



SCHOOL OF

EDUCATION

CARSON-NEWMAN

Teacher Education Handbook
2009-2010

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## General Information

The Teacher Education Program consists of three stages:

- I. Admission to the Teacher Education Program
- II. Approval for Student Teaching
- III. Graduation and Licensure Requirements

Embedded in the stages listed above are the three transitional stages to the Professional Development Plan.

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

The Teacher Education Program is being constantly refined to meet the State of Tennessee licensure requirements for teachers. As a result, there may be changes in the course offerings and in the program requirements for students preparing to become teachers. Interested students should stay in contact with the Teacher Education Department to be aware of any changes that may affect them.

We suggest that students visit often with their academic advisors, read **Carson-Newman e-mail** often, read the web-site, and read the bulletin boards in the department. The Teacher Education Department is located in the Stokely Building, below the cafeteria.

**Transfer Students:** See the Admissions and Services Advisor upon entering Carson-Newman for important program information.

The main purpose of this policy manual is to keep students on track toward graduation and licensure. Much of the material is DATE SENSITIVE. It is the responsibility of the student to meet the deadlines.

# **I. Requirements for Admission to the Teacher Education Program**

*All of the following requirements designated with a ● must be met before enrolling in upper level education courses (Appendix B). Although all must be met, they are met in no particular order. Students should also refer to the admissions requirements checklist (Appendix B). Use it to track your progress toward meeting the Teacher Education Program admission requirements.*

## I. REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

*All of the following requirements designated with a ● must be met before enrolling in upper level education courses (Appendix B). Although all must be met, they are met in no particular order. Students should also refer to the admissions requirements checklist (Appendix B). Use it to track progress toward meeting the Teacher Education Program admission requirements.*

### ● Application

Students must complete the application form for the Teacher Education Program as soon as they begin Carson-Newman College courses. The forms are available in the Education Office. The Admissions and Services Advisor will start a file for a student as soon as an application is submitted. (Appendix A)

### ● Coursework/Semester Hours

Students must complete 40 hours of college work prior to admission to the Teacher Education Department. At least 12 of these hours must have been taken at Carson-Newman College. (Appendix B)

### ● Grade Point Average (GPA) Requirements

Students will be required to obtain a cumulative grade point average of at least a 2.5 and at least a 2.5 grade point average at Carson-Newman. Also, a 2.5 grade point average must be maintained throughout the program. (Appendix B)

### ● Praxis I: PPST (Pre-Professional Skills Tests) or ACT/SAT

A. The **Pre-Professional Skills Test (PPST)** consists of three parts: reading, writing, and math. (Appendix B) Students will be required to obtain passing scores on all three parts of the PPST. Students may register on-line at [www.ets.org/Praxis](http://www.ets.org/Praxis) to test at Carson-Newman College, or they may register by phone to test at Sylvan Learning Center in Knoxville. The phone number for Sylvan Learning Center is 865-690-2677. **Carson-Newman College and the Tennessee State Department of Education should be listed as score recipients.** Test dates, registration deadlines, and score requirements are available online and in the Teacher Education Department. If students do not pass any section(s) of the tests, students will only be required to repeat any section(s) not passed. If after two unsuccessful attempts at any test(s), students may request an **appeal** to be admitted to the program through an alternative route. Students will be required to complete and submit an appeal form (Appendix D), provide evidence of two failed PPST attempts, and provide a transcript to the Admissions and Services Advisor. Appeal must be approved and signed by the Teacher Education Department Chair.

- B. **ACT or SAT:** Students will be exempt from taking the PPST if they have a composite score of either 22 on the Act or a 1020 on the SAT. **Proof of ACT or SAT scores must be submitted to the Admissions and Services Advisor.** (Appendix B)

● **Faculty Recommendations for the Teacher Education Program**

As part of the evaluation process for admission to the Teacher Education Program, each candidate must acquire a recommendation for admission from two fulltime Carson-Newman College faculty members. One recommendation must be from an education faculty member and one from a faculty member in the major area of study. The recommendation forms will be kept in the candidate's file.

It is the student's responsibility to obtain the forms and to make the requests of two fulltime faculty members for completion of the forms. It is the responsibility of the faculty members to submit the completed forms to the Admissions and Services Advisor. (Appendix E)

● **Courses Requiring a Grade of "C" or Better**

In order to be admitted to the Teacher Education Program, candidates are required to receive a "C" or better in the following courses (Appendix B)

-ENG 101

-ENG 201

-COMM 135/230

-EDUC 303

● **Entrance Interview**

Each student is required to pass an interview for the Teacher Education Program. A letter of notification of passing the interview is not acceptance into the Teacher Education Program. The interview is one of several steps required for admission. Upon completion of all admission requirements, one of which is the interview, students must be recommended by fulltime department faculty to be fully admitted to the program. Items A-D listed below are components of the entrance interview. (Appendix B)

A. **Student Information Sheet**

The purpose of this sheet is to give the interviewers a brief sketch of the student's background and some basis for the questions they will ask. The Student Information Sheet is submitted to the Admissions and Services Advisor. The interview is an essential part of the process of entering the Teacher Education Program; therefore, it is crucial that students attend at the appointed time. (Appendix I)

B. **Interview Protocol**

These are the directions for enrolling in and completing the interview process. This page should be read very carefully. There may be a delay in program completion if directions are not followed. (Appendix F)

- C. **Scoring Rubric**  
This page is designed to show how students will be evaluated on the interview. There are three major categories with a scale of 1-5 on each. Any rating below 3 in any category means the student must repeat the interview. Students should review the rubric before coming to the interview. A composite score will be derived from the score of the two or three interviewers. Interviews will assess students' motivation to teach, self-awareness, and communication skills. These are skills that are essential for effective teaching. (Appendix G)
- D. **Consensus Form**  
A composite score will be derived from two or three interviewers. The interviewers will be impressed if they feel students wish to teach, if students are aware of students' strengths and weaknesses, and if students have a good command of the English language. In the event that a student fails the interview, a remediation plan may be made with the student to ensure continued professional growth. (Appendix H)

- **Criminal Background Check**

Pursuant to Tennessee Code Annotated 49-5-413, 37-1-414, 71-3-507, students are required to obtain a criminal background check for proof of "no criminal record" prior to working with children. A criminal background check is also required for Admission to the Teacher Education Program.

- **Teacher Education Department Approval for Admission to the Teacher Education Program**

Upon completion of admissions requirements to the Teacher Education Program, the Admissions and Services Advisor will present each student's name and evidence of completion of admissions criteria to the full-time faculty in the Teacher Education Department. The entire faculty will vote to approve or deny each student's admission based on meeting program requirements and dispositional criteria. Students and advisors receive a letter of notification of acceptance into the program. (Appendix B)

## **II. Approval for Student Teaching**

## II. Approval for Student Teaching

In order to student teach, the student will have completed all courses in the major, general education core, and in the area of professional education. During the professional semester, student teaching seminars will be held with the teacher education faculty to focus on application and analysis of teaching knowledge in the classroom.

It is to the advantage of the student teacher not to have any obligations or responsibilities other than student teaching. Therefore, no other courses may be taken during the student teaching semester. In exceptional cases, the State Department of Education allows a student teacher to seek the approval of the head of the Teacher Education Department to take no more than one additional course during student teaching provided: (1) the course does not interfere with the student teacher's full participation in all activities associated with student teaching and (2) no other opportunity exists for the student to take the course before completion of the Teacher Education Program.

It is the responsibility of the student to provide documentation regarding any course to be taken or completed during the student teaching semester and have on file the completed form "Permission to Register for a Course During Student Teaching Semester" found in the appendix of the Teacher Education Handbook. That particular form must be on file at the time of registration for the student teaching semester. Online courses are included under the aforementioned documentation. (Appendix O)

### **GPA and Course Requirements**

Students are required to have at least a 2.5 GPA in the major area, a 2.5 GPA at Carson-Newman, and a 2.5 cumulative GPA. Students are also required to have a grade of "C" or better in courses for the major and in professional education courses including SPED 313 and EDUC 204. (Appendix C)

### **PRAXIS II – Principles of Learning and Teaching (PLT) (required for licensure)**

Students are required to have passing scores on the PLT **prior** to enrolling in the student teaching semester. Students may register on-line at [www.ets.org/praxis](http://www.ets.org/praxis). **Carson-Newman College and the Tennessee Department of Education should be listed as score recipients.** Test dates, registration deadlines, and score requirements are available online and in the Teacher Education Department. Typically, test months are on a year test cycle beginning September, November, January, March, April, June, July, and August. (Appendix C)

### **Department Approval from Major Area for Student Teaching**

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

## **Teacher Education Faculty Approval for Student Teaching**

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

## **Approved Degree Plan**

Students are required to have an approved degree plan on file in the registrar's office at the completion of 85 semester hours. An approved degree plan must be signed by the student, advisor, chair, and registrar. Any changes made to an approved degree plan must be submitted to the Registrar's Office by mid-term of the semester prior to student teaching. (Appendices C and N)

## **Student Teaching Placement Requirements**

A meeting is scheduled each semester to prepare students for student teaching. Students will be asked to complete the necessary forms. It is the responsibility of the student to attend a student teaching preparation meeting prior to the student teaching semester. Students need to check their Carson-Newman e-mail for announcements regarding the meeting date each semester. A Student will not be permitted to student teach in any school where family members are employed and/or attend. No activity may conflict with student teaching responsibilities or time schedules in placements one and two or in seminar. (Appendices K, L, and M)

## **Tort Liability Insurance**

All student teachers in the state of Tennessee are required to have tort liability insurance. Tort insurance covers such things as negligence on the part of a teacher. For example, if an extension cord is left on the floor, and a student tripped on it in the dark and broke an arm or leg, the student teacher could be liable if the judge so orders. Student teachers share responsibility with the cooperating teacher for the safety of the student.

There are several ways to obtain tort insurance:

1. Students may purchase it through their homeowner's insurance. There are two major negatives: The cost is usually high and it is difficult to interpret the policy to understand the amount of coverage.
2. There are some specialized professional associations that provide insurance, which may be explored for costs and coverage.
3. Professional Educators of Tennessee (PET) has an affiliate group at C-N called CAPE. Membership in PET is \$15 and provides a two million dollar individual policy. Membership goes through the end of September of the next year. Membership is open year round. If PET is joined as a first year teacher, a \$50 discount is provided based on student membership.
4. Student Tennessee Education Association (STEA) is affiliated with the National Education Association. They have unified membership with STEA, TEA, and NEA. Membership in STEA is \$25.25 for which students receive \$1 million worth of liability insurance (\$3 million aggregate) to protect students any time they are involved in working with school children—even when students are simply observing a class, along with journals, other member benefits, and a maximum of \$80 credit on the first year's teacher membership (\$20 for each year of STEA membership).

To join either of the campus organizations, students may see the group's sponsor for a membership form(s). Forms are available in the Education Department.

# **III. Requirements for Graduation and Licensure**

### III: Requirements for Graduation and Licensure

#### **Praxis II: Specialty Area Tests (required for licensure)**

**Prior** to the completion of the student teaching semester, students are required to obtain passing scores on the Praxis II specialty area tests that correspond with their major area of study.

**Carson-Newman College and the Tennessee Department of Education should be listed as score recipients.** Test dates, registration deadlines, and score requirements are available online and in the Teacher Education Department. Typically, test months are on a year test cycle beginning September, November, January, March, April, June, July, and August. (Appendix C)

#### **Student Teaching Grade Requirements**

The student teaching semester consists of 12 credit hours; placement one and placement two in the schools (5 credit hours each) and a seminar on campus (2 credit hours). Students are required to obtain a grade of “C” or better in each placement. Students are also required to obtain a grade of “C” or better in the student teaching seminar. **Students who do not obtain passing scores on the Praxis II exams will receive a grade of incomplete for the student teaching seminar portion.** (Appendix C)

#### **GPA Requirements**

Students must also maintain a minimum 2.5 cumulative, Carson-Newman, and Professional Education GPA through graduation. (Appendix C)

**Professional  
Development  
Plan**

## An Overview of the Professional Development Plan For Teacher Licensure Candidates

The Teacher Education Unit of Carson-Newman College has an assessment system for its teacher candidates and for the unit as a whole. The Professional Development Plan is an important part of this assessment system. In addition, the Teacher Education Unit has exercised great care in the selection of the curriculum and instructional strategies for all of its licensure programs. The experiences that are provided in all of these licensure programs are only foundational. Development as a professional is a lifelong process, and students must take ownership of the process if they are to maximize their potential for development. Hence, the Teacher Education Unit developed the Professional Development Plan to nurture students' professional growth throughout the entire program. All Professional Development Plan activities will be explained and evaluated in specifically designated courses.

The Professional Development Plan consists of information about the candidate and a sampling of candidate work (assignments) over time. The Professional Development Plan is tied closely to course-based assignments (also called artifacts) and to the transition stages within the unit assessment system. All courses in a candidate's licensure program include assignments/artifacts that may be used by the candidate in his/her Professional Development Plan. There are certain courses in which assignments/artifacts will be specified for inclusion in the candidate's Professional Development Plan. Successful completion of the specified assignments/artifacts as well as those assignments/artifacts chosen by the candidate is required and allows the candidate to progress through his/her licensure program and the transition stages of the unit assessment system.

The following paragraphs provide an overview of the transition stages within the unit assessment system and how the Professional Development Plan is related to each transition stage.

### **Transition Stage 1: Entrance to the Teacher Education Program**

Specified assignments/artifacts for the candidate's Professional Development Plan will be completed within EDUC 303. Successful completion of these assignments/artifacts is required for passing the course and for entrance into the Teacher Education Program. At this transition stage, the purpose of the assignments/artifacts is to introduce candidates to the Teacher Education Program, to the conceptual framework and the assessment system of the Teacher Education Unit, and to the Tennessee licensure standards. Candidates will reflect, organize, and set appropriate goals for their professional development.

### **Transition Stage 2: Entrance to Student Teaching**

Specified assignments/artifacts for the candidate's Professional Development Plan will be completed within program specific methods courses. Additional assignments/artifacts as chosen by the candidate may be selected for inclusion in the Professional Development Plan to demonstrate the candidate's abilities related to the Tennessee Framework for Evaluation. Successful completion of assignments/artifacts is required for passing the courses and for entrance to student teaching. At this transition stage, the purpose of the assignments/artifacts is to allow the candidate to demonstrate his/her abilities related to the Tennessee Framework for Evaluation.

**Transition Stage 3: Exit from Student Teaching and the Teacher Education Program**

Specified assignments/artifacts for the candidate's Professional Development Plan will be completed within EDUC 463 or SPED 463. Additional assignments/artifacts as chosen by the candidate may be selected for inclusion in the Professional Development Plan to demonstrate the candidate's abilities related to the Tennessee Framework for Evaluation. Successful completion of assignments/artifacts is required for passing EDUC 463 or SPED 463. At this transition stage, the purpose of the assignments/artifacts is to allow the candidate to demonstrate his/her abilities related to the Tennessee Framework for Evaluation.

To view the Professional Development Plan online, visit the Carson-Newman website at [www.cn.edu](http://www.cn.edu). For further details on the Professional Development Plan, the Conceptual Framework of the Teacher Education Unit, the Tennessee Licensure Standards, and the Tennessee Framework for Evaluation, see <http://web.cn.edu/kmilligan>.

**Early Warning**  
**and**  
**General Appeals Process**

## **Early Warning**

Any Carson-Newman faculty member may complete an Early Warning Report for any student who is admitted to the Teacher Education Program or for one who is planning to enter the program. The purpose of the warning is to correct problems before they become major stumbling blocks to success.

The purpose of the Early Warning Report is to alert a student that he/she needs to improve in an area of professional development. The intent is to be corrective rather than punitive; however, a series of these reports can, at any point, result in a student not being able to enter or continue in the Teacher Education Program. "Early" means the student has time for remediation. However, when the Admissions and Services Advisor has two reports on a student, that student will be brought to the attention of the department chairperson for action. The reports are normally related to the Dispositions for Pre-Service Teacher Candidates and each student should become familiar with that document which is on the reverse side of the Early Warning Report.  
(Appendix J)

## **General Appeals Process**

If a student wants to submit an appeal to deviate from policies published in the current college catalog, the Teacher Education Handbook, or the departmental website, the student should submit a letter to the Chair of the Teacher Education Department. The appeal letter and any supporting documentation must be submitted prior to the semester when the action would be applicable. The fulltime education faculty will vote on the appeal through a written ballot. A 2/3 majority vote of the fulltime faculty in attendance is required for the appeal to be approved.

# Appendix

**APPLICATION TO THE TEACHER EDUCATION PROGRAM**

IMPORTANT: Please do not leave any section blank.

Student # \_\_\_\_\_ CNC Box # \_\_\_\_\_

Name: \_\_\_\_\_ Social Security # \_\_\_\_\_

Local/CNC Phone # \_\_\_\_\_ Cell Phone # \_\_\_\_\_

Local/CNC Address: \_\_\_\_\_

Home Address: \_\_\_\_\_ County: \_\_\_\_\_  
(When not at CNC)

\_\_\_\_\_ City State Zip

Entered CNC: \_\_\_\_/\_\_\_\_ Entered as a: Freshman: \_\_\_\_ or Transfer: \_\_\_\_  
Sem Yr

Advisor: \_\_\_\_\_ Major: \_\_\_\_\_

**Projected date of student teaching/graduation:** \_\_\_\_\_  
**\*DO NOT LEAVE BLANK\*** Semester Year

Ethnic Background (optional) \_\_\_\_\_

Physical/Medical limitations? \_\_\_Yes, \_\_\_No. If yes, please describe:

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Please return to: Laura Andon - CNC Box 72013

## TEACHER EDUCATION DEPARTMENT PROGRAM CHECKLIST

### I. Requirements For Admission

Students must be admitted to the Teacher Education Program before enrolling in upper level education courses. The following are the steps required for admission and are met in no particular order.

- \_\_\_\_\_ Complete the Application for Admission to Teacher Education
- \_\_\_\_\_ Complete 40 semester hours of college work, 12 of which must be at Carson-Newman College
- \_\_\_\_\_ Have a minimum GPA of 2.5, both overall and at Carson-Newman College
- \_\_\_\_\_ Obtain passing scores on PRAXIS I (PPST), all three sections

\_\_\_\_\_

Reading

\_\_\_\_\_

Writing

\_\_\_\_\_

Mathematics

#### **OR**

- \_\_\_\_\_ Have an ACT composite score of 22 or above OR a combined verbal and math score on the SAT of 1020 (obtained prior to enrollment at Carson-Newman)

\_\_\_\_\_

ACT score

\_\_\_\_\_

SAT score

- \_\_\_\_\_ Obtain two recommendations from Carson-Newman College full-time faculty members (One must be from education faculty; one from faculty in major area of study)

\_\_\_\_\_

Faculty Member/Date

\_\_\_\_\_

Faculty Member/Date

- \_\_\_\_\_ Submit a Student Information Sheet prior to being interviewed for admission
- \_\_\_\_\_ Complete a successful interview for admission
- \_\_\_\_\_ Complete the following courses with a grade of “C” or better:  
 \_\_\_\_\_ English 101; \_\_\_\_\_ Eng 201; \_\_\_\_\_ COMM 135/230; \_\_\_\_\_ Education 303
- \_\_\_\_\_ Criminal Background Check (providing evidence of “no criminal record”)
- \_\_\_\_\_ After completion of the above requirements, students must be recommended by full time departmental faculty.

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

- |                                                                                                        |                                            |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------|
| ◆ Liberal Studies (K-6)—EDUC 414,440,444,449                                                           | Student Teaching: EDUC 463,465,467         |
| ◆ Middle Grades(4-8)-EDUC 445,446,447,448                                                              | Student Teaching: EDUC 463,465,467         |
| ◆ Special Education--EDUC 414; SPED 415,SPED 418                                                       | Student Teaching: SPED 463,465,467         |
| ◆ Early Childhood--EDUC 414, 415                                                                       | Student Teaching: EDUC 463,465,467         |
| ◆ Secondary Areas—EDUC 450; and either EDUC 421 or 423<br>or 424 or 425 or 434 or FCSE 426 or EDUC 422 | Student Teaching: EDUC 463,465,467         |
| ◆ Art – EDUC 450, ART 408                                                                              | Student Teaching: EDUC 463,465,467         |
| ◆ Physical Education – PE 402                                                                          | Student Teaching: EDUC 463,465,467         |
| ◆ Music—MUS 345                                                                                        | Student Teaching: EDUC 463,MUS 465,MUS 467 |

## II. Requirements For Approval To Student Teach

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

\_\_\_\_\_ Have a grade of C or better, with a minimum 2.5 overall, in all professional education courses, as defined by the synopsis sheet for the appropriate licensure area, including Special Education 313 and Education 204

\_\_\_\_\_ Have a grade of C or better, with a minimum 2.5 overall, in all courses in the major area of study, as defined by the synopsis sheet for the appropriate licensure area

\_\_\_\_\_ Have a minimum 2.5 grade point average overall and at Carson-Newman College

\_\_\_\_\_ Have passing scores on the Praxis II Principles of Learning and Teaching (PLT) exam

|           |       |
|-----------|-------|
|           |       |
| Test Code | Score |

\_\_\_\_\_ Have a recommendation from the department in the major area to student teach

\_\_\_\_\_ Have an approved degree plan on file with the registrar at the completion of 85 semester hours

\_\_\_\_\_ Submit a Student Teaching Information Sheet prior to student teaching

\_\_\_\_\_ Submit proof of tort liability insurance

\_\_\_\_\_ Teacher Education Department vote to approve all student teaching candidates.

## III. Requirements for Graduation and Licensure (program completion)

\_\_\_\_\_ Completion of Praxis II specialty area tests with passing scores

|           |       |           |       |           |       |
|-----------|-------|-----------|-------|-----------|-------|
|           |       |           |       |           |       |
| Test Code | Score | Test Code | Score | Test Code | Score |

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

\_\_\_\_\_ Maintain a minimum 2.5 GPA (Carson-Newman, Cumulative, and Professional Education) through graduation.

Name \_\_\_\_\_ Licensure Area \_\_\_\_\_

**PPST APPEAL REQUEST FORM**  
(to be completed by student)

Name \_\_\_\_\_ Major \_\_\_\_\_

Student ID# \_\_\_\_\_ Date \_\_\_\_\_

Students who fail to pass any section(s) of the PPST after two attempts may make an appeal based on other strong points from the admissions criteria established by the Teacher Education Department. This completed form, test scores, and transcripts should be submitted to the Teacher Education Admissions and Services Advisor.

**\_\_\_\_ Carson-Newman GPA of at least a 2.5 and \_\_\_\_ cumulative GPA of at least a 2.5**

An appeal may be granted based on the following criteria that apply to the area of deficiency:

(applies to K-6 and 4-8)

In lieu of passing Math score:

**For K-6:** C or better in \_\_\_\_ Math 105 **and** B or better in \_\_\_\_ Math 106 **and** \_\_\_\_ Math 201

**For 4-8:** C or better in \_\_\_\_ Math 105 **and** B or better in \_\_\_\_ Math 106 **and** \_\_\_\_ Math 201 **and** \_\_\_\_ Math 125

In lieu of passing score in Reading or Writing:

B or better in any two out of three courses: \_\_\_\_ English 101, \_\_\_\_ English 201 \_\_\_\_ English 301\*

\*a grade of no less than C in English 301

**\_\_\_\_ Carson-Newman GPA of at least a 2.5 and \_\_\_\_ cumulative GPA of at least a 2.5**

An appeal may be granted based on the following criteria that apply to the area of deficiency:

(applies to K-12, 7-12, PK-3)

In lieu of passing Math score:

\_\_\_\_ C or better in required math course(s) in General Education Requirements  
Math Course: \_\_\_\_\_

In lieu of passing score in Reading or Writing:

B or better in any two out of three courses: \_\_\_\_ English 101, \_\_\_\_ English 201 \_\_\_\_ English 301\*

\*a grade of no less than C in English 301

\_\_\_\_ **Approved** \_\_\_\_ **Denied** **Teacher Education Dept. Chair Signature:** \_\_\_\_\_

## FACULTY RECOMMENDATION FORM FOR TEACHER EDUCATION STUDENTS

Each student must acquire a recommendation for admission from two full time Carson-Newman College faculty members. One recommendation must be from an education faculty member and one from a faculty member in the major area of study. The Teacher Education Department requests that you use the rating scale below to provide information that will be used in the process of evaluating students for admission to the Teacher Education Program.

Name of Student \_\_\_\_\_ I.D. Number \_\_\_\_\_

To the evaluator: Please check one of the following statements

- \_\_\_\_\_ I waive my right of confidentiality on this document.  
 \_\_\_\_\_ All information contained on this document must remain confidential and may not be released to applicant.

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

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

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

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

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

Evaluator(Print Name) \_\_\_\_\_ Signature \_\_\_\_\_

Evaluator's Department \_\_\_\_\_ Date \_\_\_\_\_

Return to: Laura Andon, Box 72013; Undergraduate Teacher Educ Admissions/Serv Advisor

## **TEACHER EDUCATION ENTRANCE INTERVIEW PROTOCOL FOR STUDENTS**

- Interviews for entrance into the Teacher Education Program are held each semester.
- Students enrolled in Foundations of Education (EDUC 303) are notified by memo to submit a Student Information Sheet for an interview. The dates for the interview are included on the memo. Students will be asked to submit the Student Information Sheet to the Admissions and Services Advisor by a specific date prior to the interview. Students will also be asked to sign up for an interview time and will receive written confirmation of their interview date and time. The interview time cannot conflict with the student's class schedule. The confirmation letter also informs the students of how to dress for the interview and the type of questions the interviewer(s) may ask.
- Upon entering Carson-Newman, transfer students are also required to schedule an interview with the Admissions and Services Advisor if they completed the equivalent to EDUC 303 at another college.
- Thirty minutes is scheduled for each interview. This gives the interviewers time to read the Student Information Sheet, interview the student, and rate the interview according to the Interview Rubric. The interview is conducted by a team of public school teachers and Carson-Newman faculty members.
- Upon completion of the interviews, students will receive notification of interview results and a copy of their rated Consensus Form. A letter of notification of passing the interview is not acceptance into the Teacher Education Program. If students fail the interview, they will be permitted to re-interview the following semester. It will be the responsibility of the student to contact the Admissions and Services Advisor regarding the date of the interview.
- If a student does not sign up for the interview or does not attend the interview at the designated time, the student must sign up for the interview process the following semester.
- If the interview is not attended by the student and the absence is due to any of the reasons given in the college catalog for an excused absence (see college catalog attendance policy), then the student must see the Admissions and Services Advisor to make alternative arrangements.

**Passing the interview is one of the requirements for admission  
to the Teacher Education Program**

## INTERVIEW RUBRIC

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

**CONSENSUS**

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Interviewers** \_\_\_\_\_

\_\_\_\_\_ Motivation to teach

\_\_\_\_\_ Self-awareness and confidence

\_\_\_\_\_ Communication skills

\_\_\_\_\_ Pass \_\_\_\_\_ Fail

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

General Comments:

Strengths:

Areas for Improvement:

\_\_\_\_\_  
Signature of Interviewer

\_\_\_\_\_  
Signature of Interviewer

\_\_\_\_\_  
Signature of Interviewer

\_\_\_\_\_  
Signature of Interviewer

**Student Information Sheet  
For Teacher Education Entrance Interview**

*(must be typed on one page)*

Legal Name:

Goes by:

ID #:

Current Mailing Address  
(including city, state, zip):

Carson-Newman P.O. box if living on campus:

Telephone numbers, including area codes:

Home:

Cell:

Carson-Newman E-mail address:

Major:

Class Level: (Freshman, Sophomore, Junior, or Senior)

Education

High School:

College:

College:

Work experience:

*(list-do not use  
sentences)*

Activities and honors:

*(list-do not use  
sentences)*

Special skills, interests:

*(list-do not use  
sentences)*

## Professional Development Early Warning Report

Any Carson-Newman faculty member may complete an Early Warning Report for any student who is admitted to the Teacher Education Program or for one who is planning to enter the program. The purpose of the warning is to correct problems before they become major stumbling blocks to success.

1. **The faculty member** completes the report, discusses it with the student, has the student sign and date the form, and files the completed report with the Admissions and Services Advisor, who will get a copy to the student's academic advisor, and file a copy in the student's permanent record.
2. **If the Admissions and Services Advisor** accumulates two early warnings on a particular student, a copy of those forms will be sent to the Teacher Education Department Chair who will schedule a conference with the student to discuss the disposition(s). The chair will include referring faculty members in the conference with the student.
3. **The student** will receive counseling and advice from the Teacher Education Department Chair. A copy of this form will go to the academic advisor and Admissions and Services Advisor.
4. If a student fails to satisfactorily follow through on recommendations, the student will not be admitted to the Teacher Education Program and will not be admitted to the student teaching semester.

**Student Name:** \_\_\_\_\_ **ID Number:** \_\_\_\_\_

Statement of Concern:

Evidence to Support the Concern:

Recommended Course of Action:

Faculty Member (print): \_\_\_\_\_ Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor (print): \_\_\_\_\_ Signature: \_\_\_\_\_

Date of Conference: \_\_\_\_\_ Student Signature: \_\_\_\_\_

The purpose of the Early Warning Report is to alert a student that he/she needs to improve in an area of professional development. The intent is to be corrective rather than punitive; however, a series of these reports can, at any point, result in a student not being able to enter or continue in the Teacher Education Program. "Early" means the student has time for remediation. However, when the Admissions and Services Advisor has two reports on a student, that student will be brought to the attention of the department chairperson for action. The reports are normally related to the Dispositions for Pre-Service Teacher Candidates.

**Carson-Newman College**  
**School of Education, Department of Teacher Education**  
**Evaluation Form for Professional Dispositions for Pre-Service Teacher Candidates**

*Dispositions - Habits of mind including beliefs, attitudes and values that underlie one's practices, behaviors and relationships.*

**C-N Pre-Service Teacher Candidate's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**C-N Class with Practicum Requirement** \_\_\_\_\_ **Number Hours Completed** \_\_\_\_\_

Directions: Given the professional standards indicated below, please evaluate the student you have been hosting for a C-N practicum or student teaching placement. In all the areas where you feel you can give an accurate assessment, circle the appropriate letter that indicates the student's performance level. (E = Exemplary, M = Meets Expectations, P = Progressing and U = Unsatisfactory). Please make comments in the right column. You may use a separate sheet if more space is needed.

This form is NOT confidential and will be shared with the student. We encourage you to conference with the student before you send the form back with them to C-N. Thank you for supporting Carson-Newman in preparing the next generation of teachers.

| <b>Disposition</b>                         | <b>Professional Standard</b>                                                                                                                                                                                                          | <b>Evaluation</b> | <b>Comments</b> |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|
| <b>I. Called</b>                           |                                                                                                                                                                                                                                       |                   |                 |
| Attendance & Punctuality                   | The candidate begins school visits soon after receiving practicum assignment and completes practicum hours in a timely manner. The candidate attends scheduled visitations at the practicum site and arrives on time for every visit. | E<br>M<br>P<br>U  |                 |
| Self-Initiative & Independence             | The candidate has good ideas and works well with limited supervision.                                                                                                                                                                 | E<br>M<br>P<br>U  |                 |
| Reliability and Dependability              | The candidate attends to assigned tasks or duties on schedule and without prompting. The candidate follows through on commitments.                                                                                                    | E<br>M<br>P<br>U  |                 |
| Desire to Improve Own Teaching Performance | The candidate shows some knowledge of subject area(s) and technology use. The candidate shows enthusiasm for the subject area(s) and for learning more.                                                                               | E<br>M<br>P<br>U  |                 |
| Commitment to the Profession               | The candidate expresses a sincere interest and enthusiasm for teaching.                                                                                                                                                               | E<br>M<br>P<br>U  |                 |
| <b>II. Caring</b>                          |                                                                                                                                                                                                                                       |                   |                 |
| Attitudes Towards Learners                 | The candidate believes that all students can learn; recognizes and respects students' diversity.                                                                                                                                      | E<br>M<br>P<br>U  |                 |
| Reflective Response to Feedback and        | The candidate is receptive to constructive criticism and is able to reflect and adjust                                                                                                                                                | E<br>M<br>P       |                 |

|                                                                                                                        |                                                                                                                                                                                                    |                   |                 |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|
| Supervision                                                                                                            | his/her performance accordingly.                                                                                                                                                                   | U                 |                 |
| Interaction with Students and Others                                                                                   | The candidate relates easily and positively with students and others in the school setting. The candidate uses active listening strategies.                                                        | E<br>M<br>P<br>U  |                 |
| <b>Disposition</b>                                                                                                     | <b>Professional Standard</b>                                                                                                                                                                       | <b>Evaluation</b> | <b>Comments</b> |
| Professional Ethics                                                                                                    | The candidate is aware of teacher education practicum and host school policies, professional practices and responds appropriately. The candidate maintains a professional appearance at all times. | E<br>M<br>P<br>U  |                 |
| <b>III. Competent</b>                                                                                                  |                                                                                                                                                                                                    |                   |                 |
| Oral/Nonverbal Expression                                                                                              | The candidate uses Standard English when speaking and is articulate. The candidate has appropriate facial expressions, gestures and other body language.                                           | E<br>M<br>P<br>U  |                 |
| Written Expression                                                                                                     | The candidate's written work clearly expresses ideas, is organized, and illustrates the correct usage of language.                                                                                 | E<br>M<br>P<br>U  |                 |
| Tact & Judgment                                                                                                        | The candidate is thoughtful, diplomatic, and sensitive to student and colleague feelings and opinions and is able to maintain good relations.                                                      | E<br>M<br>P<br>U  |                 |
| <b>**Do not evaluate these dispositions for practicum students completing their hours for EDUC 303 or SPED 313/318</b> |                                                                                                                                                                                                    |                   |                 |
| Critical/Reflective Thinking Skills                                                                                    | The candidate has the ability to pose probing questions and when problems are identified, is reflective and analytic in his/her understanding and suggestions for solutions.                       | E<br>M<br>P<br>U  |                 |
| Collaboration                                                                                                          | The candidate willingly shares ideas and materials and can be a productive member of a team.                                                                                                       | E<br>M<br>P<br>U  |                 |

**Global Score (4 Exemplary - 1 Unsatisfactory) - Please rate the pre-service teacher candidate you have hosted on his/her overall potential to be an effective teacher. This number may include a decimal (i.e. 3.4).**

Global Score \_\_\_\_\_

Cooperating Teacher Signature & Name \_\_\_\_\_

*Signature*

*Please Print Your Name Here*

**Student Teaching Information Sheet**

*(must be typed on one page)*

**Student's Name:**  
(first, middle, last)

**Present Mailing Address:**  
(include: p.o. box, street,  
city, state, zip, phone)

**Major/Licensure Area:**

**Education:**  
(list Carson-Newman, other colleges, high school)

**Work Experience:**

**Activities and Honors:**

**Skills, Interests, Hobbies:**

**STUDENT TEACHING PLACEMENT FORM**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Mailing Address \_\_\_\_\_

**C-N** E-Mail Address \_\_\_\_\_ Primary Phone \_\_\_\_\_ Cell Home  
Circle one

During what semester and year do you plan to student teach? \_\_\_\_\_

Indicate below the special school district or county in which you would like to student teach. In addition, identify the school from which you graduated or a school in which you have family members (such as parents, siblings, cousins, etc...) either employed in teaching/administrative positions or attending. You may list two schools per district or county. However, there are many variables that affect placements, and you may not be able to student teach in the exact setting you identify below. **Schools and counties listed must be approved by your adviser by obtaining their signature below.**

**School System/School                      School System/School**

|                                           |  |  |
|-------------------------------------------|--|--|
| <b>Early Childhood</b><br>(one must be K) |  |  |
| <b>Elementary K-6</b>                     |  |  |
| Grades K-3                                |  |  |
| Grades 4-6                                |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Middle Grades 4-8:</b> |  |  |
| Grades 4-5                |  |  |
| Grades 6-8                |  |  |

|                             |                                      |  |
|-----------------------------|--------------------------------------|--|
| <b>Secondary Licensure:</b> | <b>Specify major/licensure area:</b> |  |
| Grades 7-8                  |                                      |  |
| Grades 9-12                 |                                      |  |

|                                 |  |  |
|---------------------------------|--|--|
| <b>K-12 Licensure:</b>          |  |  |
| Special Education               |  |  |
| Regular Classroom: K-5          |  |  |
| Special Education               |  |  |
| Art, Music, Physical Ed, & TESL |  |  |
| Grades K-5 (required)           |  |  |
| Grades 6-8                      |  |  |
| Grades 9-12                     |  |  |

Name of high school attending and/or where you have relatives attending or working:

\_\_\_\_\_  
 Student Signature                      Date                      Adviser Signature                      Date





Appendix N

| <i>Common Degree Requirements</i>      | <i>REGISTRAR'S<br/>AUDIT</i> | Signatures:       |
|----------------------------------------|------------------------------|-------------------|
| Total Credits: 128                     |                              | Student:          |
| C-N Grade Point Average 2.0            |                              |                   |
| Cumulative Grade Point Average 2.0     |                              | Advisor:          |
| Senior Year in Residence at C-N 32 hrs |                              |                   |
| JR/SR 300/400 Credits 36               |                              | Department Chair: |
| Senior (4 yr) College Credits 60       |                              |                   |
| <b>REGISTRAR COMMENTS:</b>             |                              |                   |
|                                        |                              |                   |
| Signature:                             |                              | Date:             |

**Instructions:**

Submit Typed and Approved Degree plan to Registrar before the end of the semester in which 96 hours is completed.

- Any changes in course listings above must receive appropriate approval.
- Satisfactory completion of common degree requirements, general education and required major courses fulfill graduation requirements.
- The student is ultimately responsible for completing all degree requirements.

## PERMISSION TO REGISTER FOR A COURSE DURING STUDENT TEACHING SEMESTER

\_\_\_\_\_ Undergraduate      \_\_\_\_\_ Graduate      Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_

Address/CNC Box: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Licensure Area: \_\_\_\_\_ Current GPA: \_\_\_\_\_

List dates and scores for all required licensure tests:

| <u>Undergraduate</u>    | <u>Date</u> | <u>Score</u> | <u>Graduate</u> | <u>Date</u> | <u>Score</u> |
|-------------------------|-------------|--------------|-----------------|-------------|--------------|
| Praxis I (PPST) Reading | _____       | _____        | GRE             | _____       | _____        |
| Praxis I (PPST) Writing | _____       | _____        | Praxis PLT      | _____       | _____        |
| Praxis I (PPST) Math    | _____       | _____        | Specialty Area  | _____       | _____        |

Course seeking permission to take: \_\_\_\_\_

Professor teaching the course: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

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

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

SIGNATURES:

Student: \_\_\_\_\_

Student's Advisor: \_\_\_\_\_

Department Chair (licensure area): \_\_\_\_\_

School of Education Dean: \_\_\_\_\_      APPROVED      DENIED

***Proof of approval must be shown at time of registration***



To: All C-N students working with children  
From: Dr. Michael McDaniel, Director of Field Experiences  
Subject: Fingerprinting/Security Background Check  
Date : June 10, 2009

Pursuant to Tennessee Code Annotated 49-5-413, 37-1-414, 71-3-507, students are required to obtain a criminal background check prior to working with children. In order to qualify for placement in Tennessee schools, for practicum experiences and student teaching, please follow these steps upon receipt of this memo:

1. Go to the Cogent Systems web site, which is [www.tennessee.cogentid.com](http://www.tennessee.cogentid.com) to obtain registration information and site locations. You must have a background check using Carson-Newman's ORI. **Second or third party background checks will not be accepted.** Follow the process outlined in the Registration Procedures.
2. Required information from C-N:
  - a. Agency Name: Carson-Newman College
  - b. Agency ORI: TNCC45004
  - c. Type of Transaction: DP (\$48.00)
  - d. Payment to be made by: Applicant
  - e. Does the applicant transport children, adults, handicapped, or hazardous material?:  
NO.
3. Paying for the fingerprinting is by debit or credit card over the phone/online or by money order made out to Cogent Systems when fingerprinted.
4. PLEASE accomplish this ASAP so that practicum/student teaching experiences can begin on time.

If you are going to **student teach in Knox County** you may have to complete a drug test. To arrange for the drug test please contact Ms. Pam Blackburn in the Knox County Schools Human Resources Office (865) 594-1913. The drug test will cost you \$30.00 payable to Knox County School System.

If you have any questions during the process please call 865-471-3313 or email me for clarification ([mmcdaniel@cn.edu](mailto:mmcdaniel@cn.edu)).