacher Instructional Growth for Effectiveness and Results (TIGER). Although each of these structures varies from the other, both involve a combination of formal and informal observations. All state-approved evaluation models provide UT with documentation needed to recommend interns to the TN Department of Education for teacher licensure. Models used by school districts include:

- **TEAM (Tennessee Educator Acceleration Model)**
  
  [http://team-tn.org](http://team-tn.org)
  
  Associated Districts: Anderson County, Knox County, Oak Ridge, & Roane County Schools

- **TIGER (Teacher Instructional Growth for Effectiveness and Results)**
  
  [http://tigermodel.net](http://tigermodel.net)
  
  Associated Districts: Alcoa City Schools, Blount County Schools, Lenoir City Schools, & Maryville City Schools

**The Teacher Performance Assessment (edTPA)**  
[http://www.edtpa.com](http://www.edtpa.com)

Since 2009-2010, UT Bailey Graduate School of Education interns have been participating in the development of a national pre-service teacher evaluation process coordinated by the Teacher Performance Assessment Consortium (TPAC). Participation in the edTPA process is rigorous, blind-scored by nationally trained and calibrated scorers, similar to professional credentialing completed by aspiring professionals in fields such as medicine, law, and certified public accounting. As of 2018, the edTPA has been mandated by 18 states for professional licensure. The University of Tennessee-Knoxville requires the successful submission of the edTPA as one of the requirements for recommendation for licensure.

Recognizing the time and effort needed to complete the edTPA, the Bailey Graduate School of Education and partnership school districts are providing participating interns with up to three additional professional leave “writing days,” and technology support (i.e., video-taping and editing) to be determined by the program coordinator. In addition, a successfully completed edTPA will substitute for the following licensure program requirements:

- One of the formal observations required by the state evaluation model;
- The PRAXIS PLT exam requirement (per a ruling by the TN State Board of Education);
- Designated artifacts that are included in the edTPA Teaching Event:
  - The Unit Plan;
  - The Pre- and Post- Assessment Data Analysis; and
- Six hours of “unscheduled in-service” (required hours will vary by school system).
Final Licensure Procedures

The final licensure process is important and one of the final steps in your program. To be eligible for final licensure, you must:

- Successfully complete all program requirements.
- Successfully submit the edTPA (Teacher Performance Assessment) and achieve scores that equal or exceed cut scores as established by the University of Tennessee-Knoxville.
- Pass the required Praxis Specialty examination(s) for designated teaching (content) area(s) and have Educational Testing Services send test results to UT-Knoxville, code 1843.

Once final grades are recorded, with all documents uploaded to the electronic portfolio system, and Praxis examination test scores are received, the application, transcript, institutional recommendation, and test scores will be forwarded to the Tennessee Department of Education (TN DOE). The TN DOE will issue the license and send an email to the applicant with licensure information.

It is very important that UT submit the licensure application when all program and test(s) requirements are complete. Individuals for whom licensure is not submitted upon completing program requirements will be responsible for any new regulations or new program requirements as they become effective. The TN DOE licensure rules and regulations do not have a “grandfather clause” that allows applicants to be licensed under former program or test requirements once state licensure requirements have been amended.

The UT Bailey Graduate School of Education will serve as the recommending institution when interns apply for initial and final licensure and/or when teacher candidates complete requirements for one of our additional endorsements for as long as they wish to be licensed as a teacher. Since states require an institutional recommendation, please remember that the process is the same whether you are a new teacher or an experienced teacher relocating to another state.

Applicants interested in becoming licensed in other states may refer to the Directory of State Teacher Certification Offices in the United States. Contact the appropriate state office for application forms and directions on how to apply for that state’s teaching license.
School Partnerships: The Clinical Experience
Overview

Partnership Roles
Interns follow the calendar of their placement schools and school systems, reporting to their assigned schools at the same time as their mentor teacher(s) and working as members of the teaching staff until the end of the partnership school year. During this in-service period and throughout the school year, the school administrators, faculty liaison, and mentoring teachers provide an orientation for the interns including:

- General information about the school (parking, length of school day, school rules, non-instructional duties, school calendar, etc.)
- Specific school policies and procedures (legal responsibilities of the teacher, parent conferences, emergency procedures, discipline policies, etc.)
- Curriculum and testing information (planning, assessment practices, grading guidelines, use of textbooks and curriculum guides, grouping of students, homework policies, standardized testing, student privacy issues, student records, student report cards, etc.)
- A shared responsibility for continuous improvement of intern preparation through agreeable expectations that ensure theory and practice are linked and coherent across clinical and academic components of the experience.

Selection of Partnering Schools and Mentors
A conversation occurs between the BGSE Office of Professional Licensure and school representatives at the district level to determine schools most suited to mentor teacher candidates. We select high performing schools based on the success of the school leadership in supporting both student learning and teacher professional development, and we have a Primary Partnership Agreement with some school districts. The schools represent a wide range of opportunities for intern growth that includes diversity in culture, environment and economic status of school and community.

The selection of mentors involves joint conversations between the school system, building level administrators and the university. We select mentor teachers based on the impact they make on student learning as demonstrated by evaluation performance using Tennessee Educator Accelerator Model (TEAM) or Teacher Instructional Growth for Effectiveness and Results (TIGER) Teacher Evaluation Model and teacher effectiveness scores in the Tennessee Value Added Assessment Model. We also look for the ability to provide mentoring that promotes professional growth in interns as another strong factor used to select intern mentors.

Once selected, the mentoring teacher shall agree to replace the traditional practice of independent teaching, often referred to as “solo teaching,” for an extended period of time with various forms of co-teaching practices such as “one teach, one assist,” lead-follow teaching, or other forms of “team” teaching. Periods of independent teaching shall be limited to two (2) weeks or ten (10) consecutive teaching days without the presence of one (1) or more mentoring teachers. Over the year-long internship, several brief periods of independent teaching can be scheduled. Consequently, mentoring teachers shall not be assigned other responsibilities that take them away from the mentoring role for any extended period of time. In secondary schools where clusters of interns may be placed, the mentoring teachers should collectively schedule periods of independent teaching experiences by interns so that secondary school students are prevented from having the majority of their classes taught only by interns.
The Professional Team

THE MENTORING TEACHER

The role of the mentoring teacher is critical to a successful internship. The decision-making process for mentor selection occurs between districts, building level administrators and the university. Mentoring includes sharing, modeling, coaching, and encouraging the intern’s professional growth and development in the context of daily classroom life. Most importantly, collaborative mentors work “side by side” with their interns to assure their learning and that of their students.

Interns come to a classroom having had diverse experiences, which range from observational visits to planning and teaching responsibilities. While all have had field experiences classes, their involvement in working with individual students or small groups, peer teaching, cooperative group planning, assessment, and grading student work varies by school and classroom. Interns take methods classes prior to and during their internship year. Thus, needs of interns will vary by school level and individual experiences.

Research and practice tell us that exemplary mentoring is characterized by strong relationship building and a wide range of support structures. In addition to becoming familiar with this handbook, the following are strategies that effective mentors have used to promote their interns’ development:

I. Intern Orientation

- If possible, communicate with the intern prior to the start of the internship.
- Arrange for a desk and specific place for your intern, as well as a mail box or mail slot.
- Assist office personnel in getting information from the interns for the faculty roster.
- Facilitate the acceptance of the intern by faculty and students at your school.
- Help the intern become acquainted with your school’s rules and procedures.
- Make sure that students accept the intern as a teacher with equal authority.
- Provide teachers’ manuals and encourage the intern to browse other curriculum materials.
- Review rules and procedures of classrooms with the intern and discuss the reasons for the rules.
- Assist parents in understanding the role of the intern.
- Monitor intern attendance and punctuality.

II. Planning and Instruction

- Involve the intern in planning and evaluating learning experiences from the first day. Mentors should work collaboratively and “side by side” with their interns to assure their learning and that of their students.
- Provide opportunities for the intern to observe instructional methods which are appropriate to all teaching situations.
- Clarify intern responsibilities with respect to planning, classroom discipline, organizing materials, and student evaluation.
- Ensure intern induction into actual teaching is at an appropriate rate for the students and for the intern.
• Encourage the intern to incorporate research-based teaching strategies, acquired in coursework in professional development lessons, into their instructional planning.
• Assist the intern in predicting what could happen during the delivery of the lesson in order to anticipate students’ reactions.
• Confer about grading and assessment. The intern may keep a gradebook, but the mentoring teacher has all responsibility for grades.
• Provide an opportunity to plan together.
• Discuss problems together.
• Guide the intern in developing skills of discipline and classroom management.
• Provide regular consultation and assistance as the intern assesses student needs, plans instruction, selects appropriate instructional materials and strategies, and assesses student progress.

III. Intern Evaluation

• Meet regularly with the intern to discuss planning and progress.
• Keep the intern informed of progress and make suggestions as necessary. Encourage ongoing reflection.
• Observe the intern’s lessons (or parts of co-taught lessons) and debrief the lessons on a regular basis.
• Keep the intern informed of progress by providing frequent, formative, feedback and written evaluations. Make suggestions as appropriate and encourage the intern’s reflection.
• Engage in joint problem-solving about pedagogical issues.
• Help the intern identify critical moments in the classroom.
• Be specific in suggestions for improvement. These suggestions should reflect the guidelines found in the state-approved evaluation model.
• Meet with the university supervisor to identify intern needs, plan assistance strategies, and discuss progress.
• Provide input for the formal evaluation by serving as a consultant in this collaborative evaluation process. The direct responsibility for the completion of the formative and summative evaluation documentation falls directly to the UT Supervisor and the local school principal.

IV. Professional Development

• Invite interns to attend and participate in school and district-level in-service programs, including those focused on teaching adults, for teachers directly concerned with intern activities.
• Emphasize to the intern that the first priority in the classroom is the students.
• Encourage the intern to become part of the school culture and to demonstrate professionalism at the school level by including them in extracurricular or after school activities.
• Accept the intern as a co-worker.
• Share ideas about planning and teaching.
• Promote personal integrity and an understanding of the ethics of the profession.
• Refrain from disclosing confidential or damaging information that affects the intern unless the disclosure is required by district policy or the university.
**THE UNIVERSITY SUPERVISOR (OR DESIGNEE)**

The UT Supervisor is the crucial liaison between the University’s pedagogical instruction, practical applications, and the partnership schools at which interns are placed. The major responsibility of the UT Supervisor is to facilitate the professional development of the intern and complete, in collaboration with the building administrator, the evaluation of the intern’s teaching performance. (The UT Supervisor is considered the primary evaluator.) The following are suggestions for how the UT Supervisor should facilitate the intern’s teaching experience. The UT Supervisor will:

- Initiate, arrange, and regularly participate in meetings of the professional team to identify intern needs, plan assistance strategies, and discuss progress.
- Assist in clarifying roles and responsibilities in the clinical experience.
- Plan with the mentoring teacher, the faculty liaison, and the building principal in designing a program that provides the intern with the maximum opportunity to develop and demonstrate teaching competencies.
- Communicate both verbally and in writing with the school principal, mentoring teacher, and faculty liaison on a regular basis regarding the intern's experiences and evaluation (as a group and individually).
- Observe and coach the intern in seeking professional development opportunities.
- Provide regular formative evaluations (based on the district's state-approved evaluation model) of intern progress and a summative evaluation for the attainment of clinical experiences course credit and recommendation for TN Practitioner License. Meet with interns face-to-face once every two weeks per semester with support and written feedback provided at least five times per semester.
- When appropriate, coordinate the preparation and implementation of a Development Plan or Remediation Plan designed to resolve an intern’s professional performance needs or problems. See the Procedures for Identifying and Resolving Professional Performance Problems for Licensure Students (p.28) for more information.
- Serve as a resource in helping develop skills or in locating resources to help intern enhance strengths or remediate weaknesses.
- Meet regularly with the faculty liaison to discuss the performance and needs of interns.

**THE BUILDING PRINCIPAL (OR DESIGNEE)**

The building principal of the school where the intern has a primary assignment has responsibility for evaluating the intern according to criteria included in the state-approved evaluation model. (The principal or other designee is considered the secondary evaluator.) Building principals have the following responsibilities:

- Give direction to mentoring teachers and interns concerning the induction process, teaching schedule, and evaluation of interns.
- Assist faculty liaisons in orienting interns to the school’s philosophy, policies, & procedures.
- Regularly observe interns and provide feedback using the approved local evaluation procedures.
- Evaluate interns and help to determine apprentice teacher licensure status in accordance with the approved local evaluation procedures.
• Involve interns in activities and responsibilities expected of all teachers. The building principal will indicate what duties (such as bus duty, cafeteria duty) may be required of the intern.
• Communicate regularly with the UT Supervisor, faculty liaison and mentoring teacher to discuss the intern’s program and progress.

OTHERS: THE DAVID T. BAILEY GRADUATE SCHOOL OF EDUCATION, THE COUNCIL FOR IMPROVEMENT OF PROFESSIONAL EDUCATION & THE LOCAL SCHOOL SYSTEMS

The College of Education, Health and Human Sciences Office of Professional Licensure and the local school system officials develop an agreement for placement of interns in the system. The Office of School-Based Experiences, in consultation with UT departmental faculty and the administrators in the local school system, selects schools of placement and mentoring teachers. The Office of School-Based Experiences, UT faculty members, and the building principal collaborate on the intern assignment to reach joint agreement on intern/mentor matches that will facilitate professional growth for both parties over the year.

The David T. Bailey Graduate School of Education

• The Office of Professional Licensure develops policies for the clinical experiences and maintains a relationship with local school systems.
• The Office of School-Based Experiences and the UT faculty agree upon a university mentor who will mentor the intern, consult with the building principal and provide assistance to the mentoring teacher and intern.
• The Offices of Professional Licensure and School-Based Experiences and appropriate faculty from the intern's program ensure that the intern meets course work and degree requirements, prior to and during the internship. They also provide assistance in resolving problems if they should occur.
• The University mentor provides regular formative evaluations of the intern's progress and a summative evaluation as the basis for determining the completion for the internship credit. The university mentor is the primary evaluator of the intern’s year-long teaching experience, making recommendation for the Practitioner License. School administrators are considered secondary evaluators.
• The Office of School-Based Experiences, with assistance from appropriate faculty and field-based professionals, conducts informational sessions for mentoring teachers, administrators, university mentors and designees.

The Council for Improvement of Professional Education (CIPE)

• CIPE is an advisory body comprised of school-based administrators, teachers, and UT faculty associated with teacher licensure programs in the College of Education, Health and Human Sciences (CEHHS).
• CIPE reviews data generated by the college and sends recommendations to the college Assessment Committee, an advisory to the Dean’s office.
• Data on which CIPE may act includes: incidence of professional disposition deficiency cases, Praxis scores as they relate to course sequence and array, intern evaluations by teacher mentors related to content and pedagogical knowledge exhibited in internships, action research projects, admission board evaluations, and more.
The Local School System

- The system and local school administration develop policies related to interns in collaboration with the Office of Professional Licensure.
- The local school administration orients the intern to system policies and procedures and involves the intern in appropriate activities, including in-service and faculty meetings.
- The building principal conducts regular evaluations of the intern and collaborates with the university mentor to complete a formal evaluation of the intern’s year-long experience.
TENNESSEE PARTNERSHIP SCHOOL SYSTEMS

The Tennessee Valley Professional Development Consortium (TVPDC) is a collection of diverse partnership schools which emerged as a result of the University's long-term working relationship with school systems in the East Tennessee region. The foundation is the fifth-year internship and its development over the past twenty-five years. Through this process, more than eighty schools and hundreds of teachers have contributed to strengthening the internship experience through collaborative activities and critical feedback. The initial informal consortium and then the TVPDC have collaborated on the development of consistent expectations across programs, improvements in the preparation of interns, and the inclusion of research-based professional development to promote instructional quality, equity, and cultural diversity. To assure diverse experiences, UT interns complete three to four placements that reflect differing school contexts and grade levels.

Based upon our collective belief in the need for schools and the university to develop genuine partnerships based upon clear goals and objectives, collaboration, equity, diversity, and a desire for excellence in all areas, the TVPDC now consists of principals and teacher liaisons from 11 districts and 67 schools:

**Districts:**
- Alcoa City Schools
- Anderson County Schools
- Blount County Schools
- Hamilton County Schools
- Knox County Schools
- Lenoir City Schools
- Maryville City Schools
- Franklin County Schools
- Oak Ridge City Schools
- Roane County Schools
- Sevier County Schools

**School Levels:**
- 29 Elementary Schools
- 17 Middle Schools
- 22 High Schools

**School Contexts:**
- 23 Urban
- 34 Suburban
- 10 Rural
Mentor & Partnership Resources
**Overview**

**MENTOR AND PARTNERSHIP RESOURCES**

“I try to be aware of ‘where’ my protégé is in terms of his developmental stage. When, after an observation, he asks, ‘How did I do?’ I know that he is still at the stage where he is very focused on himself and his basic survival with the students. Experienced teachers are more concerned about the students and how they are learning and progressing. They generally ask, ‘How are my students doing?’ When they ask this question, I get a lot of satisfaction from knowing that I’ve helped them make this important transition.” - Experienced Mentor


**Mentoring Resource Websites**

- [The Good Mentor by James B. Rowley](#)
- [Eight Qualities of a Great Mentor by Kimberly Long](#)
- [Mentoring New Teachers for First-Day, First Year Success by Adela Solís, Ph.D.](#)
Addressing Professional Performance Problems for Licensure Students

PROCEDURES FOR IDENTIFYING & RESOLVING PROFESSIONAL PERFORMANCE PROBLEMS

Many professional licensure students report that their internships, or licensure field-based experiences, are the most demanding requirements of their professional preparation. Despite the rigorous nature of the internship and field-based experiences, most licensure students encounter little real difficulty and successfully complete their licensure requirements. However, some students will need varying amounts of special help from mentoring teachers, building principals, and/or mentoring professors. Only a very small percentage of interns and professional licensure students develop problems of such magnitude that their ability or disposition to complete the program is brought into question.

The purpose of this section of the handbook is to provide an overview of the procedures that are in place for addressing professional performance problems during the internship and licensure field-based experiences. The primary goal of this process is to improve students’ teaching performance so they can be more successful and effective in carrying out their professional responsibilities. The processes outlined here are focused on the internship or professional field-based experiences; and, while similar to dispositional processes that are in place for students admitted into teacher licensure programs, they are intended to encompass issues related to knowledge and skills.

These processes are separate from, and in addition to, dispositional expectations that are in place once the student gains admission to a teacher education program. If, after completing the steps outlined in this document for addressing major problems, the student’s professional performance has not improved, the licensure program may be terminated for the student.
Professional Performance Improvement

Evaluation of a student’s professional performance is an important part of the licensure experience and is conducted throughout the program. The objectives of the evaluation process are to assess professional growth toward meeting performance standards established by the Tennessee Department of Education, assist each student in developing a reference point from which he/she can examine professional behaviors, recognize and implement effective professional teaching strategies, identify areas that need improvement, and scaffold the performance of UT students who are not performing at acceptable levels.

Tennessee’s teacher evaluation process has been revised and now allows each school district to use one of four state-approved models. All approved models are research-based, public description of levels of teacher performance in areas validated as critical to effective teaching. They provide descriptors, documented through both empirical and theoretical research, for the complex act of teaching that allow evaluators and observers to make reasonable and fair decisions about teacher performance in the classroom. Each model includes:

1. Regular observations of all professional licensure students.
2. A common language for analyzing and evaluating teaching performance;
3. Research-validated practices to inform teaching performance;

Evaluation documents are accessible on the Tennessee State Department of Education website and on the CEHHS website.

If a professional licensure candidate is unable to consistently and adequately show progress in meeting the state-approved teacher evaluation expectations at a level expected of beginning teachers, additional structures will be initiated to address the issues that have negatively impacted his/her performance. Determination of unsatisfactory progress or professional performance will be initiated in a timely manner by the mentoring professor, the mentoring teacher, or the building principal. Such feedback is often done in a collaborative model involving all three of these individuals. Ordinarily, their efforts, along with those of the student, will result in the resolution of any problem(s) or concerns. Should a professional performance problem be identified during the licensure program that is not resolved in this manner, the following steps will be taken to help the student address the concern.
Steps for Identifying and Resolving
Unsatisfactory Professional Performance

In identifying unsatisfactory professional performance by a professional licensure student, the Professional Team (UT supervisor, mentoring teacher, and building principal) working with the student will rely on facts as presented through formal observations, evaluations, and documentation of conferences regarding specific concerns. Broad general statements not supported by documentation are not sufficient for the model put forth in this document.

Appropriate Documentation...

- Is critical to the process of identifying and resolving unsatisfactory progress or professional performance;
- May reveal patterns of behavior which in isolation do not appear significant;
- Clarifies and communicates issues being addressed;
- Must withstand the careful review and scrutiny of a number of involved parties; and
- Provides a clear and formal record of:
  - Specific feedback given to the student;
  - A summary of efforts to provide assistance to the student;
  - Possible consequences to the student if identified unsatisfactory professional performance is not corrected during the specified time line.
  (See p.61 for Formal Assessment Guidelines.)

Step 1: First Notification of Unsatisfactory Progress or Professional Performance

When a performance problem is first identified in the internship or field-based licensure experience, the member of the Professional Team identifying the problem will initiate a conversation to bring the concern to the attention of the student. The student will be informed that the mentoring teacher/professor will continue to monitor his/her progress in the area addressed. Should a ProCADs deficiency be noted, a deficiency will be completed and filed by the individual observing the deficiency. (See Process for Reporting ProCADs Deficiencies, page 32.)

While performance problems may go beyond dispositions, they are behavioral indicators of disposition deficiencies and should be reported on this form. The form should be completed after a conversation (Step 1) is held with the intern/licensure student. After the intern/licensure student and professional team member sign the form, a copy is provided to the Director of School-Based Experiences to be placed in the student’s file, and a second copy is given to the student.

  Responsible Party: Director of School-Based Experiences

Step 2: Second Notification of Unsatisfactory Progress or Professional Performance

If satisfactory progress has not been made as a result of Step 1, the student, mentoring professor, mentoring teacher, and/or building principal will meet again to discuss the unsatisfactory professional performance. This meeting is a formal notification to the student that members of the Professional Team have continued to observe an area of concern that needs improvement. A brief, written Summary Statement from the meeting will be prepared by the mentoring professor, mentoring teacher, or building principal identifying the area of weakness or problem that will need to be corrected. The student will be asked to read and sign the Summary Statement. The Summary Statement will provide a synopsis of the conversation that occurred and the steps, including a timetable, necessary to address the unsatisfactory professional performance. A copy of the Summary Statement will be placed in the student’s file in the Office of School-Based Experiences, and a copy will be given to the student.
Step 3: Initiation of a Professional Development Plan

When the first two steps fail to produce needed improvement(s), the procedures for addressing the concerns become more formal. The next step is to call a meeting of an expanded Professional Team which includes the student, mentoring teacher, faculty liaison, building principal, and mentoring professor. This team shall be called the Licensure Evaluation Committee (LEC) and shall be coordinated by the UT Supervisor. The LEC chair may ask other individuals, such as those listed below, to be included in the LEC or to provide information at their meetings.

1. Faculty member(s) from the College of Education, Health, and Human Sciences
2. Director of School-Based Experiences
3. Director of Student Services
4. School System Central Office Representative(s)

At the time that the initial LEC meeting is requested, the building principal (or designee) shall determine whether or not the intern/licensure student will remain at the school and/or in the classroom until the meeting occurs. If the intern/licensure student is not to remain in the classroom during this period, the principal is responsible for communicating this information, in writing or by e-mail, to the UT student and the director of school-based experiences. The director of school-based services will then notify the UT faculty mentor and program coordinator.

Unless specifically requested by the administrator, no reassignment or other arrangements for the UT student will be made until the meeting is conducted. No later than (2) days prior to the meeting, the UT Supervisor will provide the intern/licensure student with a written summary of items to be discussed and will invite the student to the meeting to present information on his/her behalf.

During the LEC meeting with the intern/licensure student, each member will share documented information pertinent to the intern/licensure student's unsuccessful progress or professional performance. The intern/licensure student will have the opportunity to respond to the documentation presented by the College and/or the school system and to present his/her own relevant information. At the conclusion of the discussion, the intern/licensure student will be asked to leave the meeting in order to provide the LEC time to review the information which was presented. (Note: The intern/licensure student will be told to stay close at hand as the LEC’s decision will be communicated to the intern/licensure student after this review takes place.)

After reviewing the information, the LEC may make one of the following recommendations:

1. To have the intern/licensure student meet specific professional performance or behavioral improvements as outlined in a written Professional Development Plan designed for the intern/licensure student at the student’s present off-campus site; or
2. To reassign the intern/licensure student to another site/mentoring teacher under closely monitored conditions, with a corresponding Professional Development Plan.

The chair of the LEC will call the intern/licensure student back into the meeting room to inform him/her of the LEC’s decision. Additionally, the LEC chair shall be responsible for informing all involved parties of the committee's decision, including the intern/licensure student’s Department Head and the Associate Dean for Professional Licensure.

When informed of the LEC’s decision, the intern/licensure student will also receive the following information in his/her Professional Development Plan:
1. An explanation of how the unsatisfactory professional performance is to be corrected;
2. A timetable of accomplishing the desired results; and
3. The consequences should the unsatisfactory professional performance not be corrected.

All participants must sign the Professional Development Plan. A copy of the plan will be put in the intern/licensure student’s file in the Office of School-Based Experiences, and a copy will be given to the intern/licensure student.

*Responsible Parties:* Director of School Based Experiences
Director of Student Services

**Step 4: Determination of Satisfactory/Unsatisfactory Performance for Professional Development Plans**

**Successful Progress**
If the intern/licensure student meets all requirements and stipulations of the Professional Development Plan from Step 3 within the designated timeframe, the LEC chair shall report, in writing, to the intern/licensure student’s Department Head and the Associate Dean of Professional Licensure that the intern/licensure student has successfully completed the corrective Professional Development Plan.

**Unsuccessful Progress**
If the intern/licensure student does not complete all requirements and stipulations of the Professional Development Plan, the LEC chair shall call, no later than five (5) days prior to the time set for completion of the Professional Development Plan, a meeting of the LEC to determine the next course of action. This allows the LEC to address the issue in a timely manner if progress is not being made. The recommendations of the LEC shall be given to the intern/licensure student’s Department Head.

If the intern/licensure student fails to make satisfactory progress under Recommendations 1 or 2 in Step 3, the LEC may recommend termination of the internship/licensure field-based experience to the student’s department head. The intern/licensure student has the right to submit materials/talk with the Department Head to appeal the termination of his/her internship or field-based experience. The Department Head can accept the LEC’s recommendation or meet with the committee to seek clarification of their recommendation. If the Department Head decides to modify or reject the decision of the LEC, he/she shall notify the chair of the LEC of his/her decision. The Department Head has authority concerning the disposition of the internship/licensure requirements at this stage and shall take the appropriate action.

In the event that the Department Head’s decision is to terminate the internship/licensure field-based experience, the mentoring professor will be asked to assign a grade of “Unsatisfactory Progress” for the internship/field-based licensure hours in which the intern/licensure student is registered.

*Responsible Party:* The Student’s Department Head

**The Appeals Process**
The decision reached by the intern/licensure student’s Department Head may be appealed. The intern/licensure student may first appeal the Department Head’s ruling in writing to the Associate Dean for Professional Licensure. If the Associate Dean upholds the Department Head’s ruling, the intern/licensure student may then appeal the decision to a college-level Professional Education Grievance Committee. This committee shall be appointed and convened by the Associate Dean for Professional Licensure in consultation with the Dean of College of Education, Health, and Human Sciences.
The committee shall have the following membership:

A. Two (2) members of the College of Education, Health, and Human Sciences faculty who are not members of the Professional Team or the LEC, and are experienced in professional education preparation.

B. The chair of the Professional Education Grievance Committee will be appointed through the Dean’s office, and may not be a member of the student’s Professional Team, or the LEC.

In instances where the intern/licensure student represents a collaborative professional education program housed in a unit outside the College of Education, Health, and Human Sciences (Audiology/Speech Pathology, Social Work, Music, Agriculture, etc.), one (1) faculty member must represent the unit within the university where the student’s program is located. The faculty member must be experienced in professional education preparation in the academic home of the student. The Associate Dean for Professional Licensure shall appoint the faculty member.

After a review of the student’s file, including documentation of the professional performance issue, the committee will make its recommendation to the Dean, whose decision, within the College of Education, Health, and Human Sciences, is final.

Responsible Party: Associate Dean for Professional Licensure

Additional Circumstances That Could Result in Termination of the Internship or Professional Licensure Field-Based Experience

Although most action as severe as termination of the licensure program will be arrived at bilaterally and will involve agreement between school system and college authorities (as represented by the LEC or the Associate Dean for Professional Licensure), such a decision can be made unilaterally. The agreement between the school systems and the College of Education, Health, and Human Sciences has provisions for the unilateral withdrawal (termination of the licensure program) for an intern/student.

Should the authorities with the intern/student’s school system choose to terminate the internship/licensure field-based experience unilaterally, it shall be the responsibility of the Associate Dean for Professional Licensure, or his/her designee, to obtain signed statements from those individuals directly involved. If the College should, unilaterally, remove an intern/licensure student from an internship or licensure field-based experience in a school system, the Associate Dean for Professional Licensure (or designee), will provide the superintendent/director (or designee) with a detailed statement, setting forth reasons for such action. Should the College terminate an internship or professional licensure field-based experience, the student may appeal this decision to the College of Education, Health, and Human Sciences Professional Education Grievance Committee.
Process for Reporting & Processing Professional Competencies, Attitudes, and Dispositional (ProCADs) Deficiencies

The following information outlines specific roles for each of the individuals in the professional team regarding addressing ProCADs deficiencies among teacher candidates. Should a deficiency of the ProCADs be noted, a deficiency will be completed and filed by the individual observing the deficiency. The teacher candidate will be contacted within three (3) days and informed that deficiency has been filed, and to schedule a meeting to discuss the deficiency. During the meeting, the teacher candidate will be asked to sign the deficiency form in recognition that the meeting has taken place. The process for rectifying the identified deficiencies will be outlined in the deficiency form, as they are unique to each individual situation.

The University of Tennessee's procedure for addressing multiple deficiencies is outlined below. The PROFESSIONAL TEAM MEMBER will enact on the following:

**Level 1:** Upon receipt of the **FIRST** recorded deficiency:
1. Complete the online form regarding the candidate's ProCADs deficiency.
2. Monitor teacher candidate’s progress towards rectification of the deficiency as outlined in the deficiency report.

**Level 2:** Upon receipt of a **SECOND** recorded deficiency for the candidate, the steps in Level 1 will be followed and will also include:
1. A UTK representative will contact the candidate within five (5) working days to schedule a conference, at which time a remediation plan may be developed if necessary at the discretion of the advisor.

**Level 3:** Upon receipt of a **THIRD** recorded deficiency for the candidate:
1. The steps for Levels 1 and 2 will be followed, with the exception that a remediation plan with timelines is mandatory.
2. The candidate will sign a form agreeing to the remediation plan and acknowledging awareness that an additional filed deficiency can be grounds for removal from the teacher preparation program.

**Level 4:** Upon receipt of a **FOURTH** recorded deficiency for the candidate:
A university representative will contact the student within five (5) working days to schedule a conference, at which time the candidate’s progression in the program will be reviewed along with the written agreement signed by the candidate. At this time, the candidate will be advised that a recommendation for the candidate’s removal from the teacher preparation program will be sent to the Department Head. The candidate will also be advised that he or she has the right to prepare and deliver a written response to the Department Head within fourteen (14) days for consideration along with the recommendation. The candidate will sign a statement that he or she is aware of the information being sent to the Department Head although he or she may not necessarily agree.

Copies of all documentation regarding ProCADs and Deficiencies for the candidate (including the form indicating awareness of the process) will be sent to the Department Head along with a copy of the “Recommendation for Removal from Program” form to the Department Head within 24 hours of the meeting.

The DEPARTMENT HEAD has the following responsibilities upon receipt of the
“Recommendation for Removal from Program” (RRFP) Form L:

1. Review information sent by the Advisor, Instructional Team Leader, or Designated Faculty Member.
2. Read carefully any written response(s) submitted by the candidate.
3. Meet with the candidate and the Advisor, Instructional Team Leader, or Designated Faculty Member within fourteen (14) days of receipt of the RRFP form to review all information and make a decision.
4. Direct one of the following actions be taken regarding the candidate’s status:
   a. Continuation in the program;
   b. Removal from the program; or
   c. Indicate that there is insufficient evidence on which to make a decision (in which case the candidate continues in the program).

The CANDIDATE may appeal to the Associate Dean for Teacher Licensure within fourteen (14) days of receiving the Department Head’s decision.
Process for a Formal Assessment of Teacher Performance

SUGGESTIONS FOR THE EVALUATOR

1. Prepare yourself for the proper use of the evaluation instruments. Become completely informed on procedures to follow and criteria to be used in making ratings on the evaluation instruments. Tennessee Educator Acceleration Model (TEAM)

2. At the beginning of the year, fully inform the intern/student of the procedures associated with the evaluation process.
   o Notify the intern/student of the evaluation schedule.
   o Provide the intern/student with a copy of the evaluation instrument.
   o Review criteria to be used in completing the instrument.
   o Distribute copies of the evaluation to the intern/student and copies to other team members.

3. Provide the intern/student with a written, signed, dated copy of each formal observation immediately after the evaluation. Conduct a formal conference with the intern/student after each evaluation.

4. Notify the intern/student of any determination that his/her duties are not being performed in a satisfactory manner and describe the unsatisfactory professional performance.
   o Notification and explanation must be timely.
   o Feedback should be presented in a manner that is as positive as possible indicating strengths as well as areas to strengthen.
   o Written documentation must accompany evaluations.

5. Confer with the intern/student and make recommendations as to specific areas of unsatisfactory professional performance and provide assistance in correcting deficiencies within a prescribed period of time.

The evaluation/observation document from TEAM or TIGER, or the College's Comprehensive Evaluation Mid-Year Report, must be completed as prescribed by the policies and procedures of the Office of School-Based Experiences. A Development Plan must be communicated to the student and submitted to the Office of School-Based Experiences for each assessment of unsatisfactory professional performance noted in the document. This can be written on the assessment documents or on an attachment to the evaluation itself. The evaluation document must also include specific directions for how interns must correct any documented unsatisfactory professional performance.

The first evaluation of the intern/student should reflect the beginning nature of the internship or field-based licensure experience. Each additional evaluation should document that the intern/student has progressed in his/her professional performance. If an intern/student has his/her highest rating on the first evaluation, it is difficult to document that successful professional performance has occurred during the internship or field-based licensure experience.
Index of Clinical Experience Programs
Websites, Handbooks, & Resources
Clinical Experience Programs

OF THE UNIVERSITY OF TENNESSEE, KNOXVILLE

The following is an index linking to specific program area websites and handbooks which will provide more detailed information about the CFS, TPTE, and VolsTeach program requirements for clinical experiences for teacher candidates.

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<td>cfs.utk.edu</td>
<td>CFS Graduate Handbook</td>
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Thank you to our partnering schools!

**ALCOA** – Alcoa Elementary School, Alcoa High School, Alcoa Intermediate School,

**ANDERSON** – Anderson County High School, Andersonville Elementary School, Clinton High School, Fairview Elementary School, Grand Oaks Elementary School, Norris Elementary School, Norris Middle School,

**BLOUNT** – Carpenters Middle School, Heritage Middle School, Heritage High School, Mary Blount Elementary School, Middlesettlements Elementary School, Prospect Elementary School, Rockford Elementary School, Union Grove Middle School,

**KNOX** – A.L. Lotts Elementary School, Amherts Elementary School, Austin East High School, Ball Camp Elementary School, Bearden Elementary School, Bearden High School, Brickey-McCloud Elementary School, Carter High School, Cedar Bluff Elementary School, Cedar Bluff Preschool, Cedar Bluff Middle School, Central High School, Christenberry Elementary School, Dogwood Elementary School, East Knox County Elementary School, Farragut Primary School, Farragut Middle School, Farragut High School, Fort Sanders Educational Development Center, Fulton High School, Green Magnet Math and Science Academy, Gresham Middle School, Halls Middle School, Halls High School, Hardin Valley Academy, Hardin Valley Elementary School, Inskip Elementary School, Karns Elementary School, Karns Middle School, L&N STEM Academy, Lonsdale Elementary School, Northwest Middle School, Pond Gap Elementary School, Powell Elementary School, Powell Middle School, Powell High School, Sarah Moore Greene Magnet Technology Academy, Sequoyah Elementary School, South Doyle Middle School, Vine Middle School, West High School, West Valley Middle School, Tennessee School for the Deaf,

**LENOIR CITY** – Lenoir City Elementary School, Lenoir City Intermediate/Middle School, Lenoir City High School,

**MARYVILLE** – Coulter Grove Intermediate School, Foothills Elementary School, John Sevier Elementary School, Maryville Junior High School, Maryville High School, Montgomery Ridge Intermediate School, Sam Houston Elementary School,

**OAK RIDGE** – Glenwood Elementary School, Jefferson Middle School, Oak Ridge High School, Willow Brook Elementary School,

**SEVIER** – Pigeon Forge High School
Questions? Contact us!

Office of School-Based Experiences
College of Education, Health & Human Sciences
A329 Jane & David Bailey Education Complex
1126 Volunteer Boulevard
Knoxville, TN 37996-3443

Phone: 865-974-5203 • Fax: 865-974-6635 • Email: osbe@utk.edu