

Department of Child and Family Studies

Teacher Licensure Handbook

Revised July 2018

Teacher Licensure Handbook

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Overview of the CFS Teacher Licensure Program and Handbook

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Welcome to the Department of Child and Family Studies in the College of Education, Health, and Human Sciences!

General Information about the College of Education, Health, and Human Sciences (CEHHS)

The College of Education, Health and Human Sciences houses the Bailey Graduate School of Education and is the academic home for the Department of Child and Family Studies.

“Enhancing Quality of Life through Research, Outreach, and Practice”

The mission of the College of Education, Health, and Human Sciences is, “To develop, encourage, and prepare innovative leaders who influence, improve, and inspire a health, educated, civil, and vibrant society.” Our vision is, “To help create a world that values knowledge, education, and health as key contributors to improved quality of life for all.” Retrieved July 18, 2018 from <http://cehhs.utk.edu/>

The Graduate School of Education (GSE)

“The Graduate School of Education is comprised of students, faculty, and staff from three departments and one program within the College of Education, Health, and Human Sciences.

Child and Family Studies Department: Early Childhood Education Program (CFS)

Educational Leadership and Policy Studies Department (ELPS)

Educational Psychology and Counseling Department (EPC)

Theory and Practice in Teacher Education Department (TPTE)

Within each of these units are an array of programs, centers, and institutes with a focus on far-ranging research and service.” Retrieved July 14, 2016 from <http://gse.utk.edu/>

“Graduate Programs: The GSE is diverse and varied, with six specialized certificate programs, seven majors at the master’s level, two majors and multiple concentrations at the educational specialist level, and five majors and concentrations at the doctoral level. All of the GSE programs of study are fully recognized by the Tennessee Department of Education as well as the appropriate national accrediting units:

American Psychological Association (APA)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

National Council for the Accreditation of Teacher Education and Council for the Accreditation of Educator Preparation (NCATE-CAEP)

National Association for the Education of Young Children (NAEYC)

National Association of School Psychologists (NASP)

University Council for Educational Administration (UCEA)

Our internationally known faculty is comprised of experts in research design, ranging from single-subject design to qualitative study to linear hierarchical modeling. These experts have knowledge in many fields, including reading and mathematics education, leadership studies, and school psychology. Bailey GSE faculty are dedicated to building strength and capacity through a variety of educational settings, particularly Pre-K–12 schools.”

Retrieved July 18, 2018 from <http://gse.utk.edu/graduate-programs/>

Child and Family Studies (CFS) Department

“Welcome to the Department of Child and Family Studies. We are a lively and vibrant department, offering three undergraduate tracks, two master’s degrees, and a doctorate. Our ongoing academic and professional pursuits cover a wide variety of topics in child and family studies, such as community outreach, early childhood education, parenting, youth in political conflict, and nature-based play. We believe the best way to learn is by experience, so the department offers many service-learning, study abroad, and experiential learning opportunities. Students will engage with world-renowned faculty and be able to work in partnership with organizations and institutions from around the world.” Retrieved July 14, 2016 from <http://cfs.utk.edu/>

The Child and Family Studies Mission

“The mission of the Department of Child and Family Studies is threefold:

- Conduct research in (or relevant to) contexts such as the home, school, and communities for the purpose of generating new knowledge and informed practices related to the well-being of children, youth, and families, particularly those who are the most vulnerable and at risk for falling short of optimal outcomes;
- Educate and train well-informed undergraduate-, master’s-, and doctoral-level students who are well prepared to study and/or serve predominantly at-risk children, youth, and families in the state, region, nation, and international communities; and
- Provide outreach and/or consulting services to families, government and private agencies, NGOs, professional organizations, and industries in areas that relate to child and family studies.” Retrieved July 14, 2016 from <http://cfs.utk.edu/vision-and-mission/>

Two Licensure Programs in Child and Family Studies: PreK-K and PreK-3

The Department of Child and Family Studies provides two distinct programs for students interested in teacher licensure – PreK-K and PreK-3. A brief description of these two programs is located on page 12 of the Teacher Licensure Handbook as well as a more in-depth and thorough explanation included in the two handbook sections titled PreK-K and PreK-3.

Teacher Licensure Committee

The Teacher Licensure Committee (TLC) within the Department of Child and Family Studies has oversight for the activities of the two licensure programs within the department: PreK-K and PreK-3 as well as oversight for the Early Learning Center for Research and Practice (ELC). The committee is comprised of faculty within the Teacher Licensure area as well as coordinators for the licensure programs and teaching practica. TLC responsibilities include: (1) implements policies related to the progression and admission of students into teacher licensure programs, (2) assists the Graduate Committee to implement the graduate student recruitment plan for students in teacher licensure, (3) monitors and proposes changes to the Prek-K and Prek-3 teacher licensure programs as changing standards dictate, (4) drafts and submits periodic reports to the state of Tennessee and CAEP, and (5) makes recommendations to the Undergraduate and Graduate Committees related to changes in course array and content for teacher licensure programs.

CEHHS Licensure Resource Offices

Within the College of Education, Health, and Human Sciences (CEHHS) two offices exist to provide information and support services for students as well as resources and oversight of licensure programs. Descriptions of these two offices are included below.

Office of Advising and Student Services

332 Bailey Education Complex
1122 Volunteer Blvd.,
Knoxville, TN 37996
865-974-8194

Personnel in the licensure office are available for advising students regarding all licensure programs within the college as well as State Department requirements for licensure. This office provides the college linkage to the State Department of Education in Tennessee and various other issues related to licensure.

<http://ehhsstudentservices.utk.edu/>

Office of School-Based Experiences

A329 Jane and David Bailey Education Complex
 1122 Volunteer Blvd.
 Knoxville, TN 37996-3443
 974-5203

The Office of School-Based Experiences (OSBE) is the link between the College of Education, Health, and Human Sciences and our partnering schools where preservice teacher candidates are placed. OSBE arranges all placements and provides information and support services for candidates, faculty, staff, and school-based partners.

<http://osbe.utk.edu/>

Council for the Accreditation of Educator Preparation/National Council for Accreditation of Teacher Education (CAEP) Accreditation

Licensing programs within the Graduate School of Education within the College of Education, Health, and Human Sciences are accredited by CAEP (Council for the Accreditation of Educator Preparation) formerly known as NCATE (National Council for Accreditation of Teacher Education). This national accrediting body provides oversight of practices of institutions of higher education that provide teacher education <http://www.caepnet.org/>. The professional licensure programs within the college are approved by the Tennessee State Department of Education and comply with state and national standards as well as standards developed for the particular field of study. Both the PreK-K and PreK-3 licensure programs in Child and Family Studies complete a rigorous self-study as part of the CAEP/NCATE and State Department of Education review intended to ensure alignment and compliance with the Early Childhood Standards. The National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation are the specific standards the PreK-K and PreK-3 programs align with. For a copy of the NAEYC standards go to: <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf>

Council for Improvement of Professional Education (CIPE)

CIPE membership is comprised of school-based administrators and teachers and UT faculty associated with teacher licensure programs in the College of Education, Health and Human Sciences (CEHHS). CIPE is an advisory body to the CEHHS. In this capacity, CIPE reviews data generated by the college and makes recommendations for changes. These recommendations are forwarded to the college Assessment Committee, 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, etc.

The Undergraduate Program

The Undergraduate Program

Tenets of the Undergraduate Program

The undergraduate program in Child and Family Studies is comprised of university required general education and core coursework requirements at the lower division level and specialty area and restricted professional coursework as well as a senior practicum at the upper division level. By the junior year students determine the specialty area(s) they intend to pursue and choose from specific courses designated to provide appropriate content in that specialty area. Upon successful completion of the undergraduate program, licensure students receive a bachelor's degree in Child and Family Studies with an area of specialization in Early Development and Learning (PreK-K) or Early Childhood Education (PreK-3). Both the PreK-K and PreK-3 specialty areas include numerous courses designed to meet licensure requirements. Basic tenets of the PreK-K and PreK-3 specialty area courses include immersing students in child development theory, studying development in context, examining early childhood education concepts that impact teaching and learning, and providing opportunities to teach in a variety of settings.

Two Licensure Program Options in Child and Family Studies: PreK-K and PreK-3

Licensure Program	Endorsement Explanation	Culminating Experience	Distinctions
PreK-K Early Development and Learning	Early Development and Learning: children birth to age 5 with and without special needs	One semester undergraduate student teaching	Includes a focus on special education and inclusion
PreK-3 Early Childhood Education	Early Childhood Education: children birth through age 8 licensure PreK- 3 rd grade	Year long graduate level internship	Includes a focus on graduate study

Curriculum Showcases – Required Coursework Lists

The following link will access the CFS lists of required course work for all academic programs in effect in the Child and Family Studies Department http://cfs.utk.edu/ug/curriculum_sheets/ Students may refer to this link for curriculum showcases from different catalog years. Links to the latest versions of the two licensure programs in the Child and Family Studies department are included below. These showcases are a comprehensive listing of the required courses for the particular undergraduate major as well as the attached notes that explain the course requirements and give appropriate choices for classes to meet the requirement. The showcase year should reflect the catalog year in which the student first registered at the University or a more recent year if deemed appropriate by the student and his/her academic advisor.

PreK-K Program Curriculum Showcase

http://cfs.utk.edu/wp-content/uploads/sites/22/2012/06/CFS-Prek-K-curriculum_sheets-2017-2018.pdf

PreK-3 Program Curriculum Showcase

http://cfs.utk.edu/wp-content/uploads/sites/22/2012/06/CFS-Prek-3-curriculum_sheets-2017-2018.pdf

General Education Classes

All students must complete University General Education coursework requirements. Students pursuing licensure should be aware that exceptional early childhood teachers must possess a strong general knowledge base in a variety of content areas in order to provide children in their classrooms with the best academic foundation possible. Therefore, students in the PreK-K and PreK-3 licensure programs are encouraged to strive for a wide range of content in their choices of General Education courses. Students are also encouraged to enroll in rigorous coursework that will challenge and extend their learning – including honors courses - rather than seeking the easiest courses. As a general rule, students should take most of their General Education classes during the freshman and sophomore years along with the suggested CFS coursework. CFS students must demonstrate competence in a modern foreign language at the intermediate level. Therefore, this course work should begin by sophomore year at

the latest. Please refer to the General Education Requirements found at:
http://catalog.utk.edu/preview_program.php?catoid=24&poid=10657

Required Child and Family Studies Classes

The required CFS classes are pre-requisites for each other and build upon one another. The following is a suggested schedule for when students should plan to take these courses. Each student should arrange a specific plan with his/her academic advisor. Please refer to the Undergraduate Advising section of this handbook for details.

Suggested Schedule of CFS Coursework for PreK-K		
	Fall	Spring
Freshman		CFS 106*
Sophomore	CFS 211*	CFS 213 and 220
Junior	CFS 320, 350**, 385, 395	CFS 351***, 353***
Senior	CFS 423 and 405	CFS 472
Suggested Schedule of CFS Coursework for PreK-3		
	Fall	Spring
Freshman		CFS 106*
Sophomore	CFS 211*	CFS 213 and 220
Junior	CFS 320, 350**, 385	CFS 351***, 353***, 395, 405
Senior	CFS 470*	CFS 422

*CFS 106, 211, and 470 are typically offered during summer semester.

**CFS 350 is only offered in fall semester

***CFS 351 and CFS 353 are only offered in spring semester

Summer Block Courses – PreK-K

PreK-K students must plan to take 12 hours -- Spec Ed 471 (6 hrs.), Spec Ed 410 (3 hrs.), and CFS 445 (3 hrs.) of coursework during the summer between the junior and senior year. This block of coursework is only offered during summer semester. Therefore, a careful plan should be made with the academic advisor to include these courses.

Participation Opportunities in the Early Learning Center for Research and Practice (ELC)

Upper division CFS coursework in the PreK-K and PreK-3 licensure programs – CFS 350 and CFS 351 – includes a lab component that requires college students to participate in actual classrooms of young children enrolled in the university's Early Learning Center for Research and Practice. This participation gives students the chance to observe and interact with children in a natural setting as well as plan and implement lessons and activities with children. Teaching staff in the Early Learning Center model intentional and reflective practices, supervise and encourage students through complex assignments, give constructive feedback, and provide supervised educational challenges as students assume professional roles. ELC Link <http://elc.utk.edu/>

Senior Practicum

All students in the Child and Family Studies undergraduate program complete a senior practicum experience in their chosen specialty area. For students in the PreK-K program, the senior practicum (CFS 472) is the actual student teaching semester completed in the PreK-K partnership schools culminating in the PreK-K teaching license (see the PreK-K Student Teaching section of this handbook). For students in the PreK-3 program, the senior practicum (CFS 470) is completed in one of the Early Learning Center classrooms. Each of these experiences is a full semester (12 credit hours) of hands-on teaching, accompanying evening seminar and complex related course requirements. Students should apply for CFS 470 at least one year in advance by filling out the CFS 470 application found in the Appendix of this handbook and returning it to the coordinator for undergraduate practica.

Senior Exam/ “Test in the Major”

During the student’s final semester as an undergraduate, the student must complete the Senior Exam or “test in the Major”. This test is administered at the end of the semester to all graduating seniors. It is used as a summative evaluation of teaching in the Department of Child and Family Studies. While it has no impact on the student’s ability to graduate or on the GPA, it is a crucial evaluation tool for faculty and the department. Students will receive an e-mail notice of the dates for the test and must sign up for one date.

Graduation and Degree

Upon fulfilling all requirements for graduation the PreK-3 student will graduate with: a Bachelor of Science Degree in Human Ecology (prior to fall 2007) and a Bachelor of Science Degree in Health and Human Sciences (from fall 2007 forward). The major is in Child and Family Studies with an area of specialization in Early Childhood Education Teacher Licensure (PreK-3). All students in the PreK-3 licensure program must graduate with the baccalaureate degree no later than summer semester of the year in which the internship is begun in fall term. Upon fulfilling all requirements for graduation PreK-K students will graduate with: a Bachelor of Science Degree in Human Ecology (prior to fall 2007) and a Bachelor of Science Degree in Health and Human Sciences (from fall 2007 forward). The major is in Child and Family Studies with an area of specialization in Early Development and Learning (PreK-K).

Course Artifacts via Google Docs

PreK-K and PreK-3 students must upload certain program and college required artifacts into a secure Google site. Interns also have required artifacts that must be uploaded to the site to document mastery of program and CAEP/NAEYC standards. The instructors of courses where these artifacts are assigned will give students specific details of the assignments and how to upload them properly. Failure to upload all required artifacts by the college deadline can result in the delay of the intern’s official recommendation for the teaching license until the required artifacts have been correctly uploaded.

Academic Integrity – Honor Statement, Plagiarism

The University’s policy and procedures concerning acts of academic dishonesty are detailed in *Hilltopics*, which may be obtained on-line at <https://hilltopics.utk.edu/student-code-of-conduct/> and is available in the Office of the Dean of Students, 413 Student Services Building. All UT students are expected to be aware of these policies and procedures. Students are expected to produce original work and properly cite any work belonging to another entity. Cheating or plagiarism will result in an academic penalty of an “F” or “NC” in the course and reporting of the offense to the Office of Student Conduct.

- **Honor Statement:** “All facets of the university community have responsibilities associated with the Honor Statement. These responsibilities are unique to each sector of the university community. Each student is responsible for his/her own personal integrity in academic life. While there is no affirmative duty to report the academic dishonesty of another, each student, given the dictates of his/her own conscience, may choose to act on any violation of the Honor Statement. Each student is responsible for knowing the terms and conditions of the Honor Statement and may acknowledge his/her adherence to the Honor Statement by writing “Pledged” and signing each graded class assignment and examination.”
- **Plagiarism:** “Students are also responsible for any acts of plagiarism. Plagiarism is using the intellectual property of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university

Specific examples of plagiarism:

- ◆ Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.

- ◆ Summarizing ideas from another source without proper documentation (usually a citation)
- ◆ Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- ◆ Collaborating on a graded assignment without instructor's approval.
- ◆ Submitting work, either in whole or part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Faculty members also have responsibilities which are vital to the success of the Honor Statement and the creation of a climate of academic integrity within the university community. Each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course. Included in this definition should be a discussion of the Honor Statement. Faculty members at their discretion may also encourage their students to acknowledge adherence to the Honor Statement by “pledging” all graded class assignments and exams. The form of pledge may include writing the honor statement on the assignment, signing the printed statement, or simply writing “Pledged.”

Additionally, it will be the responsibility of each faculty member, graduate teaching assistant, and staff member to act on any violation of the Honor Statement. It is also incumbent upon faculty to maintain an atmosphere conducive to academic integrity by insuring that each quiz, test, and exam is adequately proctored.”

The Statement

An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

These statements are quoted directly from the 2017-2018 Graduate Catalog of the University of Tennessee, Knoxville. Retrieved January 29, 2018 from <http://catalog.utk.edu/index.php>

Confidentiality

Undergraduate students and interns pursuing licensure in PreK-K and PreK-3 will be privy to information about children, families, and colleagues that must be respected and protected. It is a professional expectation that no identifiable information be shared when talking or writing about specific children and their families including their academic, health, and personal details. Anonymity must be ensured. Pseudonyms, the child's initials, and/or numbers may be used in discussion and writing. Additionally, children's photographs may only be used in ways the student has specific permission for. A template for the consent form (for edTPA, etc.) that should be completed and signed by parents and/or children for uploading children's pictures and work may be found in the Internship Year Handbook <https://osbe.utk.edu/wp-content/uploads/sites/37/2018/05/Internship-Year-Handbook.pdf> beginning on page 5. Children's photos should never be posted on social media websites and should be deleted from digital cameras and cell phones promptly.

Child Abuse and Neglect

Every citizen of the state of Tennessee, including undergraduate licensure students and interns, has the responsibility to report any incidents of suspected child abuse and/or neglect within schools and in other settings to the Department of Children's Services. Students and interns need to be knowledgeable of the signs of abuse and neglect and make every effort to follow the reporting policies of the school. To learn who is responsible for reporting child abuse and how to do so see <https://osbe.utk.edu/tennessee-child-abuse-hotline-faq/> Additionally, all students enrolled in CFS courses that include contact with minors will sign a form acknowledging their awareness and understanding of the state Child Abuse Law as well as have their name checked against the state and national Sex Abuse Registries. Interns are required to complete a child protection training module before being allowed to begin the internship.

Early Childhood Education Club (ECE Club)

Students interested in Early Childhood Education should consider joining the student organization entitled The Early Childhood Education Club (ECE Club) of the University of Tennessee. The club provides opportunities for students to engage in service learning and community outreach, form supportive relationships within the field of early childhood education to increase networking opportunities, and foster leadership amongst members through various networking, training, and learning opportunities in the early childhood community. For more information go to <https://cfs.utk.edu/the-early-childhood-education-club-ece-club/>

Joining Professional Organizations

Licensure students are encouraged to join professional organizations while enrolled in the teacher preparation programs and while in the field as educators. Professional organizations provide useful resources as well as professional and social network connections that students need to be change agents and lifelong learners in the field of early childhood education. (See Links for Professional Resources section of this handbook for more information).

Professional Presentations and Research

Participation in professional activities, such as attending and presenting at conferences and assistance with research projects, is strongly encouraged and to be commended.

Undergraduate Advising

Undergraduate Advising

Important Undergraduate Catalog Information

The UT Undergraduate Catalog includes information critical for student success. It serves as both a resource guide and “contract” of understanding regarding university policies and procedures as well as program specifics and requirements. The student is responsible for reading and knowing information and policies included in the Undergraduate Catalog. Beginning in the fall of 2009, the UT Undergraduate Catalog became available on-line. The following is an electronic link to the latest version of the on-line Undergraduate Catalog <http://catalog.utk.edu/>

The following link includes an archived listing of UT Undergraduate catalogs dating back to 1975 and each year since: <http://diglib.lib.utk.edu/dlc/catalog/>

UT Undergraduate Advising Policy

ACADEMIC ADVISING AT THE UNIVERSITY OF TENNESSEE -- The University of Tennessee recognizes academic advising to be a critical component of the educational experience and student success. Faculty, administrators, and professional staff promote academic advising as a shared responsibility with students. Academic advising serves to develop and enrich students' educational plans in ways that are consistent with their personal values, goals, and career plans, preparing them for a life of learning in a global society. More information is available at: <http://www.utk.edu/advising/>. Students are assigned to advisors based on their major or exploratory track. Advising centers and designated offices in each college advise most freshmen and sophomores. Faculty advisors, working closely with the advising centers, guide most advanced students. At all levels, campus-wide guidelines for good advising are supplemented by specific college standards, guidelines, and evaluation. Prior to enrolling for the first time at the university, all degree-seeking first-year students and transfer students are required to meet with an academic advisor. Readmitted students must also meet with an academic advisor prior to reenrolling. The following groups of students are required to meet with an advisor during each tracking semester (fall and spring):

- All students with fewer than 30 hours at UT Knoxville
- Students following exploratory tracks
- Students identified as "off track" by uTrack.
- Students on Academic Probation

All other students are required to consult with an advisor for a substantial conference during a designated semester each year.

Students whose ID numbers end in an even digit are required to meet with an advisor during fall semester

Students whose ID numbers end in an odd digit are required to meet with an advisor during spring semester

All students are encouraged to consult with their advisors at any time.

All students at the University should review carefully the prescribed curricula of the respective degree-granting units and should choose courses in accordance with the exploratory or major track that they are pursuing. (Also see Exploratory Students and General Requirements for a Bachelor's Degree.) More information is available throughout this catalog. The student, not the advisor, bears the ultimate responsibility for educational planning, selecting courses, meeting course prerequisites, and adhering to policies and procedures. Assistance to students with academic problems or questions is provided by professors, advisors, department heads, and college deans or advising centers. Numerous other sources of academic, career, and personal counseling exist on the UT Knoxville campus and are available to admitted students. These are described in this catalog under Student Affairs and Academic Services and detailed information is available on the Academic Advising website <http://www.utk.edu/advising/>.

The above statements are taken directly from the 2017-2018 Undergraduate Catalog at the University of Tennessee under the section entitled: Academic Advising at UT. Retrieved January 29, 2018 from:

<http://catalog.utk.edu/index.php>

Role of the Academic Advisor

In addition to making recommendations about what courses to take and when to take them, the academic advisor also makes recommendations about when the student should go through the progression process, graduate, and begin grad school (PreK-3 students only). *PreK-3 students should be sure to ask the Academic Advisor the date to begin Graduate School so the correct date can be put on the student's application for Graduate School.* This is very important. The academic advisor also helps students be aware of details of the program such as pre-requisites for applying, how to prepare for the progression process, and the CFS graduate course rotation.

Child and Family Studies Teacher Licensure Recommendation for Academic Advising

The Child and Family Studies' Teacher Licensure Committee recommends that students pursuing the PreK-K or PreK-3 licensure program see the academic advisor at least once every semester. These programs include a very tight curriculum with many required courses. Additionally, many CFS courses have pre-requisites, and they may be offered only once a year. Students should work very closely with the academic advisor to avoid taking classes that do not meet program requirements and to ensure the student meets all requirements in a timely manner. Failure to meet with the academic advisor on a frequent and regular basis may result in taking coursework that does not count toward program requirements and delays in completing the program.

Assignment of Child and Family Studies Academic Advisor

Students who intend to pursue the PreK-K or PreK-3 licensure program in the Department of Child and Family Studies should officially declare their major in CFS as soon as possible. Paperwork to make the declaration official can be completed in the CEHHS Undergraduate Advising Office. Soon after declaring the CFS major, a student will be assigned to an academic advisor within the department. The assistant to the CFS Department head processes assignment of academic advisors (CFS office). Contact 974-4582. Advisors for PreK-K and PreK-3 licensure students are members of the CFS Teacher Licensure Committee and are faculty who work directly with these programs.

Change of Academic Advisor Procedure

Requests to change advisors should be directed to and approved by the Child & Family Studies Department Head room # 115 Jessie Harris Building.

Undergraduate Information Meetings

Representatives from the Teacher Licensure Committee conduct undergraduate information meetings early in fall and spring semesters. The first session is designed for those students enrolled in CFS 350 and 351 who are preparing for the progression process. These meetings are typically scheduled during the class meeting time for CFS 350 (fall) and 351 (spring). The purpose of these information meetings is to provide students with a forum for gathering information about the CFS licensure programs and for asking questions. The second type of meeting is designed for students who have been newly admitted into the Prek-3 program to provide information concerning their next steps with graduate school and preparing for the internship.

Pre-Requisites for Applying to the PreK-K Program

Students must meet certain requisites to be eligible to apply and progress into the PreK-K Program. The following are pre-requisites for applying to PreK-K:

- Completion of 60 hours prior to the semester applying – Jr. standing
- A 2.75 GPA or higher
- 21 score of the ENACT, 1020 on the RSAT or passing all three parts of the Core Academic skills for Educators (CASE) test
- Minimum grade of a C in all CFS courses
- Successful completion of CFS 106, 211, and enrollment in or completion of 350
- Completion of the Application Questionnaire for Admission
- Participate in an interview with the Prek-K Admission Board

Pre-Requisites for Applying to the PreK-3 Program

Students must meet certain requisites to be eligible to apply and progress into the PreK-3 Graduate Program. The following are pre-requisites for applying to PreK-3:

- Completion of 60 hours prior to the semester applying – Jr. standing
- At least a 2.75 GPA – higher is strongly recommended
- 21 score of the ENACT, 1020 on the RSAT or passing all three parts of the Core Academic Skills for Educators (CASE) test
- Minimum grade of a C in all CFS courses
- Successful completion of CFS 106, 211, and enrollment in or completion of 350
- Completion of the Application Questionnaire for Admission
- Participate in an interview with the PreK-3 Admission Board

Resources for Academic Success/Assistance for Students

- Student Success Center <http://studentsuccess.utk.edu>
- Tutoring and Study Help <http://studentsuccess.utk.edu/tutoring/>
- Center for Career Development <http://career.utk.edu/>
- Student Disability Services <http://ods.utk.edu/>
- The Writing Center <https://writingcenter.utk.edu/>
- Educational Advancement Program <http://web.utk.edu/~cap/about.html>
- Mathematics Tutorial Center <http://www.math.utk.edu/MTC/>

Professional Preparedness

Professional Preparedness

Professional Ethics

Ethics are defined as “the study of right and wrong in human conduct; the science of morals, rules of right and wrong” (Mish, 1991). As important role models for children, pre-service teachers are expected to possess high ethical standards for their conduct. Coursework in both of the CFS teacher licensure programs will help students learn about and develop high ethical standards. There are several professional resources available to assist students and teachers in making ethical decisions – The National Association for the Education of Young Children Code of Ethical Conduct

http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf

provides a framework for decision making for teachers. Also, the National Education Association

<http://www.nea.org/home/30442.htm> presents principles to guide educators in making ethical decisions in its *Code of Ethics of the Education Profession*.

ProCADS: Professional Competencies, Attitudes, and Dispositions

Key Definitions

All teacher candidates at UTK are expected to demonstrate a commitment to the Professional Competencies, Attitudes, and Dispositions (ProCADs) in coursework and field experience settings related to their teacher preparation program. Instructors for core courses are asked to document that students show behavior indicating appropriate ProCADs at the conclusion of the course. Instructors, supervisors, and mentors (both school and University-based) can report ProCAD deficiencies in accordance with the information provided in this website. Teacher candidates are encouraged to carefully read this information about ProCADS and the expectations and procedures pertaining to them. While we spend considerable time developing pedagogical content knowledge in our interns (e.g., effective planning, instruction, and assessment); there are key professional competencies, attitudes, and dispositions that surround and affect the act of teaching. It is these extracurricular factors we seek to assess here. We begin with the following definitions:

- *Competencies: Competencies represent the content knowledge and pedagogical skill of a teacher, but also include several actions that facilitate and make possible effective planning, instruction, and assessment*
- *Attitudes: “An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner” (Rokeach, 1968, p. 112). A preservice teacher embodies attitudes toward a variety of topics and people: attitudes toward teaching methods, attitudes toward students, attitudes toward schools. These attitudes form the internal paradigm through which a preservice teacher interprets the world and the classroom. Professional attitudes assessed include attitudes toward teaching methods, attitudes toward students, and attitudes toward schools.*
- *Dispositions: A disposition is “an attributed characteristic of a teacher, one that summarizes the trend of a teacher’s actions in particular contexts” (Katz & Raths, 1985, p. 301). Dispositions congregate along four primary domains: open-mindedness, self-reflection, curiosity, and educational equity (Alawiye & Williams, 2010).*

Framework for Assessing ProCADS at UTK

Students not formally admitted to teacher education but who participate in field experiences in schools should display behavior demonstrating appropriate professional competencies, attitudes, and dispositions (ProCADS). UTK teacher candidates learn of the ProCADs expected of them during application to the teacher education program. In order to qualify for an admissions board interview, candidates must complete a form stating they are aware that they will be evaluated using ProCADS. UTK teacher candidates have opportunities in their college courses to demonstrate their ProCADS through the nature and quality of their assignments they complete, and their interactions with instructors and peers. Teacher candidates also work with teachers and students in K-12 schools, which provide unique opportunities to demonstrate the ProCADS needed for success as teachers. In addition to

field experiences, the internship/student teaching/apprentice teaching offers extended time in the classroom with ample opportunities for teacher candidates to demonstrate desirable ProCADS. In the UTK teacher preparation program, teacher candidates must demonstrate acceptable ProCADS throughout their program. We expect that teacher candidates maintain performance above *unsatisfactory* on all indicators throughout the program, as assessed by faculty, instructors/supervisors, and/or mentor teachers. Any rating of *unsatisfactory* requires a deficiency report and implementation of a support plan. Should indicator ratings remain *unsatisfactory*, a failure to improve over time may lead to dismissal from the program regardless of academic performance. Please see the UTK ProCADS Policy tab for more information. In addition to evaluation by faculty, instructors/supervisors and/or mentor teachers, UTK encourages teacher candidates to self-evaluate on the ProCADS every time they are evaluated. This self-evaluation process not only allows the teacher candidate an opportunity to reflect on their development into a professional educator, but also provides UTK with valuable insights into the role of the teacher preparation program in developing ProCADs in teacher candidates. Faculty/staff, mentor teachers, and teacher candidates continue to evaluate (or self-evaluate) UTK teacher candidates using the ProCADS system during the internship/student teaching/apprentice teaching experience. Should a stakeholder rank a teacher candidate as *unsatisfactory* on the rubric, a deficiency report is created. Any faculty/instructor/supervisor or school-based mentor teacher working with the candidate can create a deficiency report at any time for any of the ProCAD domains. The deficiency report is designed to make the candidate aware of the concern and provides the candidate with support in correcting or responding to the concern. Following the submission of a deficiency report, the submitter and/or the candidate's program area coordinator must schedule a meeting with the candidate to discuss the deficiency report. The candidate signs the report, and the report remains on file with the Graduate School of Education. Teacher candidates are informed that the accrual of four deficiency reports may be deemed grounds for removal from the teacher education program. By regularly assessing professional attitudes, dispositions, and competencies, UTK seeks to better our preparation of effective teachers. Such assessment may also help us understand if effective teachers have a particular balance of all three. That is, high competency without sufficiently high disposition might lead to similar levels of teacher (in)effectiveness as high disposition without sufficiently high competency. Likewise, we might develop a list of the attitudes and dispositions most necessary for effective teaching and come to understand how these attitudes and dispositions may be mediated or moderated during effective teacher preparation.

The above statements are taken directly from *Laughter, J. and Brown, A., 2018; Professional Competencies, Attitudes, and Dispositions (ProCADS) Expected of UTK Teacher Candidates; UTK David T. Bailey Graduate School of Education;* <https://sites.google.com/utk.edu/procadstforstudents> Retrieved: July 18, 2018

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 <https://sites.google.com/utk.edu/procadstforstudents>

- *Professional Competencies*: Teaching competencies include proficiency in planning, teaching, and assessing, but there are other duties and responsibilities that transcend a learning segment. Professional competencies include self-presentation, self-representation, professional collegiality and demeanor, and also taking responsibility for those tasks entrusted to you.
- *Attitudes towards Teaching Methods*: Content and assessment change alongside changes in the broader society and a teacher must understand and address those changes through effective planning, instruction, and assessment. Lesson plans and methods should not be understood as guidelines written in stone but a reflection on possibilities that can be adapted to new and diverse situations.
- *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.

For more detail about alignment with InTASC standards see the following ProCADs website

<https://sites.google.com/utk.edu/procadsforstudents>

Timeline of ProCAD Evaluation/Survey Administration

- At time of application into UTK teacher education program - Students sign a statement of awareness regarding the ProCAD standards. Students also have the opportunity to comment and ask questions regarding the standards at the time they apply for admissions to teacher ed. Following the Board recommendation of admission into teacher ed, students complete their first ProCADS self-assessment to finalize their admission.
- Throughout pre-internship core coursework - Required Core Courses (EDPY 401, ETEC 486, SPED 402) and Field Experience courses (ArtEd350, CFS 470, SPED 420, TPTE351, & TPTE 352) evaluate selected ProCADs. Instructors and Students (self-evaluation) complete the ProCADS at this evaluation point. Field Experience mentor teachers may also complete ProCADS.
- Intern or Student/Apprentice Teacher Orientation - Teacher candidates complete a ProCADS self-evaluation during their required orientation. Students also learn more about ProCADS at this point.
- Mid-point of Internship or Student/Apprentice Teaching - at this checkpoint, mentor teacher evaluations, UTK faculty/staff evaluations, and teacher candidate self-evaluations occur.
- Completion of Internship or Student/Apprentice Teaching - at this checkpoint, mentor teacher evaluations, UTK faculty/staff evaluations, and teacher candidate self-evaluations occur.
- At any point following application to teacher education - UTK faculty/staff, mentor teachers, or mentor administrators may complete an unscheduled evaluation at any point they believe is warranted.

Process for Reporting and Processing ProCADs Deficiencies

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. UTK's procedure for addressing multiple deficiencies is outlined below:

- **FIRST** recorded deficiency: Monitor teacher candidate's progress towards rectification of the deficiency as outlined in the deficiency report.
- **SECOND** recorded deficiency: 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.
- **THIRD** recorded deficiency: A UTK representative will contact the candidate within five (5) working days to schedule a conference, at which time the development of a remediation plan and timeline is mandatory. 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.**
- **FOURTH** recorded deficiency: A UTK 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 with it. 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 will then review this information, along with any written response submitted by the candidate. The Department Head will meet with the candidate and the adviser, designated faculty member, and/or instructional team leader within fourteen (14) days of receiving the recommendation for removal to review all information and make a decision. The Department Head will then direct that one of the following actions be taken:
 - continuation of the candidate in the program,
 - candidate removal from the program,
 - or insufficient evidence to make a decision (in which case the candidate stays in the program)

Following this decision, the candidate may appeal to the Associate Dean for Teacher Licensure within fourteen (14) days of receiving the Department Head's decision.

Advice: Tips and Suggestions for all Teacher Licensure Candidates

- Coursework at UT and in CFS – Punctuality, attendance, and preparation for class is expected. Participation in class discussions is strongly advised. Getting to know professors and instructors in the PreK-K and PreK-3 Teacher Licensure programs and developing the reputation of being a "strong student" is recommended. Students who demonstrate academic rigor and motivation while enrolled in undergraduate courses have a higher likelihood of progression into teacher licensure programs. In summary, students who take a mature and serious approach to all of their courses and requirements will have the best chance of admission into the teacher licensure program. The application of knowledge in practice is a desirable ability.
- General Academic Abilities – Teacher candidates need a strong knowledge base and should be confident learners. In addition to good grades, standardized test scores such as the Core Academic Skills Test

(formerly PPST), ENACT, and RSAT can be good indicators of a student's general knowledge base. Higher scores on these tests are viewed as evidence the student is a successful learner.

- *Personal relationships, communication skills, and collaboration* – Teaching is a collaborative endeavor requiring good communication skills and the ability to form and sustain collaborative relationships with others. Evidence of these abilities can be seen in course work on group projects, participation in the ELC classrooms, and interactions with advisors, professors, classmates, and working professionals. Becoming a good writer is a critical skill for teachers and is essential for success during graduate coursework. The written application for progression will be considered a writing sample for evaluation along with other writing experiences from coursework. Care should be taken to ensure that candidates put forth their best efforts with all writing assignments and proofing of written work. Possessing skills and strengths in each of these areas is looked upon favorably for progression.
- *Experience with children* – Volunteer, employment, and for credit experiences with children are very important. Multiple and varied experiences with children – particularly experiences in the teaching arena – provide the teacher candidate with a broad perspective of the teaching/education field and the role of a teacher. More experience generally indicates a person has had more time to develop actual teaching skills and judgment in applying those skills.

How to Gain Experience Working with Children

There are many ways to acquire teaching experience with children.

- Initially, students may be interested in taking Education 100 for course credit to experience different grade levels and what the school experience is like.
- Students may also choose to apply to substitute teach for Knox County or other surrounding systems.
- Opportunities for gaining experience with children can also be developed through required coursework and electives. Students participate in the Early Learning Center (ELC) in some of the upper division coursework: CFS 350, 351, and 470.
- Students may choose to take special classes such as Recreation and Sport Management (RSM) 326 and/or 426 as an Advanced Social Science Electives. These courses provide opportunities for students to work with children with disabilities in a school and camp settings.
- The ELC may also have student worker and substitute teacher positions available. Check out the ELC website at <http://elc.utk.edu/> or call 974-0843 for information on employment opportunities.
- Sometimes, students choose to apply for a part-time job while in school or over the summer. Many local child care programs, after school care programs, and summer camp programs hire UT students.
- Volunteers are typically welcomed to assist with tutoring or reading with students in local elementary schools or community-based early education programs.

Social Media

Social Media provides many opportunities for learning, collaboration, and sharing of experiences. Early Childhood students are encouraged to share the richness of their experiences in the Child & Family Studies program at UT in ways that are positive and professional. However, students and teacher candidates must be aware that pictures, work samples and other images of children should NEVER be posted without written permission from parents/guardians. Additionally, ECE students should recognize the responsibility teachers including teacher candidates have to children, families, schools, and the teaching profession to exercise the highest standards of conduct with the pictures, images, and messages they choose to post, repost, tweet, 'like', and otherwise endorse. Image matters!!!

Progression

Progression

What is Progression?

Progression is the process of officially applying for and then being admitted to the Teacher Licensure Program. Once progressed, the student becomes eligible to enroll in upper division coursework and complete the bachelor's program in PreK-K or PreK-3. The progression process for PreK-K and PreK-3 involves applying and interviewing with the Admission Board. PreK-3 progression also includes admission into the UT Graduate School. All students submit to a background check and student conduct check as part of the progression process along with providing academic and professional references.

When Does Progression Happen?

The progression process for the PreK-K program occurs every fall semester and may also occur in spring if needed. The progression process for the PreK-3 program occurs both fall and spring semesters each year. The application period for progression is August 15 – September 30 (fall semester) and January 15 – February 28 (spring semester). Admission Boards interviews are typically scheduled for the first 2 weeks in November (fall) and for the first 2 weeks in April (spring).

Progression Application

Undergraduate students seeking an initial teaching license complete an application for teacher education to initiate the progression process. The application can be found by clicking on Step 3 – Teacher Education Application found at the following link: <https://cehhsadvising.utk.edu/licensure/initial-licensure-new/> Steps 3, 4, and 5 should be completed during the application period of the semester the student is applying: August 15 – September 30 (fall semester) and January 15 – February 28 (spring semester).

When to Apply for Progression?

Each student should see his/her academic advisor to determine the specific semester to apply for progression. The following chart shows when students become eligible to apply for progression.

Program	Semester	CFS Coursework	Minimum # of Hours Completed
PreK-K	Fall and Spring	Enrollment in or completion of CFS 350	60 hours/Jr. standing
PreK-3	Fall and Spring	Enrollment in or completion of CFS 350	60 hours/Jr. standing

Pre-Requisites for Applying to Progress

Students must meet certain requisites to be eligible to apply for progression into the PreK-K and PreK-3 Programs. The chart below indicates the pre-requisites for each program.

Pre-Requisites	PreK-K	PreK-3
Semesters hour requirement	60 – junior standing	60 – junior standing
GPA	2.75 minimum/3.0 recommended	2.75 minimum/3.0 recommended
Standardized Test Scores	21 ENACT or 1020 RSAT or passing all 3 parts of the Core Academic Skills Test (formerly PPST)	21 ENACT or 1020 RSAT or passing all 3 parts of the Core Academic Skills Test (formerly PPST)
Grade Requirement	Minimum of C in all CFS classes	Minimum of C in all CFS classes
Courses Requirements	Successful completion of CFS 106, 211, and enrollment in or completion of CFS 350	Successful completion of CFS 106, 211, and enrollment in or completion of CFS 350
Other Requirements	Complete Admission Board Application	Complete Admission Board Application
	Complete Fingerprint Scan and Background Check	Complete Fingerprint Scan and Background Check

How to Apply? Steps in the Process

Step I: Admission Boards Interview Process - PreK-K and PreK-3 programs

- Complete and submit Teacher Education Application <https://cehhsadvising.utk.edu/licensure/initial-licensure-new/> click on Step 3: Teacher Education Application
- Once the application is completed the student will be contacted to schedule an interview
- Accurately state the projected student teaching semester/internship year
- Follow procedures for completing the mandatory background check – Step 5 Fingerprint Scan and Background Check
- Complete and submit three letters of recommendation – references; turn in to the CFS graduate secretary in #115 JHB

Step II: Graduate Application Process – PreK-3 program only

- Complete and submit application to The Graduate School <http://gradschool.utk.edu/admissions/applying-to-graduate-school/>
- See information for completing the graduate school application in the appendices of this handbook.

Progression Task Time Line

Task Time Line	Prior to semester applying to progress	Application Period Fall = Aug. 15 – Sept. 30 Spring = Jan. 15 – Feb. 28	Late Semester 1 st and 2 nd weeks of November and April
Admission Board Application			
Praxis Core/ACT/SAT Students are strongly encouraged to successfully complete the test at least one year in advance of progression	X		
Complete and Submit Application		X	
Complete Fingerprint Scan and Background Check		X	
Schedule and complete Interview with Admission Board			X

Progression Application Procedures

- *Progression Information Meetings:* These meetings are scheduled in September (fall) and January (spring) typically during the class time for CFS 350 and/or CFS 351. Clinical Mentors from both the PreK-K and PreK-3 programs present the steps in the process, answer students questions, and share handouts.
- *Admission Board Application:* An Admissions Board Application may be found at the following link <https://cehhsadvising.utk.edu/licensure/initial-licensure-new/> click on Step 3 Admission Board Application. Students should take particular care in completing this application as it serves as a writing sample for review during the application process. Punctuation, grammar, and writing skills will be examined and

rated as part of the progression process. This application should be completed during the application period: fall (August 15 – September 30) or spring (January 15 – February 28). When students complete the online application the principal secretary in #A331 Bailey Education Complex will contact the student to schedule an interview with the PreK-K or PreK-3 Admission Board. Once all students are scheduled for interviews, this schedule is sent to the clinical mentors for each Admission Board.

Background Checks

Public law in the state of Tennessee: Tennessee Code Annotated (TCA) 49-5-5610 requires all candidates for teacher licensure programs to submit to fingerprinting and TBI background checks and be free of criminal convictions in order to be fully admitted. <https://cehhsadvising.utk.edu/licensure/initial-licensure-new/> Click on Step 5: Fingerprint scan and Background Check. Students applying to progress should follow the directions for each of these requirements during the application period: fall (August 15 – September 30) or spring (January 15 – February 28). There is a fee for these services.

Coordinator and Faculty Expectations during Progression

All members of the Teacher Licensure faculty are expected to participate in progression interviews and the admission decision-making process each semester. Program Coordinators are responsible for arranging participants for each Admission Board, scheduling an interview location, conducting the interviews, coordinating the decision-making process, and handling all progression paperwork.

Admission Board Composition

The composition of the Admissions Boards includes: 1) a coordinator for the particular program, 2) a Teacher Licensure Committee member, 3) a practitioner (teacher), 4) an advanced student. Additionally, the PreK-K Admissions Board must include a representative from Special Education.

Admission Board Interview Procedures

Purpose of the Interview – To participate in a professional exchange about the student’s decision to enter the CFS Teacher Licensure Program and to give the Admission Board additional information to use in deciding whether or not to recommend that a student progress into the PreK-K or PreK-3 program

What to expect during the interview?

- Interviews last about 30 minutes and include information about the application process, about 20 minutes of questions by the Admission Board panel, and a chance for the candidate to ask questions.
- Interview questions come from the following general areas:
 - ✓ Experience – Exposure to teaching
 - ✓ Motivation for teaching/Interest in teaching
 - ✓ Sensitivity to diversity/Social consciousness
 - ✓ Commitment to learning
 - ✓ Breadth of interests
- Additionally, the following will be observed during the interview:
 - ✓ Oral communication and grammar
 - ✓ Demeanor during interview
 - ✓ Observed behavior during interview
 - ✓ Ability to work and deal with others as leader, follower, in groups
 - ✓ Good Listener? Eye contact? Responded with little prompting?

Students should remember the interview is one part of the admissions process. No admission decision is made based solely on the interview. Admission Board members understand that students may be nervous during the interview and therefore, take this into consideration in making their overall decision. There is a list of sample interview questions located in the Appendices of this handbook.

Restricted Coursework

Students should meet with the academic advisor prior to the interview and develop a tentative plan for when to take restricted coursework. If a student needs to take a restricted course in the next semester immediately following progression, s/he must understand they will not be able to register for the restricted class until all progression decisions have been made and the student is officially accepted. Once a student is successfully admitted to the PreK-K or PreK-3 program the student will then be allowed to register for restricted classes. This clearance typically occurs by exam period of the semester the student is applying.

Step I: Admission Board - Decision Making Procedures for PreK-K and PreK-3

- Immediately following each interview the Admission Board panel rates each candidate interview based on the criteria listed above.
- CFS faculty, academic advisors, and Early Learning Center staff members are asked to give written feedback on students who are progressing into the PreK-3 and PreK-K licensure programs. This feedback is compiled and used during the decision-making process.
- After all interviews are complete, the Teacher Licensure Committee meets to make decisions regarding progression. The actual progression decision is based on information from a variety of sources: GPA/Academic ability, experience with children and participation in the Early Learning Center, feedback from professors, instructors and advisors, the written application, development with the professional dispositions (ProCADS), and results of the interview.
- PreK-K and PreK-3 Admission Board decisions are communicated individually to each student in the form of an e-mail and a letter will also be sent through US Mail. The PreK-3 students who progress through the interview portion are then given instructions on the timeframe for completing the application to the UT Graduate School in the senior year.
- All decision letters should be received by the end of the semester in which the student interviews.
- Students who are not progressed following the Admission Boards process may schedule a meeting with the clinical mentor/coordinator who chaired the student's interview to discuss why the student was not progressed and to receive suggestions for ways to strengthen the application and interview. Students may choose to re-apply for progression in the following semester (spring or fall).

Step II: Graduate Application Review (PreK-3 only)

The Graduate Application for PreK-3 applicants will be completed during the senior year approximately a year before the student starts graduate school and begins the internship. Specific instructions for applying to the graduate school can be found in the Appendices of this handbook. It must include the following:

- The University of Tennessee Graduate School application – <https://gradschool.utk.edu/admissions/>
- Check with the CFS Graduate Secretary - JHB 115, online, or 974-1713 with questions.

New Admits PreK-K and PreK-3

New Admits PreK-K and PreK-3

Communication of Progression Decisions

Once all progression decisions are final and students are admitted, their names and student ID numbers are sent to: The Associate Dean of Licensure Programs, The Office of School Based Experiences, Child and Family Studies Graduate Committee Chair, the Graduate Secretary in Child and Family Studies, the Teacher Licensure Committee, and updated in CFS program master chart.

Advising for Upper Division Coursework and Program Completion

Students who have fully progressed into one of the Teacher Licensure programs should confer with the academic advisor on the best plan for completion of the remainder of undergraduate coursework and the intended undergraduate graduation semester. PreK-3 students should confer with the academic advisor about plans for enrollment in the additional Masters' degree classes, the intended internship year, and graduation from the Masters' program. The Advising Form: Senior Privilege and Graduate School Start Date Confirmation form should be completed for each student entering the PreK-3 program. Academic advisors are responsible for completing this form along with the student, securing the student signature, and making copies for the advising file and the Teacher Licensure Faculty (See Teacher Licensure Handbook Appendix).

Group Information Sessions

Group information sessions are scheduled for all students newly admitted to the PreK-3 teacher licensure program early in the semester following a student's admission. The purpose of these sessions is to provide information related to deadlines, meetings, courses (schedules, sequence), professional dispositions sign-offs, completion of necessary forms, and for PreK-3 students: senior privilege, applying to the UT Graduate School, culminating activity requirements, Admission to Candidacy, and mentor assignments.

Applying to the UT Graduate School – PreK-3 only

During the senior year students admitted to the PreK-3 program should apply to the UT Graduate School by completing the online application found at: <http://graduateadmissions.utk.edu/> Specific procedures are listed in the Appendices of this handbook.

Program Design

The MS-TL (PreK-3) program of study is designed for students to be able to complete in a 15-month period – summer, fall, spring, summer. The CFS department intentionally plans graduate course offerings (refer to the CFS Graduate Course Rotation) so that MS-TL students will be able to take two of the additional graduate courses in the summer prior to the internship and the remaining two additional classes in the summer following the internship. Students should refer to Graduate School policies regarding the number of graduate level course hours acceptable per semester and summer sessions.

Options for Completion of Additional Graduate Classes to fulfill Requirements for MS degree – PreK-3

In addition to the program design plan presented above, there are different ways in which students may plan to complete the four additional graduate classes (12 credit hours) for completion of the Master of Science Degree requirements.

- Students complete the undergraduate requirements, graduate with the Bachelor of Science degree, and take 2 additional graduate classes prior to beginning the internship and the remaining 2 classes after the internship.

- Students choose to only complete the internship for the teaching license and do not finish the additional classes for the MS degree.
- Students finish the additional graduate classes over several semesters following the internship by taking some combination of summer classes and/or evening classes during the following academic year(s).
- Students may be eligible to take some of the graduate courses in combination with the remainder of their undergraduate classes under an arrangement known as ‘Senior Privilege’. For a definition and more information on Senior Privilege go to:
http://catalog.utk.edu/content.php?catoid=18&navoid=1966#seniors_eligible and click on the Senior Eligible for Graduate Credit link. It is the responsibility of any student taking a graduate course under senior privilege to be sure they are earning graduate credit for the course.

The best plan for each individual student should be *worked out with the student's undergraduate academic advisor* while paying attention to the CFS graduate course rotation schedule (found in the Appendices of this handbook). Additionally, the student is responsible for knowing the policies of the UT Graduate School regarding coursework loads particularly in summer semester – **a maximum of 6 hours of credit total in any 5-week session of summer school.**

ProCADs

At time of application into UTK teacher education program - Students sign a statement of awareness regarding the ProCAD standards. Students also have the opportunity to comment and ask questions regarding the standards at the time they apply for admissions to teacher ed. Following the Board recommendation of admission into teacher ed, students complete their first ProCADS self-assessment to finalize their admission.

CFS 422/423 Teaching Experiences

Students accepted in the PreK-K program will enroll in CFS 423 in the fall semester of the senior year and complete field experiences in special education and inclusive PreK classrooms. PreK-3 students (pre-interns) will take CFS 422 and complete pre-internship experiences in public school elementary classrooms. Both experiences are designed to allow students to integrate theory and knowledge into their teaching practices under the guidance of experienced mentors and university faculty members. Course requirements are designed around the students' field placements and focus on developing teaching methods.

Undergraduate Graduation

Students should apply for graduation approximately 6 – 9 months in advance. Refer to <http://registrar.tennessee.edu/graduation.shtml> for details on requirements and deadlines for undergraduate graduation. PreK-3 students must graduate with the Bachelor's degree before beginning the graduate internship.

What is ‘Senior Privilege’ – Senior Requesting Permission for Graduate Credit?

Students who have at least a 3.0 GPA and are within 30 hours of graduation are eligible to take up to *9 hours* (maximum) of graduate credit while still classified as an undergraduate student. This option is known as Senior Requesting Permission for Graduate Credit or ‘Senior Privilege’. University policy prohibits students from receiving graduate credit for more than 9 hours of coursework prior to graduation with the bachelor's degree (with senior privilege). If a student chooses to invoke senior privilege, the student must apply for and receive permission. Permission involves filling out a Senior Requesting Permission for Graduate Credit request form, having signed approval from the course instructor, and returning the form for approval from the UT Graduate School before the first day of class. To download the Senior Requesting Graduate Credit Form for permission see: <https://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/>

Deferral of the Internship - Policy and Procedures (PreK-3 only)

Policy: If a student decides not to proceed with the PreK-3 internship in the scheduled year, the student must inform a PreK-3 clinical mentor. A student may be granted a one-year deferral of the CFS PreK-3 internship.

Procedure:

- 1) The student may print a “Deferral Request Form” found in the Appendices to the Teacher Licensure Handbook or found at: <https://osbe.utk.edu/information-for-interns-and-student-teachers/information-materials/> The student should bring the completed and signed form to a PreK-3 clinical mentor as soon as the decision is made and prior to the scheduled internship year.
- 2) After meeting with a PreK-3 clinical mentor and receiving the mentor’s signature the student will take the completed and signed form to the Office of School Based Experiences, #329 Bailey Education Complex. There the student will meet with either the Director of Student Services or the Director of School Based Experiences to discuss the deferral request. The student’s request to defer the internship for one year will be reviewed and processed in the Office of School Based Experiences.
- 3) Upon approval of the request to defer the internship, the student’s name will officially be removed from the current year’s list of interns and moved to the list of interns projected for the following year.
- 4) Information regarding the student’s request to defer the internship will be forwarded to the CFS Graduate secretary, CFS Graduate Committee Chair, The Teacher Licensure Committee, and the student’s academic advisor.

The student is responsible for communicating with a Prek-3 clinical mentor on a regular basis over the course of the deferral year and keeping the program informed about the student’s plans.

Requests for deferral of the internship for more than one year would only be considered in unusual circumstances.

Withdrawal from the PreK-3 Internship or PreK-K Student Teaching - Policy and Procedures

Policy: If a student decides not to proceed with the PreK-3 internship in the scheduled internship year or with PreK-K student teaching in the scheduled semester AND the student has no interest in deferring for one year, the student should officially withdraw from the program and fill out a “Withdrawal Request Form”.

Procedure:

- 1) The student may print a copy of the “Withdrawal Request Form” found in the Appendices of the Teacher Licensure Handbook or found at <https://osbe.utk.edu/information-for-interns-and-student-teachers/information-materials/> The student should return the signed, completed form to a PreK-3 or PreK-K clinical mentor as soon as the decision to withdraw has been made preferably prior to the scheduled internship year/student teaching semester.
- 2) After meeting with a PreK-3 or PreK-K clinical mentor and receiving the mentor’s signature the student will take the completed and signed form to the Office of School Based Experiences, #329 Bailey Education Complex. There the student will meet with either the Director of Student Services or the Director of School Based Experiences to discuss the withdrawal decision. The student’s request to withdraw from the internship or from student teaching will be reviewed and processed in the Office of School Based Experiences.
- 3) After the withdrawal request has been processed the student’s name will officially be removed from the program list of interns or student teachers.
- 4) The student is responsible for understanding that withdrawing from the internship or from student teaching means the student will no longer be allowed to complete a PreK-3 internship or PreK-K student teaching semester without officially completing all steps of the application process again.
- 5) Information on the student’s withdrawal request will be forwarded to the CFS Graduate secretary, CFS Graduate Committee Chair, The Teacher Licensure Committee, and the student’s academic advisor.

Should a student change his/her mind and want to continue in either the PreK-3 or PreK-K program after officially withdrawing, the student would be required to officially re-apply to the designated program and must complete all steps of the progression application process again.

Reminders for PreK-3 students:

- Graduate coursework must begin within one year of acceptance into the graduate program.
- The student is responsible for understanding how a deferral of the internship year might affect the beginning of graduate coursework.
- When deferring the student must understand s/he will not be assured of the same internship or student teaching placement site (should one already have been assigned) upon his/her return.
- The student is responsible for completing any additional paperwork that may be required for continuation in the program.
- The student is responsible for communicating regularly with the PreK-3 clinical mentor(s) and adhering to all paperwork deadlines for the new internship year.

PreK-K Program: Student Teaching

PreK-K Program - Student Teaching

Parameters of the PreK-K Student Teaching Semester

Students will complete 16 weeks of student teaching during the spring semester. Students will be assigned to both a *primary placement* and an *alternate placement*. These two placements may or may not occur within the same school or school district. Primary placements will begin on the first day teachers return back from winter break in January and will last a minimum of 10 weeks. The alternate placement occurs at the end of the semester and may include returning to a special education placement or a preschool placement. Students may return to fall placement. This placement lasts about 6 weeks.

Links to School Websites for Calendars

Knox County: <http://knoxschools.org/>

Lenoir City: <http://www.lenoircityschools.com>

Loudon County: <http://www.loudoncounty.org>

Oak Ridge City: <http://www.ortn.edu>

Oak Ridge Preschool: <http://preschool.ortn.edu>

Schedule

Student teachers will “mirror” the mentors’ schedules, completing around 40 hours/week of student teaching. Students do not student teach during the school system spring break. Student teachers will begin in their placements in January. The student teacher’s first day may be with or without children, depending on the school system. Be sure to learn start dates before making winter break vacation plans. Actual weeks of student teaching may be affected by the number of days schools are closed for weather or illness related issues. If excessive, the student teaching experience may need to be extended into May.

Attendance at Faculty Meetings and In-service Sessions

Student teachers will follow the placement schools’ calendars, attending in-service sessions required of the mentor teachers, unless these in-service sessions are outside of the school systems’ requirements and/or specific opportunities for a few selected teachers. Student teachers will contact the UT PreK-K clinical mentor if they are unsure about whether to attend in-services.

Student Teaching Placement Procedures

Student teachers must complete experiences in both pre-k and kindergarten classrooms, and one of those environments must be inclusive. The PreK-K clinical mentor will visit schools and classrooms prior to placing student teachers (if it is a school not previously used as a placement site). Student teaching placements will be in Knox and/or surrounding counties. PreK-K students will be advised of the potential placements in the fall during CFS 423. The PreK-K clinical mentor will take requests for placements and work with students to arrange placements that meet their individual needs. However, students may be assigned to placements that are not their first or second choices and students should understand the limited availability of suitable placements. PreK-K students will visit the schools and classrooms in December for at least three (3) days before they begin their student teaching experiences in January. The student teachers should make arrangements for these visits, and the PreK-K clinical mentor will accompany the students when possible.

Background Checks

Public law in the state of Tennessee now requires all candidates for teacher licensure programs to submit to fingerprinting and TBI background checks and be free of criminal convictions in order to be fully admitted. <https://cehhsadvising.utk.edu/licensure/initial-licensure-new/> Click on Step 5.

State and School System Required Procedures:

Students applying to progress will receive instructions for completing required state fingerprinting, drug testing, and background checks. Students should see the Principal Secretary in the Office of School Based Experiences for information, procedures, and paperwork for these required background checks. There is a fee for these services.

Drug testing:

Some school systems require drug testing before beginning student teaching. Paperwork must be obtained at the office of School Based Experiences and returned completed within 48 hours. There is a fee for these services.

Liability Insurance

All PreK-K student teachers will be required to purchase liability insurance through UT or NEA before beginning student teaching. Typically, insurance is purchased during the fall (while enrolled in CFS 423) preceding student teaching and lasts for the entire academic year.

Delay of Student Teaching

If a student has been accepted into the PreK-K program but would like to delay the student teaching experience, he/she is required to fill out a “request to delay student teaching” form (in the Appendices of this handbook). This will be approved by the PreK-K clinical mentor and Teacher Licensure Committee and the college, and then placed in the student’s file.

The Student Teaching Experience

Student teaching is an exciting and rewarding experience. Finally, students are able to apply what they have learned through years of coursework and collaboration with others in the field of early childhood education. Completing the student teaching experience puts the student one step closer to becoming a licensed PreK-K teacher. Throughout the student teaching semester, students will learn a lot about self and others. It is a wonderful journey.

What Does Student Teaching Include?

The student teaching semester is designed to totally immerse the student teacher into the life of the school. It provides numerous opportunities for the student teacher to observe teaching, plan for individual lessons, team-teach with the mentor, gradually assume independent teaching responsibilities, and implement a minimum of 3 lead teaching weeks across the semester, all in preparation for the rigors of teaching. Additionally, the student teacher has opportunities to participate in formal assessment of student progress, parent conferences, Response to Intervention (RTI), special area lessons, record keeping, in-service sessions, daily routines, and countless others events over the course of the year. Student teachers may participate in any task the mentor teacher conduct.

Absences

Student teachers are allocated four sick days, one personal day, and one professional day for the entire semester. Student teachers are to notify the PreK-K clinical mentor as soon as an absence is necessary. Student teachers should also immediately notify their mentor teachers and schools when they are missing school due to illness. In rare instances, should a student miss more than the allocated days, arrangements will be made with the PreK-K clinical mentor and mentor teacher to make up the day(s) at the end of the semester.

Personal Days

Arrangements should be made with the classroom mentor teacher and follow school policy, at least two weeks in advance, when a student teacher plans to use a personal day. If desired, the student teacher may take two half-days off in place of one personal day.

Career Fair

The student teachers will be given one professional day off to attend the UT Teacher Recruitment Fair in the spring. Student teachers are required to stay the entire school day and not allowed to leave early, unless under extenuating circumstances that have been pre-approved by the PreK-K clinical mentor and classroom mentor.

edTPA

All PreK-K student teachers complete the edTPA during the student teaching semester as part of state and college licensure requirements. The edTPA is a performance-based assessment designed to evaluate pre-service teachers' abilities to provide quality instruction for a group of children. edTPA materials are submitted electronically and evaluated by nationally scored blind reviewers. There is a fee for submission of the edTPA. This fee is assessed during the semester the edTPA is completed – during CFS 472 for PreK-K students. Beginning in January 2019 all students must pass the edTPA with a score of 42 in order to receive the teaching license in Tennessee. Specific information about the edTPA is included in the School Partnership Handbook: <https://osbe.utk.edu/wp-content/uploads/sites/37/2018/07/School-Partnerships-Handbook.pdf>

Weather-Related Policy

Student teachers are expected to report to their student teaching sites when the schools are open. If inclement weather occurs and the student teacher cannot make it safely to the school, he/she will be required to use the personal day in place of attending that day. If a student teacher has already used the personal day, he/she will be required to make up the day at the end of the semester. The student teacher is required to immediately notify the PreK-K clinical mentor and classroom mentor if he/she is having difficulty traveling to school due to inclement weather. Student teachers will not be permitted to leave the student teaching sites for inclement weather unless the school closes.

Carpooling

If student teachers are carpooling to a school, a student teacher is required to find another way home if the other student teacher becomes ill and needs to leave the placement early. If student teachers do decide to carpool, they need to ensure that they are not “watching the clock” and rushing out of their placements at the end of the day. Student teachers should be sure that they are giving their placements 110% effort at all times, including in the afternoons after the children leave.

Professionalism

PreK-K student teachers are expected to remain professional in their interactions with others. PreK-K student teachers sign dispositional (ProCADS) contracts the semester before they begin student teaching and will be held to these contracts throughout the semester. Being professional also includes dressing appropriately. PreK-K student teachers will follow the dress codes of the school systems, and should find out what attire is appropriate before the student teaching semester begins.

Documentation Booklet

All of the valuable experiences gained during the student teaching semester should be documented in the PreK-K Documentation of the Experiences Handbook. This will be distributed at the beginning of CFS 423 and students should begin using this handbook to record their experiences during this course and the following semester.

Formal Evaluation during Student Teaching

During the student teaching semester, student teachers participate in the state approved evaluation system. The clinical mentor will use TEAM for all student teachers but the principal or designee may use an alternately approved evaluation model. Student teachers will be guided through the steps of the evaluation process as a means of examining their professional growth during the year. Components include:

- Self-Assessment
- Formal Observation Process
 - ✓ Planning
 - ✓ Instruction
 - ✓ Environment
- Mid-Semester Review

- Summative Process
 - ✓ Summative Report
 - ✓ Professional Growth and Development Evaluation

Electronic copies of these documents can be found at <http://team-tn.org/>

Collaborative Model of Supervision: What to Expect

Supervision of student teachers is a collaborative effort among UT clinical mentors, the partnership schools' mentoring teachers, school administrators and mentoring associates, TLC professors, college licensure personnel, and the student teacher. Everyone works together to ensure the student teacher's success throughout the semester. Reflection on teaching practice, evaluation of progress, and goal setting are crucial tasks for student teachers' growth throughout the semester. All parties participate in this process. There are numerous ways the student teacher is supported and feedback is shared.

Mentoring Teacher Role: The classroom mentoring teacher serves a support role for the student teacher, helping the student teacher learn detailed aspects of teaching. The classroom mentoring teacher supports the student teacher by collaborating and sharing feedback (positive and constructive suggestions). The mentoring teacher and UT clinical mentor discuss the student teacher's progress frequently. The mentoring teacher also seeks the school administrator and UT clinical mentor's guidance and assistance in determining the best strategies for helping the student teacher progress.

UT PreK-K Clinical Mentor Role: The UT PreK-K clinical mentor is the primary evaluator for the student teacher during the semester, but also provides suggestions and ideas/resources to help the student teacher throughout the year. The UT Clinical Mentor:

- Observes the student teacher informally and is available to the student teacher on a regular basis, sharing details of observations and notes, offering specific suggestions, and helping the student teacher generate ideas and solutions
- Schedules informal observations of lessons during the year – generally during lead teaching weeks/days – about 5 throughout the semester. Notes from these observations are discussed and shared with the student teacher
- Schedules formal observations as part of the state evaluation process. (See details of formal observation cycle)
- Collects and reviews official evaluation paperwork completed by the student teacher
- Talks to mentoring teachers and school administrators to gather additional information on the student teacher's progress
- Seeks out the guidance of UT faculty and college licensure administration in finding additional ways to help the student teacher progress satisfactorily.

Partnership School Administrator Role: The school administrator, principal, or principal-designee completes the membership of the Professional Team. This person(s) generally serves in the capacity of an on-site supervisor for the student teacher as a staff member.

TLC Faculty, and Office of Professional Licensure and School-Based Experiences Personnel: These individuals' roles involve providing broad direction for the program and specific assistance and support when needed. If problems arise, the Office of Professional Licensure and School-Based Experiences personnel and TLC faculty may be included to lend expertise, perspective, and guidance – all with the goal of ensuring the student teacher's success in the semester.

Regular Progress Meetings: Each student teacher meets with UT PreK-K clinical mentor and mentoring teacher about 3-4 times during the semester. The purpose of these meetings is to collaboratively discuss how the student teacher is progressing and to set goals for continued growth and development of teaching.

- Initial Self-Assessment/goal setting meeting – early January
- Formal Mid-semester evaluation – mid-March
- Alternate placement progress meeting – April
- Final Evaluation: Summative Conference – Late April

Mentoring teacher and school administrator feedback will be solicited by the UT clinical mentor for both formal and informal meetings. Additionally, the student teacher is encouraged to come prepared to share his/her perspectives regarding progress.

Formal Evaluations: Both the mid-semester evaluation and the final Summative Conference are formal evaluations completed according to the state and college licensure requirements. These evaluations are considered the 2nd and 3rd major performance “portals” the student teacher must successfully complete for licensure.

Notification of Unsatisfactory Progress or Professional Performance: Should a student teacher develop performance or dispositional problems (or fail to progress adequately), additional meetings may be deemed necessary. Problems identified will be clearly and thoroughly discussed with the student teacher. Should concerns continue following these discussions, the student teacher will receive written notification of the concern along with expectations for ways to improve performance.

Developmental Plan: Failure to progress adequately after discussion and receiving written notification of concerns will lead to a meeting of the Professional Team to determine the next steps in supervision. A Developmental Plan will be prepared and enacted to assist the student teacher who is *not at performance level*. The purpose of this plan is to document areas of concern and prepare a specific plan to help the student teacher successfully achieve performance level ratings.

Unsuccessful Progress on the Professional Development Plan may lead to termination of the student teaching experience. Please see detailed explanations discussed in the *School Partnerships* handbook.

Course Artifact Uploads

All students must upload certain program and college required artifacts into the Electronic Portfolio - a secure Google site. Interns also have required artifacts that must be uploaded to the site to document mastery of program and CAEP/NAEYC standards. The instructors of courses where these artifacts are assigned will give students specific details of the assignments and how to upload them properly. Failure to upload all required artifacts by the college deadline can result in the delay of the students’ official recommendation for the teaching license until the required artifacts have been correctly uploaded.

Praxis Exams

Praxis exams are typically taken during the student teaching semester. PreK-K students are required to take the appropriate Praxis exams (those designated as required by the state) to obtain licensing. The CEHHS Licensing Office and clinical mentor inform students of the four required tests. Information regarding which specific test(s) to take and how to register for them will be given to students while student teaching. In rare instances, students may take the Praxis following the student teaching semester. The student should ensure the scores are sent to the Office of Teacher Licensure at UT when taking the exam. Praxis exams must be taken and passed in order to receive licensure.

Final Details

PreK-K student teachers will be responsible for keeping track of important dates, such as when to apply for graduation. Refer to <http://registrar.tennessee.edu/graduation.shtml> for important graduation information. PreK-K student teachers are also responsible for making sure they have completed all of the proper requirements for graduation and licensure as they approach graduation. Any questions should be directed to assigned advisors or PreK-K clinical mentor. The following will need to be submitted to the Office of Teacher Licensure upon completion of the PreK-K program:

- * Program verification form signed by PreK-K program faculty member or clinical mentor
- * Completed license application found at <http://state.tn.us/education/lic/doc/ed2331.pdf>
- * Praxis scores
- * Official transcripts from all schools other than UT

UT Center for Career Development Opportunities

The Center for Career Development at UT offers several services for student teachers including interviewing and resume-writing workshops, video-taped mock interviews, resume reviews, on-line application files, current job posting, and the annual Teacher Recruitment Fair. Check out the UT Center for Career Development web site at: <http://career.utk.edu> for more information.

PreK-3

The Internship

PreK-3 Program - Internship

Prior to the Internship

Parameters of the PreK-3 Internship Year

- Primary and Alternate Placement Contexts: During the internship year students are assigned to both a *primary placement* and an *alternate placement*. These two placements happen in different schools in vastly different contexts. The intent is that during the internship, interns will have teaching experiences in a variety of school contexts working with children and families from a variety of different backgrounds and socio-economic levels. These assignments must be in different grade levels, one of which will be kindergarten. The primary placement is decided the spring before the internship begins and the alternate is determined during fall semester of the internship.
- Primary and Alternate Placement Dates: The primary placement begins with the first day of school when teachers report for the particular system and ends on the last official day of the year for teachers. The bulk of the internship year is spent in the primary placement school with the primary placement grade and mentoring teacher. A short (6-8 weeks) 'pull-out' called alternate placement to another school will occur during the internship. The specific dates for the alternate placement can vary from year to year, but it will typically occur early or late in the school year. Specific dates are determined each year and will be given to the interns during the orientation to the internship.
- Calendars: The year-long internship follows the traditional school year calendar beginning in the fall and concluding in spring including holidays and in-service sessions. As first year teachers, interns are responsible for following the school system calendar even when UT classes may be over or not in session and attending all required school functions. The school system calendars do not necessarily match up with the UT calendar particularly on fall and spring breaks. UT classes will follow the UT calendar. Interns are responsible for both sets of dates.

School System Calendar Links -- Knox County Schools <http://knoxschools.org/Domain/2295>

UT calendar = http://registrar.tennessee.edu/academic_calendar/

Liability Insurance

All PreK-3 interns are required to purchase liability insurance through UT Risk Management or through a student professional organization (STEA) or other approved source before beginning the internship. Typically, proof of insurance purchase must be turned in no later than the internship orientation meeting prior to beginning the internship. No intern may begin the internship without showing proof of current liability insurance.

Background Check

All interns complete a background check as part of the progression application process – see progression.

Drug Testing

All PreK-3 interns must complete and pass a drug screening before entering the internship placement school. Please see the Professional Secretary in the Office of School Based Experiences for information and time lines related to completing the drug test requirements.

Child Protection Training/Registries Checks

Prior to beginning the internship all rising PreK-3 interns will complete and pass a child protection module. The Professional Secretary in the Office of School Based Experiences will provide information about the module and results must be sent to her for documentation. All PreK-3 Interns will sign an acknowledgement form documenting their understanding of the Tennessee Child Abuse Law including mandatory reporting of all incidences of suspected abuse. Interns will also have their names checked against the National and Tennessee Child Abuse Registries.

Internship Primary Placement Process

Placement Requests Procedures: In the spring prior to beginning the internship, rising interns will meet with the clinical mentors regarding the procedures for primary placement in the internship. Rising interns are asked to research the context of schools and consider their grade level preferences. Rising interns provide information regarding their professional goals and preferences for the type of school they ultimately see themselves teaching in as well as the grade level experiences they have had. They are also asked to give a rationale for their requests. Lastly, rising interns fill out a personality questionnaire to provide additional insight into making the most appropriate school context and mentoring teacher placements. Preferences are taken into account when possible and the final placements are based on the best match of intern needs and available mentoring teacher abilities.

Placement Assignment Procedures: The clinical mentors work with the Director of the Office of School Based Experiences as well as school administrators to arrange specific school and mentoring teacher placements. School administrators and Knox County Human Resources make recommendations of teachers who are approved to mentor as well as the number of interns the school may be able to support.

Site Visit and observation: Rising interns are encouraged to participate in a site visit to their newly assigned school – during the spring before beginning the internship. Should the school have current interns in place from the previous year, they can help schedule and conduct the visits. They introduce the rising interns to the school and its personnel as well as arrange for the rising interns to observe a classroom lesson being taught.

Small Group Question and Answer Sessions: Once specific grade level and mentoring teacher placements have been determined the clinical mentors will arrange to meet with each specific school cohort for a *Question and Answer* session to announce the grade level and mentoring teacher placements and address any questions from the site visit reflections. These meetings typically occur in June prior to the internship.

CEHHS Orientation for Professional Year: Internship

The Office of School Based Experiences conducts mandatory internship orientation sessions to cover state and college requirements and complete paperwork for the practitioner teaching license. These orientations usually take place in January and February (spring) before the internship. Rising interns must make a reservation and attend one of these sessions if they intend to begin the internship the following fall semester. It is the rising intern's responsibility to attend this orientation. Rising interns sign an *Orientation for Professional Year Internship Summary* sheet at this meeting indicating their understanding and agreement with requirements of the internship. Information and material related to these orientation sessions may be found at <https://osbe.utk.edu/osbe-student-orientation/>

PreK-3 Internship Orientation

The PreK-3 Clinical Mentors will schedule and conduct an internship orientation during the week before Knox County schools open for the new school year. Details of the internship, the CFS 575 course syllabus, and specific expectations will all be covered, as well as a question/answer session.

Internship Graduate Coursework

The PreK-3 internship is a graduate experience totaling 24 graduate credit hours toward the total 36 hours for the Masters' degree in Child and Family Studies, concentration in Early Childhood Education. The internship coursework load equals 12 credit hours fall semester and 12 credit hours spring semester. This arrangement was determined as part of the original contract with UT and the Tennessee Department of Education for approval of the internship. Students must register for the appropriate graduate classes during each of these semesters. This is the maximum course load for each of these semesters. No additional classes may be taken either fall or spring semester. The remainder of the hours to complete the M.S. degree (12 credit hours) may be taken before and/or after the internship.

Fall Semester		
Course Number	Course Title	Credit Hours
CFS 574	Analysis of Teaching for Professional Development	2
CFS 575	Professional Internship in Teaching	4
CFS 569	Action Research in Early Childhood Education	3
Math 530	Teaching Mathematics to Young Children	3
Spring Semester		
Course Number	Course Title	Credit Hours
CFS 575	Professional Internship in Teaching	8
CFS 591	Clinical Studies	4
Internship Total		24 hours

Substitution of Graduate Coursework within the PreK-3 Licensure Program

All students in the CFS MS degree in Early Childhood Education will complete all the required coursework for the Master of Science degree. Therefore, substitutions to these required courses would only be allowed in the most unusual circumstances.

PreK-3 Program - Internship

During the Internship

What Does the Internship Include?

The internship year is designed to totally immerse the intern into the life of the school. As a first year teacher, the intern participates in any and all activities a regular teacher would be involved in, essentially mirroring the mentoring teacher's day. There are numerous opportunities for the intern to observe teaching, plan for individual lessons, co-teach with the mentoring teacher, gradually assume independent planning and teaching responsibilities, and implement a minimum of 8 lead teaching weeks across the year. This is all in preparation for the rigors of teaching. Additionally, the intern has opportunities to participate in formal assessment of student progress, parent conferences, Response to Intervention (RTI), special area lessons, record keeping, in-service sessions, daily routines, and countless other events over the course of the year. The intern is assigned to a primary placement classroom in kindergarten, 1st, 2nd, or 3rd grade.

Specific Requirements of the Internship

- Lead, independent teaching: PreK-3 interns complete a minimum of 8 weeks of lead/independent teaching. Not all the weeks need to occur in the same classroom. Completion of 2-3 lead teaching weeks prior to December break is strongly recommended. During lead teaching weeks, interns are responsible for developing and implementing lesson plans with approval of mentoring teachers. Lesson plans must be discussed and given to mentoring teachers at least one full week prior to implementation.
- Documentation folder: Valuable experiences gained during the internship should be documented in the Documentation of the Internship Experiences (blue) folder given to interns during the orientation meeting. Some of the experiences documented include: participation in PLC meetings, parent conferences, in-service opportunities, RTI, Life of the School/Community, Utilization of Achievement Data, experiences with technology, etc.
- Formal Observations: During the internship year, interns participate in the evaluation system chosen by their primary placement school system. In the state of Tennessee the vast majority of school systems have chosen either Tennessee Educator Acceleration Model (TEAM) or Teacher Instructional Growth for Effectiveness and Results (TIGER). Interns will be guided through the steps of the process as a means of examining their professional growth during the year.
- Components include:

- Self-Assessment
 - Formal Observation Process
 - ✓ Planning
 - ✓ Instruction
 - ✓ Environment
 - Mid-Semester Review
 - Summative Process
 - ✓ Summative Report
 - ✓ Dispositions (ProCADs) Assessment
 - ✓ Professional Growth and Development Evaluation
- Electronic copies of these documents can be found at <http://team-tn.org/>
- Observations/evaluations: UT supervisors will complete both scheduled and unscheduled informal observations during the internship year. Formal observation/evaluation cycles (exact number determined by the state and college requirements) must be completed by the first week of May. UTK personnel and school principals or designees share the responsibility for completing these observations.
 - Practitioner Teaching License: All interns must apply for and will be granted a practitioner license from the state for the entire internship year.
 - Liability insurance: Interns purchase liability insurance at the start of the internship year and it must remain current for the entire year.
 - School calendar: Interns follow the school systems' calendar for the entire year including teacher in-service days. If teachers are required to attend a school related function interns must attend also.
 - Personal days, sick days, and professional development days: As first year teachers, interns have 10 sick days and 2 personal/professional development days that may be used if needed (this is the same number of leave days that Knox County teachers have). Additionally, interns have (5) UT professional development days built into their internship calendar for: edTPA (3), the Teacher Recruitment Fair/job interview, and May graduation. Any other absences from school including time away for Praxis tests and job interviews must receive approval in advance from the UT Clinical Mentor. Interns should follow the system of record keeping of absences that the administrator of the school requests. For sick days the intern should contact the mentoring teacher as much in advance as possible to request a sick day. Interns should formally request permission (at least two week in advance) from the mentoring teacher and school administrator for personal/professional development days. The UT supervisor should be copied on any email communication regarding dates that leave is taken. Additionally, the intern should record all absences (sick days and personal/professional development days) on the appropriate document (Attendance Chart) supplied in the Documentation of Internship (blue) folder.

Link to Internship Handbooks

<http://osbe.utk.edu/information-for-interns-and-student-teachers/handbooks/>

Collaborative Model of Supervision: What to Expect

The Professional Team - Supervision of interns is a collaborative effort among UT clinical mentors, the partnership schools' mentoring teachers, school administrators and mentoring associates, Teacher Licensure Committee professors, college licensure personnel, and the intern. Everyone works together to ensure the intern's success throughout the internship. Reflection on teaching practice, evaluation of progress, and goal setting are crucial tasks for the intern's growth throughout the internship. All parties participate in this process. There are numerous ways the intern is supported and feedback is shared. For a detailed explanation of the specific roles of each of the key players in this model please refer to the School Partnership Handbook found at <https://osbe.utk.edu/wp-content/uploads/sites/37/2018/07/School-Partnerships-Handbook.pdf>

The Feedback and Support Process – Over the course of the internship year interns are asked to self-reflect on teaching and instruction and set goals for continual improvement. Interns also meet with the clinical mentor and the classroom mentoring teacher regularly to collaboratively discuss progress, debrief observations of teaching,

receive feedback, and set goals for on-going progress and growth. The UT clinical mentor solicits feedback from the classroom mentoring teacher, school liaison, and administrators for formal evaluations (mid-year and summative). Each of these mechanisms contributes to an effective feedback and support system designed to facilitate optimal development as a teacher.

Should Professional Performance Problems/Unsatisfactory Progress Occur - Occasionally, interns may need additional support and assistance as they move through the internship year. Beginning on page 25, the *School Partnership Handbook* <https://osbe.utk.edu/wp-content/uploads/sites/37/2018/07/School-Partnerships-Handbook.pdf> covers the procedures in place to address and document professional performance problems that may arise during the professional year internship.

Practice Based Review of Research (PBRR)

As part of internship requirements and graduation requirements interns choose a topic related to the teaching profession to conduct a review of research and write a professional summary of their findings. The topic should be one that is pertinent to the intern, reflects the school improvement plan, affects children's learning, and/or teacher practice. The Practice Based Review of Research (PBRR) topic is approved by the CFS 569 instructor and written at the end of fall semester of the internship.

edTPA

Additionally, all PreK-3 interns complete the edTPA during the internship as part of state and college licensure requirements. The edTPA is a performance-based assessment designed to evaluate pre-service teachers' abilities to provide quality instruction for a group of children. Interns' edTPA materials are submitted electronically and evaluated by nationally scored blind reviewers. There is a fee for submission of the edTPA. This fee is assessed at the beginning of spring semester while the intern is enrolled in CFS 575. Beginning in January 2019 all students must pass the edTPA with a score of 42 in order to receive the teaching license in Tennessee. Specific information about the edTPA is included in the School Partnership Handbook: <https://osbe.utk.edu/wp-content/uploads/sites/37/2018/07/School-Partnerships-Handbook.pdf>

Tribute to Educators Celebration

All interns participate in the annual "Tribute to Educators Celebration in early May sponsored by the Graduate School of Education and the Office of School Based Experiences. Interns may choose to invite their families and significant others as well as their mentoring teachers to this college wide event. School administrators and other partnership personnel are invited to attend by the college. Each cohort of interns is recognized as a group and each intern is individually congratulated on his/her successful efforts during the internship.

Praxis Tests

In order to complete requirements for the teaching license and receive the "highly qualified" status interns must take and pass specific exit Praxis Tests. Please see <https://www.ets.org/praxis/tn/requirements> and click/choose Early Childhood Education for the specific tests required for the PreK-3 teaching license. The ETS website also includes dates and sites for the tests and other Praxis related information. With changes to the Tennessee Practitioner license rising interns must now take and pass the Elementary Education Content Knowledge Praxis exam at least two weeks **PRIOR** to beginning the internship. Testing dates fill up quickly so interns need to plan accordingly.

Supplemental Staffing - Substitute Teaching

In addition to lead teaching there may be times during the internship year when an intern is asked to lead teach in the absence of the mentoring teacher. When all involved (intern, mentoring teacher, school administrator, and UT clinical mentor) believe the intern has reached a proficient level of teaching skill, substituting may be an option. Additionally, it may be possible for the intern to receive monetary compensation for this endeavor providing all paperwork has been completed and approved by the school system and the intern's name appears on the system's substitution list. It is important to note that interns may *not* serve as a "teacher of record". Please refer to the

college policy on supplemental staffing (pg. 18) included in the Internship Year handbook <https://osbe.utk.edu/wp-content/uploads/sites/37/2018/05/Internship-Year-Handbook.pdf>

The Job Search

The hiring process for a permanent teaching position begins on day #1 of the internship. The phrase “the internship is a year-long job interview” holds very true. Those seeking to hire PreK-3 graduates view a strong recommendation from the primary and alternate placement mentoring teachers and administrators very positively. Historically, administrators in the PreK-3 internship placement schools clamor to hire strong interns whenever positions are available. Additionally, school administrators network with other administrators to place PreK-3 graduates if they don’t have available positions in their own schools. Therefore, the intern’s performance in all aspects of the internship experience weighs heavily into the hiring process.

UT Center for Career Development Opportunities

The Center for Career Development Office at UT offers several services for interns including interviewing and resume-writing workshops, videotaped mock interviews, resume reviews, on-line application files, current job postings, and the annual Teacher Recruitment Fair. Check out the UT Career Services web site at: <http://career.utk.edu>

Teacher Recruitment Fair

The College of Education, Health, and Human Sciences along with the UT Center for Career Development hosts an annual *Teacher Recruitment Fair* typically in February or March inviting representatives from school systems all over the state and the southeast to attend. The Fair begins with half day networking sessions where each participating school system sets up a booth and provides Human Resources representatives to talk to interns informally about teaching within their system. Additionally, the Fair includes time for actual interviews interns can participate in. All interns should attend the Teacher Recruitment Fair and are strongly encouraged to participate in the interview sessions.

Teacher Licensure Committee Assistance

Faculty and teaching staff in the CFS Teacher Licensure program are available to assist interns with all aspects of the job search process. Most faculty and the clinical mentors are willing to provide job references for interns upon request and will share honestly and professionally when contacted. Interns should be aware that it is considered professional courtesy to ask the person about willingness to serve as a reference prior to using the person’s name.

PreK-3 Program - Internship

After the Internship

Conclusion of the Internship Year

Upon return to the primary placement after the alternate placement, interns must complete the remainder of all required lead teaching weeks, schedule and successfully conduct any remaining formal observations with the primary placement administrator or designee or clinical mentor, finish all internship requirements including in-service and parent/teacher conference hours, and participate in the summative conference with the clinical mentor.

Summative Report and Conference

It is the clinical mentor’s responsibility – along with the primary site administrator – to review the intern’s performance on the announced and unannounced TEAM observations and provide required evidence for the domains and descriptors in the TEAM rubric. These scores along with supporting evidence will be recorded on the appropriate form and uploaded into the Electronic Portfolio (a secure Google site) system. They remain as part of the intern’s summative record and are reviewed with the intern along with all internship requirements in the Summative Conference. Assuming successful completion of all internship and college requirements, the clinical

mentor will recommend the intern for the professional teaching license and record the recommendation on the Summative Report. The Summative Conference should be held prior to the second Friday in May.

Course Artifact Uploads

All students must upload certain program and college required artifacts into the Electronic Portfolio - a secure Google site. Interns also have required artifacts that must be uploaded to the site to document mastery of program and CAEP/NAEYC standards. The instructors of courses where these artifacts are assigned will give students specific details of the assignments and how to upload them properly. Failure to upload all required artifacts by the college deadline can result in the delay of the intern's official recommendation for the teaching license until the required artifacts have been correctly uploaded.

Receiving Licensure

Following the summative conference, all official internship paperwork is available in the Electronic Portfolio for the College of Education, Health, and Human Sciences' Office of School Based Experiences review. Upon a final check of completion of all internship requirements, the outcome from the Summative Report – the official recommendation for the teaching license - is then sent to the State Department of Education and updated in TNCompass.

Entering the Field

Upon accepting a job offer for a permanent teaching position, an intern should notify the clinical mentor. Receiving word that an intern has been hired is a final culminating outcome of the intensive internship and the announcement is cause for excitement and celebration among all involved. The PreK-3 program and the college summarize all hires and strive to keep up-to-date records of where all interns are hired and teaching. Additionally, college procedures include monitoring graduates of the program for up to three years so interns are asked to keep the clinical mentor and the Office of School Based Experiences up-to-date on all contact information including mailing and electronic mailing addresses. Teacher Licensure faculty and clinical mentors continue to be available for questions and professional collaboration even after the intern leaves the program and begins teaching. Exiting interns are strongly encouraged to keep in touch with the program.

Leadership within the Field

Historically, graduates from the PreK-3 Teacher Licensure Program at the University of Tennessee become professional leaders and administrators within their schools systems, and the Early Childhood Education field, often mentoring others and contributing to the teaching profession in a variety of ways.

PreK-3 Intern as a Graduate Student

PreK-3 Intern as a Graduate Student – Expectations and Resources

The Graduate Degree

PreK-3 teacher licensure graduate students completing all program and graduation requirements will receive a Master of Science degree (MS) in Child and Family Studies with an area of concentration in Teacher Licensure (PreK-3).

PreK-3 Intern as a Child and Family Studies Graduate Student

The PreK-3 Teacher Licensure program is a graduate level experience. Students who have successfully completed the progression process and been admitted to the program, must complete the official UT Application for Graduate School during the senior year. Please see information included in the Appendices of this handbook for details about applying to The Graduate School. All students are expected to have read and should be familiar with policies and procedures of the Graduate School: <http://gradschool.utk.edu/default.shtml>

UT Graduate Catalog

As a graduate student at the University of Tennessee in Knoxville *The Graduate Catalog* is considered the official contract with students. It is expected that all students read and be responsible for knowing the policies and procedures included in it.

<http://catalog.utk.edu/index.php>

Child and Family Studies Graduate Student Handbook

Students taking graduate courses should read and be familiar with information included in the CFS Graduate Student Handbook found at:

<http://cfs.utk.edu/grad/handbook/>

Internship: Graduate Course Work

The PreK-3 Internship leading to teacher licensure is comprised of 24 hours of graduate coursework in the Child and Family Studies department. This coursework provides 24 hours of the total 36 hours required to complete the Master of Science Degree. The following chart shows the required coursework students should register for both fall and spring semester of the internship year.

Fall Semester	Credit Hours	Spring Semester	Credit Hours
CFS 574 Analysis of Teaching/Professional Development	2	CFS 591 Clinical Studies	4
CFS 575 Professional Internship in Teaching	4	CFS 575 Professional Internship in Teaching	8
CFS 569 Practice Based Research in Early Childhood Education	3		
Math Ed 530 Teaching Mathematics in Elementary School	3		
Total:	12	Total:	12

Completion of the Master of Science Degree

In order to complete the Master of Science Degree in Child and Family Studies with a concentration in Early Childhood Education students must take four (4) additional graduate classes equaling 12 credit hours. The following is a list of these additional graduate classes:

CFS 510	Theory in Human Development
OR	
CFS 550	Theory and Research in Family Studies (choose one)
CFS 511	Survey of Research in Child and Family Studies
OR	
CFS 552	Diversity in Children and Families (choose one)
CFS 512	Survey of Research in Early Childhood Education
CFS 551	Assessment in Early Childhood Education (taken in summer prior to the internship year)

Specific coursework requirements are subject to change, so students should see their academic advisor to determine specific classes to take to complete the Master of Science degree. The CFS graduate course rotation schedule (found in the Appendices of this handbook) is an important tool to use in planning when to take each of these additional courses. All students and academic advisors should refer to it when planning the student's schedule of classes.

Program Design

The MS-TL (PreK-3) program of study is designed for students to be able to complete in a 15-month period: summer, fall, spring, summer. The CFS department intentionally plans graduate course offerings (refer to the CFS Graduate Course Rotation) so that MS-TL students will be able to take two of the additional graduate courses in the summer prior to the internship and the remaining two additional classes in the summer following the internship. Students should refer to Graduate School policies regarding the number of graduate level course hours acceptable per semester and summer sessions.

Options for Completion of Additional Graduate Classes to fulfill Requirements for the MS degree

In addition to the program design plan presented above, there are different ways in which students may plan to complete the four additional graduate classes (12 credit hours) for completion of the Master of Science Degree requirements.

Graduate Course and Masters Options for the MS – TL degree (PreK-3) – designed to be completed in 15 months
➤ Students complete the undergraduate requirements, graduate with the Bachelor of Science degree, and take 2 additional graduate classes in summer prior to beginning the internship and the remaining 2 classes in the summer after the internship.
➤ Students choose to only complete the internship for the teaching license and do not finish the additional classes for the MS degree.
➤ Students finish the additional graduate classes over several semesters following the internship by taking some combination of summer classes and/or evening classes during the following academic year(s).
➤ Students may be eligible to take some of the graduate courses in combination with the remainder of their undergraduate classes under an arrangement known as 'Senior Privilege'. For a definition and more information on Senior Privilege go to: http://catalog.utk.edu/content.php?catoid=18&navoid=1966#seniors_eligible and click on the Senior

Eligible for Graduate Credit link. It is the responsibility of any student taking a graduate course under senior privilege to be sure they are earning graduate credit for the course.

The best plan for each individual student should be *worked out with the student's undergraduate academic advisor* while paying attention to the CFS graduate course rotation schedule (Appendices of this handbook). Additionally, the student is responsible for knowing the policies of the UT Graduate School regarding coursework loads particularly in summer semester – **a maximum of 6 hours of credit total in any 5-week session of summer school.**

New Graduate Student Orientation

Each fall semester the CFS Graduate Committee conducts a “New Graduate Student Orientation” to assist students in their acclimation to the department and graduate work. PreK-3 interns are encouraged to attend this orientation.

Faculty Academic Mentors

As students end their undergraduate program of study and begin the internship year, each student will be assigned a faculty academic mentor for the duration of the graduate program of study. The faculty academic mentor role is to provide general support and guidance, to answer questions and guide the student through the coursework and internship responsibilities and activities. The student's faculty academic mentor may offer support related to course sequence, general preparation for the culminating artifacts requirements, and strategies for managing the diversity of tasks and projects that are a part of the graduate program.

Substitution of Graduate Coursework within the PreK-3 Licensure Program

All students in the CFS MS degree in Early Childhood Education will complete all the required coursework for the Master of Science degree. Therefore, substitutions to these required courses would only be allowed in the most unusual circumstances.

Standing Graduate Committee for PreK-3 students

Because the CFS Master of Science program – Concentration ECE – allows little if any differentiation of coursework, one central committee is chosen per year by the CFS department head to be responsible for approvals and signatures on all required paperwork. Primarily, this committee signs students' *Admission to Candidacy Form*, the culminating artifact requirement sheets, and any other official paperwork required by the UT Graduate School.

Admission to Candidacy Form

Each student is required to submit a signed and approved *Admission to Candidacy Form* prior to graduation specifically listing each course taken (or intending to take) during the graduate program. The Admission to Candidacy Form can be found at: <http://gradschool.utk.edu/forms-central/admission-to-candidacy-masters-or-specialist-degree/> and students are responsible for initiating and submitting the signed form. This form must be submitted one semester prior to graduation – students should check deadlines for submission carefully.

Changes in Graduate Coursework

Should a student decide to make changes in this “Plan of Study” once it has been submitted, the changes must receive approval by the standing graduate committee for PreK-3 students. An official change request must be approved and submitted prior to graduation.

Culminating Experiences for MS-TL Student

In addition to the successful completion of all course work, students completing the Child and Family Studies Master of Science Degree with a concentration in Early Childhood Education must complete and receive a passing score on the Early Childhood edTPA as well as complete and pass a research project entitled Practice Based Review of Research (PBRR). Together, successful completion of these culminating experiences fulfills the university requirements for the comprehensive exam. These artifacts are also required by CEHHS in order for a

student to be recommended to the state for a teaching license. The application for the official teaching license will be held until both of these artifacts have been successfully completed.

Graduation Requirements

Students are responsible for knowing and adhering to all requirements and deadlines for graduation. Details for graduation can be found at: <http://gradschool.utk.edu/graduation/> Students must apply to graduate using the appropriate form found at: <http://gradschool.utk.edu/graduation/steps-to-graduation/>

Professional Presentations and Publications

Graduate students are encouraged to present their research at local, national, and international conferences. Students should ask faculty or staff members to help them learn a) what conferences would be appropriate for the type of research conducted, b) how to submit a proposal, and c) how to prepare for a presentation once it is accepted. The University of Tennessee is a member of Quint State, a Southeastern graduate conference held at one of five participating universities. This conference provides a supportive environment for graduate students to submit posters, roundtable discussions, and presentations. Graduate students are also encouraged to prepare and submit manuscripts for publication and should seek out more information from professionals in the field about this process.

The CFS Graduate Student Organization (GSO)

The CFS Graduate Student Organization is comprised of both licensure and non-licensure seeking graduate students in the CFS department. Graduate students elect GSO officers on an annual basis. The GSO assists in assigning mentors to new graduate students, coordinating and implementing Quint State (graduate conference) when it is held at UT, participating in departmental functions, and arranging social events for the organization. GSO members are also responsible for staying up-to-date and informing CFS graduate students about college-level graduate issues. PreK-3 graduate students are encouraged to be a part of the GSO and should ask a faculty or staff member how to become involved.

Post Baccalaureate Procedures

Post Baccalaureate Procedures

What is Post Baccalaureate?

Individuals who hold a baccalaureate degree in any field and desire teacher licensure may return to school and work with an academic advisor to complete one of the licensure programs within the Department of Child and Family Studies: PreK-K and PreK-3. These students are referred to as “Post Baccalaureate or Post Bac” students.

Post Baccalaureate Preparations

Post Baccalaureate students must show evidence of having completed or be willing to complete appropriate general education, program specific, and professional education coursework at the undergraduate level to be eligible for admission and to begin the internship. Potential Post Baccalaureate students should meet with an advisor in the College of Education, Health, and Human Studies Licensure Office as a first step. There, the student will complete a Post Baccalaureate application, learn about different Post Baccalaureate options in the college, and determine which program to pursue. The licensure advisor will review official transcripts of the individual and determine which course requirements may have already been met. Next, the student will be referred to a CFS licensure advisor to prepare a specific plan of study to ensure the person has the necessary required coursework prior to applying for admission to the program. Depending upon the original degree the person holds several semesters of coursework may be needed in order to be eligible to apply to the program. Refer to the CEHHS website for steps to follow for Post Baccalaureate students; scroll down to the section for Post Baccalaureate students

<https://cehhsadvising.utk.edu/licensure/initial-licensure-new/>

Post Baccalaureate Requirements

Admission Requirements - All students must be admitted to the Teacher Education Program in order to progress through Specialty Studies and Professional Education course work. Post baccalaureate students *may* be granted permission to register for one restricted class prior to admission into the Teacher Education Program.

Admission to the Teacher Education Program requires:

1. A minimum 2.75 grade point average
2. Satisfactory background check/student conduct record.
3. Satisfactory admissions board interview (Conducted every November and April).
5. Successful completion of CFS 106, 211, and enrollment in or completion of CFS 350
6. Minimum grade of a C in all CFS courses; 2.8 in professional courses
7. Submission of three rating forms (2 academic, 1 professional)

In addition

Progression into the Child and Family Studies ECE Graduate internship program requires:

- Submission of a UT Graduate Studies application – in the Appendices of this handbook for details about applying to The Graduate School. http://graduateadmissions.utk.edu/new_applicants.shtml

Application for Progression Procedures

Post Baccalaureate students follow all procedures required of any student during the application and progression process.

Chart of Required Post Baccalaureate Coursework: PreK-K

General Education	Hours	Specialty Studies	Hours	Professional Education	Hours
Communication Studies	6	CFS 106	3	Educational Psychology 401	3
Foreign Language/Cultural Studies	3	CFS 350	4	Special Education 402	3
Mathematics	6	CFS 351	4	ETEC 486	3
Natural Science (1 Lab Science required)	7-8	CFS 353	3	Special Education 410	3
Social Science	6			Special Education 471	6
Humanities	6			CFS 423	6
History	3			CFS 472	12
		Audiology and Speech Pathology 320	3	CFS 445	3
Total Hours:	37		17		36

Chart of Required Post Baccalaureate Coursework: PreK-3

General Education	Hours	Specialty Studies	Hours	Professional Education	Hours	Professional Year - Internship	Hours
Communication Studies	6	CFS 106	3	Educational Psychology 401	3	CFS 574	2
Foreign Language/Cultural Stds.	3	CFS 350	4	Special Education 402	3	CFS 575	12
Mathematics	6	CFS 351	4	ETEC 486	3	CFS 569	3
Natural Science (1 Lab Science req.)	7-8	CFS 353	3	CFS 422	6	Math 530	3
Social Science	6	CFS 470	1-2			CFS 591	4
Humanities	6						
History	3						
Total Hours =	37		15		15		24

Other requirements for Post Baccalaureate Students

Once admitted to either the PreK-K or PreK-3 program Post Baccalaureate students are responsible for meeting all requirements of student teaching or the internship, and for licensure including Electronic Portfolio (secure Google site) uploads and passing Praxis exams.

Links for Professional Resources

Joining Professional Organizations

National Association for the Education of Young Children (NAEYC) www.naeyc.org

“The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 100,000 members, a national network of over 300 local, state, and regional Affiliates, and a growing global alliance of like-minded organizations. Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children.” <http://www.naeyc.org/membership>

Member benefits: Members receive a one year subscription to *Young Children*, reduced fees at conferences, and an important voice on public policies and issues affecting the education of young children.

American Educational Research Association (AERA) www.aera.net

“AERA membership provides individuals in the field of education research with access to the latest developments and the top researchers in the field. In addition, AERA provides members with the opportunity to make a difference in education. AERA takes those issues that are most important to our members and brings them to the forefront of the public policy debate.” <http://www.aera.net/Membership/tabid/10068/Default.aspx>

Member benefits: Members receive a subscription to *Educational Researcher*, reduced fees at conferences, discounts on journal subscriptions, and a public voice for education researchers.

Stand for Children www.stand.org

“Stand for Children exists because children in communities across America do not have the power to influence our democratic system to meet their fundamental needs. We seek to make children and their needs a higher political priority. We envision a society where all children receive the education and community supports that will enable them to live successful, fulfilling lives, and where parents and other concerned citizens are engaged and vigilant in ensuring that elected officials make decisions in the best interest of children and families.” Click on Join the Movement. Member benefits: Members support an organization that accepts no governmental funds, help continue to expand pre-k in Tennessee, and make a difference in young children’s lives at the community and state levels.

Association for Childhood Education International (ACEI) <http://www.acei.org/>

Mission of organization is “to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society.”

<https://www.acei.org/membership/>

Member benefits: Membership includes discount on conference registration, global mentoring and support, discounts on professional materials, discount on *Journal of Research in Childhood Education*, subscription to *ACEI Exchange* newsletter, subscription to *Childhood*. Membership also includes discount rates on hotels and car reservations. Benefits vary depending on the type of membership.

The Division for Early Childhood (DEC) <http://www.dec-sped.org/>

This organization “promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities.”

<http://www.dec-sped.org/become-a-member>

Member benefits: Membership includes discounts on conference registration and training, subscriptions to *Journal of Early Intervention* and *Young Exceptional Children*, an opportunity to share expertise, and network support.

Links to Professional Sites

American Educational Research Association (AERA): <http://www.aera.net>

Association for Constructivist Teaching: <http://acteducators.com/>

Early Childhood Research and Practice journal: <http://ecrp.uiuc.edu/>

The Division for Early Childhood: <http://www.dec-sped.org/>

Tennessee Department of Education: <http://state.tn.us/education/>

Tennessee Curriculum Center: http://www.tncurriculumcenter.org/common_core

Tennessee Curriculum Standards (K-12): <https://www.tn.gov/education/instruction/academic-standards/health-pe-wellness-standards.html>

Tennessee Early Learning Standards: <https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html>

Common Core Standards for ELA: <http://www.corestandards.org/ELA-Literacy/>

Common Core Standards for Math: <http://www.corestandards.org/Math/>

Tennessee Educator Acceleration Model: <http://team-tn.org/>

National Association for the Education of Young Children: <http://www.naeyc.org/>

National Council of Teachers of Mathematics (NCTM): <http://www.nctm.org/>

National Council of Teachers of English (NCTE): <http://www.ncte.org/>

National Council for the Social Studies (NCSS): <http://www.ncss.org/>

National Science Teachers Association (NSTA): <http://www.nsta.org/>

North American Reggio Emilia Alliance: <http://www.reggioalliance.org/>

Voices of Practitioners journal: <https://www.naeyc.org/resources/pubs/vop>

Important Child and Family Studies Contact Information

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Teacher Licensure Committee Members

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OFFICE OF PROFESSIONAL LICENSURE AND SCHOOL-BASED EXPERIENCES PERSONNEL

David Cihak, Interim 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 internship and field-based 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

Jana Spitzer, Interim Director of Student Services - responsible for oversight of all functions of Student Services Center; supervises licensing staff and licensing process.

Telephone: 974-8194

E-mail: : jthoma47@utk.edu

Geri Landry, Director of School-Based Experiences – responsible for developing and maintaining relationships with schools regarding internship and field 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.

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E-mail: glandry@utk.edu

Amelia Brown, Data Coordinator – responsible for data collection and analysis regarding major components of the teacher assessment system; issues various reports to appropriate persons related to improvement of teacher education programs, including electronic portfolio.

Telephone: 974-1398

E-mail: aabrown@utk.edu

Nina Fox, Principal Secretary - 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.

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E-mail: nfox@utk.edu

Diane Booker, Administrative Support - 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, Accounting Assistant and Administrative Support - manages the Office of School-Based Experiences; is responsible for intern application process, liability insurance, and intern data base; provides communication link with interns and placement schools.

Telephone: 974-5203

E-mail: jcampb89@utk.edu

Lisa Emery, Laura Stetler, and Demetria Mells, Licensing Specialists - 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 , dmells@utk.edu

Graduate School of Education Internship Handbook Links

Internship Year Handbook

<https://osbe.utk.edu/wp-content/uploads/sites/37/2018/05/Internship-Year-Handbook.pdf>

School Partnership Handbook

<https://osbe.utk.edu/wp-content/uploads/sites/37/2018/07/School-Partnerships-Handbook.pdf>

Appendices

Progressing into the CFS Licensure Programs: PreK-K and PreK-3 *“Taking the Mystery Out”* of *Step I – The Teacher Licensure Admissions Board Interviews*

Admission into the CFS PreK-K and PreK-3 Teacher Licensure programs is determined by examining several different factors. The actual admission decision is determined once a student reaches junior standing and completes an application to the department program. Prior to admission students must first be progressed by interviewing with the CFS PreK-K or PreK-3 Admission Board. Interviews are held fall and spring semesters for both PreK-K and for PreK-3. The progression process for PreK-3 is a two-step process: Step I – The Admission Board application and Interview progresses the student to Step II – the Graduate School Application. The progression process for PreK-K includes only Step I – The Admission Board. For the purposes of this document only Step I will be described in detail.

1) Students must meet certain requisites to be eligible to progress and apply to the program.

Pre-Requisites for applying:

- Completion of 60 hours prior to applying – junior standing
- A 2.75 GPA or higher
- 21 score of the ENACT or 1020 on the RSAT or passing Core Academic Skills for Educators (formerly Praxis I): math, reading, writing
- Minimum grade of a C in all CFS courses
- Successful completion of CFS 106, 211, and enrollment in or completion of CFS 350
- Completion of the Application Questionnaire for Admission
- Fingerprint scan and Background Check

2) Before the Interview

Being eligible to apply does not guarantee admission into either of the CFS Teacher Licensure programs.

Consideration for admission actually begins the moment a student declares a PreK-K or PreK-3 program of study and continues throughout the program. To be a strong candidate, each student should attempt to perform to the best of his/her ability in all of the following areas:

- Coursework at UT and in CFS – Punctuality and attendance in class is expected. Preparation for class and participation in class discussions is strongly advised. Getting to know professors and instructors in the CFS Teacher Licensure program and developing the reputation of being a “strong student” is recommended. Students who demonstrate academic rigor and motivation while enrolled in undergraduate courses have a higher likelihood of progression into teacher licensure programs. In summary, students who take a mature and serious approach to all of their courses and requirements will have the best chance of admission into the PreK-K and PreK-3 programs. The application of knowledge in practice is a desirable ability.
- General Academic Abilities – Teacher candidates need a strong knowledge base and should be confident learners. In addition to good grades, standardized test scores such as the Core Academic Skills for Educators (PPST), ENACT, and the RSAT can be good indicators of a students’ general knowledge base. Higher scores on these tests are viewed as evidence the student is a successful learner.
- Experience with children – Volunteer, employment, and for credit experiences with children are very important. Multiple and varied experiences with children – particularly experiences in the teaching arena – provide the candidate with a broad perspective of the teaching/education field and the role of a teacher. More experience generally indicates a candidate has had more time to develop actual teaching skills and judgment in applying those skills. Student evaluations from CFS participation experiences in the Early Learning Center - ELC (CFS 350, 351, and 470) will be considered.
- Professional Dispositions (ProCADs) – Candidates for Teacher Licensure programs at UT are required to be aware of and developing professional dispositions - ProCADs. Progress toward these professional

competencies, attitudes, and dispositions will be carefully considered. Please refer back to the Dispositions Contract for specifics. A Dispositional Deficiency Form (DDF) is produced when a student exhibits behavior that is contrary to these professional dispositions and is generally seen as indicating the student may be struggling with or lacking one or more of these required professional dispositions. Having DDF's lessens the student's chances of being accepted into either Teacher Licensure program.

- Personal relationships, communication skills, and collaboration – Teaching is a collaborative endeavor requiring good communication skills and the ability to form and sustain collaborative relationships with others. Evidence of these abilities can be seen in course work on group projects, participation in the ELC classrooms, and interactions with advisors, professors, classmates, and working professionals. Becoming a good writer is a critical skill for teachers and is essential for success during graduate coursework. The written application for progression will be considered a writing sample for evaluation along with other writing experiences from coursework. Care should be taken to ensure that candidates put forth their best efforts with all writing assignments and proofing of written work. Possessing skills and strengths in each of these areas is looked upon favorably for progression.

3) During the Admission Board Interview

Part of the official application process to both the PreK-K and PreK-3 programs includes participating in an interview with the Admission Board. Students may schedule an interview with the principal secretary in the Office of School Based Experiences, Bailey Education Building when they have completed their Teacher Education Application during the semester they intend to officially apply for progression.

Purpose of the Interview – The purpose of the interview is to participate in a professional exchange about the student's decision to enter the CFS Teacher Licensure Program and to give the Admission Board additional information to use in deciding whether or not to progress a student

What to expect during the interview

- Each Admission Board panel will be comprised of 4 members – A PreK-K or PreK-3 coordinator, a Teacher Licensure Committee faculty member, a practitioner/teacher, and an advanced PreK-K or PreK-3 student/intern (PreK-K also includes a representative from special education).
- Interviews last about 30 minutes and include information about the application process, about 20 minutes of questions by the Admission Board panel, and a chance for the candidate to ask questions.
- Interview questions come from the following general areas:
 - ✓ Experience – Exposure to teaching
 - ✓ Motivation for teaching/Interest in teaching
 - ✓ Sensitivity to diversity/Social consciousness (special education interest for PreK-K)
 - ✓ Commitment to learning
 - ✓ Breadth of interests
- Additionally, the following will be observed during the interview:
 - ✓ Oral communication and grammar
 - ✓ Demeanor during interview
 - ✓ Observed behavior during interview
 - ✓ Ability to work and deal with others as leader, follower, in groups
 - ✓ Good Listener? Eye contact? Responded with little prompting?

Students should remember the interview is one part of the admissions process. No admission decision is made based solely on the interview. Admission Board members understand that students may be nervous during the interview and therefore, take that nervousness into account in making their overall decision.

4) After the interview

- Immediately following each interview the Admission Board panel rates each candidate based on the interview.

- CFS faculty and Early Learning Center staff members give written feedback on students who are applying to progress into the PreK-K and PreK-3 programs. This feedback is compiled and used during the decision making process.
- After all interviews are complete the Teacher Licensure Committee meets to make decisions regarding progression (Step I - the PreK-3 Admission Board and PreK-K Admission Board).
- The actual progression decision is based on information from a variety of sources: GPA/Academic ability, experience with children, participation, and evaluations in the Early Learning Center, feedback from professors, instructors and advisors, the written application, references, development with the professional dispositions, and results of the interview.
- PreK-K and PreK-3 students who successfully pass the Admission Boards interview process are notified of their provisional admission pending positive outcomes from all background and student conduct checks as well as a check of final grades from the semester. All students must maintain a least a 2.75 gpa. Progression decisions are communicated individually to each student in the form of a letter and e-mail notice. These letters should be received by the end of the semester in which the student interviews.
- Students in either program who are not progressed may schedule a meeting with a PreK-K or PreK-3 coordinator to discuss why the student was not progressed and to receive suggestions for improvement. Students may choose to re-apply for progression in the following semester.

PreK-K and PreK-3 Admission Board Sample Questions for Interviews

1. Exposure to Teaching/Experience

- What experiences have you had with children this semester and what did you learn from them? Include one of the above as a follow-up.
- What experiences have you had that make you believe you would be well suited for teaching?
- What experiences have been most influential or helpful in preparing you to become a teacher?
- What is your definition of a good teacher and how have your personal experiences helped you arrive at this definition?
- When you imagine yourself as a teacher, what are some of the characteristics you hope to convey to your students? To their parents? To your colleagues?

2. Motivation for teaching

- What do you hope to contribute to the field of early childhood education? Tell us about the ways in which you hope to serve children and families.
- Describe an experience where you felt effective with young children. What made you feel particularly effective?
- Pick an age group; tell us what children deserve in a classroom environment/from their teachers at this age.
- Why do you want to be a teacher? An early childhood teacher? At the end of a long week, what will motivate you to prepare for the next week?

3. Sensitivity to diversity

- When have you had to work with others whose values, ideas, or background differed from yours? Can you talk about that? What did you realize about yourself in that situation? What skills do you believe you possess that are beneficial when working with others different from yourself?
- What is your definition of diversity? What experiences have you had that help you arrive at your definition?
- Talk about what you have learned from your classes about serving diverse families. (e.g., CFS 385)

4. Commitment to Learning

- What do you know about yourself as a learner that helps you when you encounter a challenge?
- In what ways do you see yourself furthering your learning once you leave UT?
- Think about something you read about or discussed in a class this year that has influenced your ideas about what it takes to be a teacher of young children.

5. Breadth of Interests

- What would you say makes you an interesting person?
- If you could be doing anything of your choice next summer and we said we would fully fund whatever you want to do (money is not an issue; you have no courses to take; you have an open slate), how would you choose to spend your time?
- In what ways have you pushed yourself to step outside of your “comfort zone”?

6. Additional Question for all interviewees

- How do you advocate for causes you are passionate about?
- What is the hardest thing you’ve ever done?
- If you could create the ideal school, what would it be like?
- Please share with us anything you feel will help us further consider your unique qualities as an effective early childhood teacher.

Complete and return to:
 Geri Landry, Director
 Office of School-Based Experiences
 331 Bailey Education Complex
 1122 Volunteer Boulevard
 Knoxville, TN 37996

DEFERRAL REQUEST FORM

In order to defer from your designated internship year, this form must be completed and a meeting scheduled with Dr. Marian Phillips and/or Dr. Dulcie Peccolo to discuss future options. Failure to complete these steps may result in your removal from the teacher preparation program. Re-entry into the internship program also requires communication with your program coordinator and completion of an Intern Orientation.

Last Name: _____ First Name: _____ MI (or Maiden) _____

UT Student ID: _____ Email Address: _____

Program to which you are requesting a deferral: _____

Term to which you wish to defer your internship: _____

Reason for Deferral: _____

Current Mailing Address and Contact Information:

Street Address: _____

City: _____ State: _____ Zip Code: _____ Country: _____

Current Phone Number: _____ Alternate Phone Number: _____

Permanent Mailing Address and Contact Information:

Street Address: _____

City: _____ State: _____ Zip Code: _____ Country: _____

Permanent Phone Number: _____ Address Valid Until: (month/day/year) _____

*** Please notify our office if you have a change in address.**

Student Signature: _____ Date: ____/____/____

Program Coordinator Signature: _____ Date: ____/____/____

Coordinator of School-Based Experiences Signature: _____ Date: ____/____/____

Director of Student Services Signature: _____ Date: ____/____/____

NOTES: _____

Complete and return to:
 Geri Landry, Director
 Office of School-Based Experiences
 329 Bailey Education Complex
 1122 Volunteer Boulevard
 Knoxville, TN 37996

WITHDRAWAL REQUEST FORM

This form must be completed and a meeting scheduled with Dr. Marian Phillips and/or Dr. Dulcie Peccolo to finalize the withdrawal process. For re-admittance into a program, candidates are required to complete the admission process for graduate school and the interview process within the college. Please consult with your advisor to determine the specific steps to be taken should you decide to return.

Please note that it is your responsibility to formally withdraw from your UT education courses this term as well as the program. If this withdrawal process is not followed, there will be no option for re-admittance.

Last Name: _____ First Name: _____ M.I. (or Maiden) _____

UT Student ID: _____ Email Address: _____

Program from which you are withdrawing: _____

Reason for withdrawal: _____

Current Mailing Address and Contact Information:

Street Address: _____

City: _____ State: _____ Zip Code: _____ Country: _____

Current Phone Number: _____ Alternate Phone Number: _____

Permanent Mailing Address and Contact Information:

Street Address: _____

City: _____ State: _____ Zip Code: _____ Country: _____

Permanent Phone Number: _____ Address Valid Until: (month/day/year) _____

**** Please notify Office of School-Based Experiences to complete a Change of Address form****

Student Signature: _____ Date: ____/____/____

Program Coordinator Signature: _____ Date: ____/____/____

Coordinator of School-Based Experiences Signature: _____ Date: ____/____/____

Director of Student Services Signature: _____ Date: ____/____/____

NOTES: _____

Request to Delay Student Teaching Form

Please complete the form and return it to the PreK-K Teacher Licensure Coordinator

Name _____ ID# _____

Address _____ Phone _____

_____ Zip Code _____

E-mail Address _____

Student Teaching Year Originally Accepted for _____

New Year Requested _____

Reason for the deferral request:

Student Signature

Date

PreK-K Coordinator Signature

Date

Teacher Licensure Committee Chair Signature

Date

Approval Granted: Yes _____ No _____

Comments: _____

For Program Use Only

Date received:
Date presented to Teacher Licensure Committee:
Date approved:

Update sent to faculty and office staff:

Department of Child and Family Studies

Signed in by

Date:

APPLICATION FOR CFS 470: TEACHING PRACTICUM

Name _____ Student ID# _____ Do you have a car? _____

Local Address _____ City _____ Zip _____

E-mail Address _____ Home Phone _____ Cell Phone _____

Semester and year you wish to take CFS 470: Teaching Practicum: *Spring, Summer or Fall* _____

Please indicate what semester **you took or will be taking** the prerequisite courses to CFS 470. These courses must be completed (with at least a C grade) before you will be admitted to the teaching practicum experience.

CFS 110 or 105/106 _____ **CFS 211** _____ **CFS 350** _____ **CFS 351** _____

Please indicate the classroom and Demonstration teacher (*Infant, YT, OT, Preschool, or Kindergarten*) in which you completed your participation experience: **CFS 350** _____ **CFS 351** _____

All students working toward a degree from the Department of Child and Family Studies must complete practicum requirements. This application is for CFS 470: Teaching Practicum. This course is required for all ECE (PreK-3) students. Also, it is the course of choice for students wanting preschool (birth through kindergarten) experience with children in group settings or a more intensive knowledge of the development of young children, but who are not interested in the PreK-K licensure program. **All students must earn a C or better in all CFS and related required courses prior to taking CFS 470.**

This application should be completed and returned to the practicum coordinator, JHB 239, usually while taking CFS 350.

Applications are given priority in the order they are received as well as in conjunction with the expected date of graduation and the availability of other required courses. Teaching practicum will be tentatively scheduled based on availability, and the final assignment will be contingent upon completion of prerequisite requirements as outlined by the catalog and the proposed plan of study. The final assignment for teaching practicum will be made at the end of the semester before the student is to begin CFS 470.

The semester before CFS 470, students must do the following:

- 1) Check e-mails and check with coordinator to confirm that you are on the list.
- 2) Respond quickly to notification emails. **Late in the semester prior to placement, you will be notified by e-mail of your placement and will be requested to give your intention to take the course.**

***PLEASE NOTE:** Each semester includes different start and end dates. Be sure you check with the practicum coordinator about dates regarding the semester in which you are interested. The practicum semester follows the ELC calendar which is similar but not the same as the University of Tennessee's calendar. Expect to be in your placement approximately 40 hours/5 days per week.

I have read all of the above information and understand the parameters of the CFS 470 teaching practicum experience.

Student's Signature_____
DatePosted by
Date

Rev. MKF 7/18

8/3/2018

Advising Form: Senior Privilege and Graduate School Start Date Confirmation

Child and Family Studies PreK-3 Teacher Licensure Program

Part A – ‘Senior Privilege’ Permission

Senior Requesting Graduate Credit form

Can be accessed at: <https://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/>

I intend to take the following course(s) for Senior Privilege during the following semester(s):

<u>Course</u>	<u>Semester/year</u>
<u>1.</u>	
<u>2.</u>	
<u>3.</u>	

I understand I must have at least a 3.0 GPA and be within 30 hours of graduation to be eligible for Senior Privilege. I also understand I must complete the *Senior Requesting Graduate Credit* form, have the course instructor sign the form, and turn the form into the *UT Graduate School* by the deadline in order to receive permission for senior privilege. Further, I understand I must register for graduate credit for Senior Privilege classes. Lastly, I understand it is my responsibility to follow through with these tasks in a timely manner in order to receive the proper credit for courses and avoid a delay in graduation.

Student Signature

Date

Academic Advisor Signature

Date

Part B – Start Date for Graduate School

I intend to graduate with my B.S. degree during _____
Semester & year

My UT Graduate School application lists my start date for graduate school as _____
Semester & year

I understand I may not begin graduate school until I have officially graduated with my bachelor’s degree (even though I may be taking graduate courses for senior privilege). I also understand it is my responsibility to accurately state my start date for graduate school and to begin graduate school during the stated semester. Further, I understand it is my responsibility to officially request a change in start date from the graduate school if the situation demands. Lastly, I understand it is my responsibility to update my academic advisor and the CFS Graduate secretary should I officially change my Graduate School start date.

Student Signature

Date

Academic Advisor Signature

Date

CFS PreK-3 Teacher Licensure Students – Graduate School Admission Process

- In the semester following the two-step admission process into the PreK-3 program by the ECE Admission Board and the Teacher Licensure Committee, students will be invited to attend a “**Rising Interns**” meeting planned by the Teacher Licensure faculty and coordinators of the ECE program to learn about the “next steps” for entering the program.
- During the “Rising Interns” meeting the timeline and procedures for applying to the UT Graduate School, as well as other paperwork requirements for CFS and the internship, will be discussed.
- A student needs to work with his/her undergraduate academic advisor to determine which semester the student would be eligible to begin graduate school at UT.
- The UT Graduate School application should be filled out during the senior year - prior to but not more than - one year in advance of the anticipated grad school start date. Application deadline dates are:

Grad School Start Date	Grad School Application Deadline
Summer Semester	February 15
Fall Semester	April 15
Spring Semester	September 15

- The UT Graduate School application can be found at http://graduateadmissions.utk.edu/new_applicants.shtml Students should read and follow carefully all procedures.
- When filling out the UT Graduate School application the student will be asked for the names of 3 references. Students who already submitted references/letters of recommendation for the Admission’s Board process need not submit additional names/letters. They may skip this step by entering the following email addresses (in the reference slots) in order to bypass the system requirement:
 - utkga1@yahoo.com
 - utkga2@yahoo.com
 - utkga3@yahoo.com

Additionally, students will have to enter names for the recommenders but could use something like “Not” and “Applicable” for the first and last names.

- Once the application to the UT Graduate School has been completed and submitted on-line, CFS personnel will process a student’s application within the UT *Admit* system.
- Should the student need to make changes to the graduate application (start date for the graduate program or other changes) after the application is submitted, the student will need to contact his/her admissions specialist in the Graduate School <http://graduateadmissions.utk.edu/contacts.shtml>

Important reminder!! A student cannot officially begin Graduate School until after he/she has graduated with the Bachelor’s degree. Certain eligible students may choose to take graduate classes while still enrolled as an undergraduate student (with senior privilege). However, in this arrangement the student is still an undergraduate student and is not eligible to be admitted to graduate school. Therefore, students taking graduate classes with senior privilege must be sure their Graduate School start date is listed as a later date – a semester sometime AFTER undergraduate graduation.

For questions students may contact the CFS department office (974-5316) and ask to speak to the ECE Graduate secretary.

Child & Family Studies Graduate Course Rotation

Completion of the Master's Degree

In order to complete the Master's Degree in Child and Family Studies with a concentration in Early Childhood Education students must take four (4) additional graduate classes equaling 12 credit hours. The following is a list of these additional graduate classes:

CFS 510	Theories of Child Development, OR	CFS 550 Theories and Research in Family Studies (choose one)
CFS 511	Research in Child Development, OR	CFS 552 Diversity (choose one)
CFS 512	Theories and Research in Early Childhood Education	
CFS 551	Assessment in Early Childhood Education (taken in summer prior to the internship year)	

Year One			Year Two			Year Three (2017 – 2018)		
Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018
572	672	552	572	550	510	572	672	512
510	552	512	510	540	552	510	552	550
570	512	510/550	515	640/610/580	512	570	511	551
631	511		562	650		640/610/580	640/610/580	
635	533		Adv ECE			Adv FS	660	

Year One (2018 – 2019)			Year Two (2019 – 2020)			Year Three (2020 – 2021)		
Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021
572	672	510 or 550	572	550	510	572	672	512
510	552	552 or 511	510	540	552	510	552	550
570	512	512	570	535	512	570	562	511
515	511	551	**652	650	551	560	660	551
635	*new longi		555	511		***sp topics	631	

CFS 551:

Please remember that **CFS 551** (Assessment in Early Childhood Education) is designed for students to take together as a cohort during the summer *prior* to the internship year. It is strongly recommended that MS – TL students take **CFS 512** in the summer prior to the internship if at all possible.

References

- Alawiye, O., & Williams, H. (2010). Disposition profile inventory: An assessment tool for measuring the professional attitudes and behaviors of teacher education candidates. *National Social Science Journal*, 34(2), 1-12
- Katz, L.G. and Raths, J.D. (1985). Dispositions as Goals for Teacher Education. *Teaching and Teacher Education*.1(4): 301-307.
- Mish, F., et al. (Ed.). (1991). *Webster's ninth new collegiate dictionary*. Springfield, MA: Merriam-Webster Inc.
- Rokeach, M. (1968). *Beliefs, attitudes and values: A theory of organization and change*. San Francisco: Jossey Bass.