State Specialty Area Licensure Program Report for Conditional Approval

Submitted by:
Lane College
Teacher Education Program

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Interdisciplinary Major with a Study in Elementary Education K-5

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Initial educator preparation at Lane College is provided through the Interdisciplinary Studies Department, Teacher Education Program located in the Division of Liberal Studies and Education. This overview will describe the institutional history and mission, department vision, and conceptual framework.

Overview of Lane College
About Lane College

Lane College, located in Jackson, Tennessee on approximately 55 acres, is a small, private, co-educational, church-related institution that provides a liberal arts curriculum leading to associate and baccalaureate degrees in the arts and sciences. The College admits persons regardless of color, sex, religion or national origin.

The future of Lane is intimately tied to its historic past. The College was founded by individuals who were committed to assuring that newly freed slaves would be able to "read, write, and speak correctly." The vocational goals of the first students to enroll at the College were in the areas of teaching and preaching. It was the view of the founders that neither group would be able to influence the more learned individuals in society unless they had academic, spiritual, cultural, and economic qualifications that were equal to their counterparts.

Lane College played a significant role in reducing the rate of illiteracy among blacks in the South in fewer than fifty years. The pool of Lane College graduates has expanded to include alumni who have entered a multitude of professional disciplines. The College is confident in its future because of its exceptional progress — due in large measure to the advocacy and commitment of its faculty and staff, alumni and friends — all of whom have supported an ambitious agenda of high academic standards, robust support services, new capital improvements, strong financial management, and strict administrative accountability.

While Lane enjoys the solid advantages accruing from a 133-year tradition of educational progress, the College is more confident in its future than ever before. The faculty and staff, under the leadership of President Logan Hampton, have employed a collaborative approach to establishing a revived culture of student-centered, technology-enhanced teaching and learning. This involves viewing students as clients, life-long learners and future leaders, and viewing faculty as life-long learning facilitators who utilize technology as an integral part of the teaching and learning process.

Mission of the College
With strong ties to the Christian Methodist Episcopal Church, the College's Mission is to develop the "whole student." Academic excellence is the institution's top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. The College believes that one's intellectual capability coupled with social and spiritual growth is essential to the development of a well-rounded individual. In keeping with this Mission, the College offers creative and enriching academic programs to prepare students for their chosen careers; and encourages active student engagement to cultivate life-long learning.

EPP Vision Statement
The Teacher Education Program is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. We strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all

The organizing theme of the Teacher Education Program is "teachers as innovators". We strive to help our candidates build and construct new methods, ideas and strategies for meeting the challenging and diverse needs of today's students.

Overarching Unit Goals

Unit Operations Goals

- Meet state and national standards for the Unit.

- Ensure the excellence of all licensure programs in the Unit.

- Respond to the needs of the regional and state-wide teaching community.

Unit Program Goals

- Meet the state and national standards relevant to the various programs.

- Meet the Unit Goals for candidates through the various programs.

- Continue to build strong partnerships with stakeholders.

Unit Candidate Goals

- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.

- Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.

- Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.

- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

Conceptual Framework

Description of the Conceptual Framework (CF)

A graphic schema was constructed to incorporate the Teacher Education Program's Conceptual Framework. The six ribbons in the schema symbolize our benchmarks. Each benchmark provides information regarding how our teacher candidates matriculate through the program. The top of the spiral represents the expectations held by faculty that graduates will be caring, committed, competent and culturally responsive urban educators. The faculty uses the acronym 4C's to refer to the spiral construction model **(Evidence CF: Conceptual Framework Model)**.

State Specialty Area Licensure Program Report for Initial Approval Elementary Education

(Endorsement in Elementary Education K-5)

Teachers as Innovators (4C's)
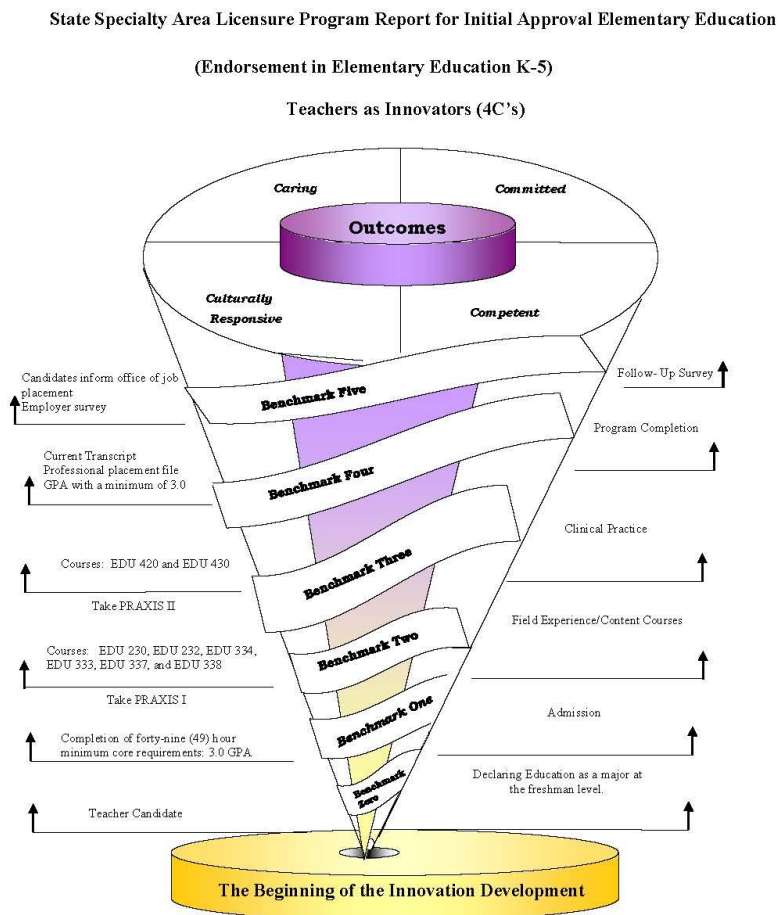
PART I – Educator Preparation Provider (EPP)

Section 1: EPP Eligibility Requirements

The Lane College EPP has the capacity to prepare teacher candidates. Lane College, as explained in the overview section is a four-year private nonprofit institution. Lane College is an accredited institution. The current enrollment is 1,427 with a student demographic of 94% African Americans.   Lane College offers associate and bachelor degrees for various disciplines.

From 2012 to present, the Teacher Education Program at Lane College has been strategically engaged in the processes of addressing the concerns noted in The Tennessee Board of Examiners Report. The College formulated a plan of action addressing reestablishment. The faculty and the Teacher Education Council (TEC) board met with the President to address the concerns and direction for reestablishment. Funding and resources were allocated for this process. In 2015-2016, the Division Chair, Coordinator, Faculty, and all other stakeholders began restructuring the program. In the fall of 2017, a meeting was held with stakeholders to address the need for reestablishing the program. The following items were documented through agendas and minutes **(Evidence/Section 1a: minutes, agendas, and sign-in sheets).** Further, the following personnel were added to the department: a program Director, Assessment Coordinator, CAEP/Compliance Coordinator, and Field Experience and Clinical Practice Coordinator.

The department also established committees, such as Conceptual Framework Committee, Assessment Committee, Clinical Practice and Field Experience Committee, P-16 Advisory Committee, a Teacher Education Council (TEC), Grievance Committee and a Disposition Committee **(Evidence/Section 1b: minutes, agendas, and sign-in sheets).** Each committee consist of faculty, students, community and P-12 members.   The Department also collaborated

with surrounding institutions to obtain feedback regarding information needed for reestablishment.

Section 2: EPP Framework

The EPP ensures that all candidates develop an understanding of the critical concepts and principles of their discipline by using multiple measures to address each component of Council for Accreditation of Educator Preparation (CAEP).

Introduction to Standard One. Candidates in the Teacher Education Program (EPP) will be proficient in content and pedagogical knowledge as evidence in our reconstructing of our EPP program.   The EPP created new assessments and rubrics which were revised in Fall 2017 to be aligned to Interstate Teaching Assessment and Support Consortium (InTASC) standards, CAEP standards and national standards. The assessments are the following: Lesson Plan, Case Study, Digital Video Self-Study, e-Portfolio, and two key assessments per content/field-based courses and Clinical Observation.

Standard 1

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

The Lane's College's Teacher Education Program Conceptual Framework guides the teacher preparation program across all majors, minors, and certificates (*Conceptual Model*). As members of educational communities informed by standards, research, and best professional practices, candidates will be held to high expectations. The conceptual framework model and performance outcomes will promote the knowledge, skills, and dispositions new teachers are expected to develop as a result of their teacher preparation to assure they are classroom ready.

The teacher preparation program Elementary K-5 will emphasize learning as a continuous process that extends over the entire span of the educator's professional life. The knowledge bases for the Unit are organized around the outcomes of the Unit's conceptual framework. To assure

that candidates meet these outcomes, the unit has developed a set of 21 proficiencies. These proficiencies identify the knowledge, skills, and dispositions candidates must show evidence of mastery upon exit from our programs **(Evidence/Standard 1.1a: 21 Proficiencies)**.   The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable.   These are designed to produce professional educators who are competent, caring, committed, and culturally responsive. Each of these outcomes is significant in the development of a unique kind of professional who is prepared to teach all students, and is specifically equipped to effectively serve urban and rural student populations.

Candidates will be required to be knowledgeable about the subject matter that they will teach. Teacher candidates are expected to learn how to create environments that support the learning and development of all students and clients, how to enrich individual and group learning, and how to use a variety of learning resources, including technology. Further, EPP candidates will demonstrate understanding of the InTASC standards. With deep understanding of the learner and learning, content, instructional practice, and professional responsibility, candidates will demonstrate skills and commitment that provide all P-12 students access to rigorous college and career ready standards. Candidates will model and apply technology standards as they design learning, engage learners, implement instruction, and assess learning.

Content and pedagogical knowledge are demonstrated through varied measures. In compliance with our EPP policy, teacher candidates are required to pass the PRAXIS I examination or have a 21 ACT score to gain admittance to teacher education. In addition, common course syllabi, common course assignments, EPP key assessments, course work and clinical evaluation instruments are aligned with to CAEP Standards, InTASC standards, the Unit Standards, and Conceptual Framework.   The EPP has developed a template for course outlines in which all

instructors' course outline/syllabi in the Specialty and Professional courses will have an alignment table.

The alignment table will indicate the alignment of InTASC standards, the EPP Proficiencies, CAEP standards, content standards and state standards. The Alignment table demonstrates candidates' understanding of the 10 InTASC standards at appropriate levels across their programs. The EPP program will teach the InTASC standards in progression throughout the program requirements in knowledge, application and evaluation stages. Teacher Education Program faculty determine the placement of the InTASC standards throughout the program courses. As candidates progress through their program, evidence of content knowledge will be collected through multiple measures such as the Content Lesson Plans, Key Assessments, Unit Plans and Evaluation of Field Experiences. Candidates' development of best pedagogical practices will be tracked throughout clinical experiences through clinical faculty members' completion of the Field Experience Evaluations and Student Teaching Evaluations. Student Teaching Evaluations and EdTPA Eligibility Portfolio will indicate proficiency at the exit benchmark.

PRAXIS II will be another source of data that will indicate that our students have mastery of their content. Based on previous data, our teacher candidates struggled with passing the exam resulting in low passing rate for Lane College. The EPP has developed a course EDU 435-Teacher Certification that is required once admitted. The course will provide test taking strategies and understanding of the EdTPA requirements (**Evidence/Standard 1.1b: Degree Plan**). Benchmark Admission Data, Field Experience Evaluations, and Student Teaching Evaluations also provide evidence of candidates' content knowledge upon admission to teacher education and progression through course clinical experiences.

Lastly, the EPP will ensure that candidates are knowledgeable of best technological practices to enhance instruction. The EPP has developed a course, EDU 231- Technology for Educators, which will explore a wide range of educational technologies investigating in detail technologies that can be applied to and integrated into classroom instruction. In this course, candidates plan instruction that is technology based yet culturally and developmentally appropriate. Technology instruction will also be infused in all content courses. Teacher candidates will be taught how to access free tools and be able to use digital tools (e.g., blogs, video analysis, podcasts, e-portfolios) in both methods classes and field experience course to support their ongoing development as teachers.

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

The EPP ensures that candidates use research and evidence to develop an understanding of the teaching profession. Candidates incorporate research about educational cognitive and behavioral learning theorists in their educational philosophies. In EDU230- Foundations of Education, teacher will be required to reflect on their beginning field experiences and also developed community profiles of the surrounding school district.   In ENG 251- English Acquisition Course, candidates will investigate effective teaching strategies to support English Language Learners. In EDU 330-Multicultural Settings, candidates will write papers describing the selection of high-quality multicultural literature and use of research-based strategies to develop students' cultural awareness and literacy skills.

EPP faculty will model research-based practices during course delivery. Faculty will systematically teach research-based strategies during methods courses. For example, in the course EDU 338-Reading and Writing, faculty will teach candidates how to formally assess student's literacy skills and adjust instruction based upon perceived needs. These strategies are

employed during extensive practicum experiences.

Lane's Teacher Education Program InTASC Alignment table and Lane's Course Alignment tables document how course activities and assessments are aligned to InTASC and CAEP Standards. These tables indicate where the standards are introduced, demonstrated and mastered. The alignment tables will document the EPP's efforts to scaffold candidates' research-based practices throughout the program. The Principles of Learning and Teaching, the Lesson Plan Assessment, the Evaluation of Field Experiences, and the EdTPA Eligibility Portfolio indicate candidate use of research-based practices in assessing students' knowledge, adjusting instruction, and accommodating students' special needs in a classroom setting. Student Teaching Evaluations, the teacher performance portion of Student Teachers' EdTPA Eligibility Portfolios, and Lesson Plan development will document evidence of candidate use of research to assess, analyze, and appropriately plan P-12 students' educational experiences.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

Common course syllabi, content-based key course assessments, and EPP-created assessments are aligned with EPP Perceptions Unit Outcomes, InTASC and SPA standards to ensure all candidates demonstrate the knowledge and skills necessary to become effective educators. The EPP-InTASC Alignment table documents faculty involvement in curriculum alignment to ensure content is being taught in all courses. The Evaluation of Field Experiences and the Student Teaching Evaluation instrument will provide evidence of the teacher candidate's content and pedagogical knowledge.

The Teacher Education Handbook and Assessment Handbook provide information on the policies and procedures required for candidates to complete the requirements for successful

certification. These documents include information on timelines, application processes, dispositions, examination procedures, clinical experiences, and student teaching practices. The Units Admission Data will provide information on candidate GPA, Ethnicity, PRAXIS scores, and gender indicating candidate academic ability. This information is housed in the Lane College Assessment System (LCAS) and will generate on an Excel spreadsheet.

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

The EPP will provide the necessary instruction to enable candidates to demonstrate skills and commitment to equip their P-12 students with rigorous college and career ready standards through Praxis II and Principles of Learning and Teaching. The EPP- Lesson Plan Assessment, Field Experience Evaluations, Student Teaching Evaluations and Eligibility Portfolio assessment rubrics have performance criteria addressing candidates' use of Common Core State Standards.

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

The Technology Matrix, Evaluation of Field Experiences, Student Teaching Evaluations, Eligibility Portfolio, EPP- Lesson Plan Assessment, EPP Course Alignment table, the Feedback Forms and Benchmark 1 Admission Data all include items that demonstrate that candidates are equipped to use technology in their course assignments, lesson design, implementation and assessment.   Candidates will demonstrate knowledge and skill proficiencies including accessing databases, digital media, and/or electronic sources. Teacher candidate will be expected to to design and facilitate digital learning during content block, and clinical practices. Further, candidates will be expected to demonstrate the ability to track and share student performance data digitally.

The department has also developed a course EDU 231- Technology for Education. This course explores a wide range of educational technologies investigating in detail technologies that can be applied to and integrated into classroom instruction. In this course, candidates plan instruction that is technology based yet culturally and developmentally appropriate.

Conclusion

The preponderance of evidence strongly suggests that pedagogy, research-based methods and measured classroom experiences are key elements for ensuring candidates complete student teaching successfully and pass the Praxis exam and the EdTPA for initial licensure.

The EPP will solicit feedback from stakeholders (i.e., schools, superintendents, alumni, clinicians and graduates) to inform program improvement in order to train quality teachers for tomorrow's classrooms.

Standard 2

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Without the support and efforts of effective partnerships, it is impossible to offer quality programming for a statewide teacher licensure program. The collaborations and partnerships that are formed during a teacher candidates' internship and clinical experiences are vital to the program's success. The EPP has established a P-16 Advisory Board and has established several MOUs agreements with surrounding school districts.   The P-16 Advisory Board serves as a broad-based advisory group that provides feedback to the Director of Teacher Education and Unit on important items that influence faculty, staff, and teacher candidates within the college.

The intent of the Advisory Board is to provide a continuous dialogue that will promote a healthy partnership and improvements at the college, district, and school level. We envision a teacher education program where college faculty and P-12 education leaders work together in the spirit of cooperation, promoting a positive change that produces effective educators for the 21st century.

Bringing a congenial and collaborative spirit to the group's mission, members will work to establish opportunities that enhance reciprocal partnerships among Unit leaders and area educators while providing feedback about education programs, policies, and procedures. The board will meet once a semester, discussing P-16 initiatives that impact students from preschool through graduate school and into the educational profession.

Further, the EPP has established Memorandums of Understanding (MOU) with schools and districts within the service region (i.e., Humboldt School District, Fayette County School District and Jackson-Madison County School District). These partnership agreements are signed by the College President and school district leaders. The MOU agreements describe EPP/partners' shared responsibility to provide a range of clinical experiences that allow candidates to link theory to practice.

Meaningful partnerships are an integral part of the EPP's Quality Assurance Process because they assure quality clinical experiences which will develop candidates' knowledge, skills and dispositions that will positively impact students' achievement. The EPP has established mutually beneficial partnerships with clinical faculty and P-12 partners **(Evidence/Standard 2.1a: P-16 Advisory Board Charge and Evidence/Standard 2.1b: Correspondence with Principals, meeting agendas/minutes).** The EPP and P-12 partners will make shared decisions on clinical experiences plus candidate entry, preparation, performance expectations, and exit.

The EPP has and will continue to consult with P-12 partners about coherence across clinical and academic components of candidate preparation. During this process our partners are continually evolving and will provide support and suggestions for improvement of candidate preparation. Productive, mutually beneficial partnerships will be an inherent part of quality candidate preparation, and will allow the development of more authentic partnerships and professional development schools as a focal point of the EPP's.

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

The EPP will actively engage partners in the design and implementation of clinical experiences. As mention previously, the EPP has established a Field and Clinical Practice Committee. The committee is comprised of faculty, students, alumni, community stakeholders and P-12 representatives.

District administrators help the EPP select quality cooperating teachers (CT) for candidates' formative field experiences and culminating student teaching experiences (Request for Student Teaching Placement). Lane would like mentors that have high scores on their teacher appraisal form. The Teacher Education Program at Lane will require an interview and roundtable discussion with the CTs. The CT will be selected, trained through our orientation process and monitored throughout the program. Partners help the EPP select, prepare, and evaluate candidates during their field and student teaching clinical experiences.

EPP faculty and P-12 partners will cooperatively create quality field and student teaching

clinical experiences (Correspondence based on P-16 Advisory Board Meeting and Committee Meeting) Principals and CTs will assist the college faculty in selecting placements for clinical experiences. This is done through committee work.

Faculty will share expectations with candidates and cooperating teachers before field experiences commence. Course instructors will accompany candidates to the school settings; this will afford an opportunity to monitor candidates' progress and to establish closer partnerships with CTs through face-to-face interaction. CTs and course instructors will affirm candidates' field experience hours and evaluate their efforts through the Lane College Assessment System (LCAS) system and log-in sheet.

The EPP will work with P-12 administrators to place student teachers in appropriate settings. A Request for Student Teaching Placement Form will be developed. The Clinical Practice Handbook, placement form, and letters to P-12 administrators, College Supervisors, and CTs will delineate clinical educators' roles/responsibilities and details the process for co-selecting candidates.

Cooperating Teachers, College Supervisors, and candidates will be well-prepared for the student teaching clinical experiences. Clinical faculty must undergo co-teacher training before hosting teacher candidates (Co-Teacher Training). CT Packets, the Teacher Education Handbook, and Student Teaching Syllabus share guidelines for the student teaching experience. CTs are oriented and trained to provide feedback on the student teaching experience.

The Field Experience and Clinical Practice Coordinator will train College Supervisors before the semester begins. College Supervisors will make official orientation and observation visits throughout the student teaching semester. College Supervisors and CTs will use Student Teacher

Evaluations to assess candidates' proficiency toward meeting the CAEP Standards and professional dispositions. These evaluations are shared with student teachers. CTs will also provide feedback on the College Supervisors (Feedback Form). Clinical faculty will use the LCAS system to complete evaluations.

The Field Experience and Clinical Practice Coordinator will inform the candidates of student teaching expectations during an initial seminar before they begin co-teaching. Students attend multiple seminars throughout the semester to become acquainted with interview techniques, resume-building, and classroom management. School partners lead some sessions. During the semester, student teachers will attend their schools' professional development, faculty meetings, Profession Learning Communities (PLCs) and teacher work days.

The Student Teaching Course Syllabus and comprehensive student teaching handbook **(Evidence 2.2a: Field Experience and Clinical Practice Handbook)** inform candidates of the roles of the CT and College Supervisor. Candidates evaluate cooperating teachers and college coordinators at the end of their experience (Feedback Form). Candidates will also complete a Student Teacher Survey to share feedback about their experiences and preparedness. The EPP will focus on designing an expanded version of the student teaching semester to better prepare candidates for the rigors and realities of their future classrooms.

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Field-based and clinical experiences reflect the conceptual framework of the EPP through coursework, assessment forms and rubrics. Candidates will be provided with opportunities to develop through a continuum of experiences that allow for observation, personal reflection, and some professional responsibilities to full professional responsibilities under the guidance of highly qualified clinical educators. All candidates will be provided a variety of field-based and clinical experiences. Candidates seeking state licensure have field experiences as a component of their preparation. The EPP has developed clearly defined placement processes, candidate expectations, and supervisory roles. Programs specific requirements and expectations for candidates participating in a field or clinical experience are outlined in Field Experience and Clinical Practice Handbook.

The EPP has developed a number of strategies to ensure that field-based and clinical experiences are addressed in a logical and sequential manner. These strategies include the manner in which programs have been planned and designed, systematic and sequenced scheduling of courses, increased emphasis on candidate advising, improved candidate monitoring systems and a formal pre-application procedure. Each teacher candidate will complete three levels of field experiences. During Level 1 field experience will first occur in course EDU230 Foundation course in which teacher candidates can view students and classrooms from the teacher's perspective. Teacher candidates will participate in tutoring, teaching, and other activities as appropriate in the classroom and observe the developmental levels of their students. During Level 2, field experiences will occur during the content-based courses. Teacher candidate will begin

independent planning and execution of lessons/units, connect educational philosophy, research, and theory to his/her own practice. The candidate will also be provided an opportunity to develop classroom management skills and utilize effective methods of instruction, including technology. Each experience requires candidates to work in a school setting.

Student teaching, Level 3 clinical, is a semester-long, full-day experience in one or more public schools. Student teaching will be approximately fifteen weeks. As the final clinical experience, student teaching will allow the teacher candidates to apply theories, research, and philosophies of education to the practice of teaching in a public school. Teacher candidates will also refine planning, teaching, management, assessment, and reflection skills to achieve a level of professional competence consistent with the institutional, CAEP, and state competency standards. Teacher candidates will critically examine teaching and learning processes as well as student learning by assuming the full role of a teacher. Candidates will use current technologies and strategies to enhance critical thinking and maximize learning.

Lastly, the clinical experiences will systematically provide opportunities for candidates to work in a variety of settings and are sequenced to allow for candidate development throughout the program. The EPP has and will establish collaborative relationships with P-12 school and community partners to define the competencies which candidates must demonstrate in order to meet program entry, preparation, and exit requirements. The EPP will create and maintain a plethora of positive, meaningful and relevant partnerships. The collaboration between the P-16 Advisory Board and our MOU agreements are imperative for a successful preparation of teacher candidates.

Conclusion
The EPP attempts to satisfy the standard by developing effective partnerships and high-quality clinical practice which are central in developing candidates' knowledge, skills, and

professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

The EPP will actively recruit diverse candidates, support efforts toward program completion, and infuse culturally relevant curricula in courses. The EPP will establish a Recruitment and Retention Committee (RRC) in conjunction with the P-16 Advisory Board to maintain relationships with regional school districts. It is our plan that the RRC staff travel to local and regional high schools and host on-campus events to motivate students to pursue careers in teaching, disseminate scholarship information, and acquaint prospective students with EPP faculty, programs, and facilities.

Upon admission to College, candidates are assigned to an academic advisor who meets with them regularly to schedule classes and address academic/personal needs. The Director of Teacher Education teaches the first education course which is EDU230- Foundations of Education. The instructor will have the ability to assess candidates' current academic and personal needs, track candidates' academic progress, contact struggling candidates, and work with advisors to support candidates' efforts. At-risk candidates will be identified and support will be provided. We anticipate that these actions will increase retention and program completion.

Finally, diversity is infused throughout the teacher preparation program. Candidates will be exposed to issues surrounding diversity, social justice, and culturally relevant pedagogy.

Candidates will explore how this content knowledge applies to their own awareness of self. The course EDU 340- Multicultural Setting is a newly developed course that will be offered during the fourth year of program study. This course focuses on developing knowledge of how student diversity affects and influences instruction. Special attention is given to instructional models which have proven successful with students representing diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. Teacher candidates will complete a variety of activities in the field that require them to organize instruction and manage the needs of a diverse student population. Teacher candidates will develop and implement instructional strategies, materials and resources, multifaceted authentic assessment techniques, and technology to support the learning and development of all students. Students must earn a grade of B or better to successfully complete the course.

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year. The CAEP minimum criteria are a grade point average of 3.0 and a group average.

Lane College and the EPP strive to recruit quality candidates into the profession. To promote a culture of academic excellence and to increase student success, the college has developed a more selective system for admitting incoming freshmen.

Admission to teacher education requirements are aligned with state regulations (Teacher Education Handbook). Guidelines will be shared during freshman orientation, Teacher Education orientations, and Student Teaching orientations. At **benchmark zero**, the Unit identifies students at the freshman level in course ORN 110 Freshman Orientation who may be interested in majoring in education. **Benchmark one** involves admission to the Teacher Educator Program. To be eligible for admission, candidates must complete an Educator Preparation Program application, submit a degree plan signed by an advisor, and provide evidence of completion of the forty-nine (49) credit hour for general education core requirements. An official transcript

from each college and university previously attended is required as well. Also required for admission is a minimum overall grade point average of 3.00. Candidates must pass all portions of the PRAXIS Core Academic Skills Test for Educators (CORE), unless the candidate has an Enhanced ACT score of 21 or above or a combined score of 1020 or above on the SAT. Lastly, candidate must successfully pass the interview before being fully admitted.

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

EPP faculty conducted extensive research into educational efficacy to collaboratively create a Conceptual Framework for the EPP. To motivate students to learn and to positively impact the development of all P-12 students, candidates need to demonstrate more than just knowledge and skills, they need to have professional dispositions in place as well. With this newly developed conceptual Framework, we strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all. The Unit houses its disposition indicators under the "Caring" outcome.

A caring educator (dispositions)

1. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
2. maintains confidentiality;
3. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
4. demonstrates respect for the profession;

5. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.

6. demonstrates the ability to compromise and to respect others' opinions during group work;

7. participates in professional development activities that were recommended.

Candidates who exhibit difficulty with professional dispositions will receive an infraction form. After two infractions forms- candidates will need to meet with the Disposition Committee (**Evidence 3.3a: Disposition Handbook**). EPP candidates' professional dispositions are evaluated at multiple points in their program (**Evidence 3.3b: Disposition Handbook and Forms**). Candidates begin by using the provided disposition instrument to self-assess their own dispositions during EDU 230. Cooperating Teachers and EPP faculty use specific assignments, observation, and Field Experience Evaluations to assess candidates' dispositions during their course work.

Course instructors will complete analytical rubrics assessing candidates' dispositions. Data will be stored in the LCAS and analyzed to inform program improvement.

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Continuous assessment procedures will be used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in CAEP and InTASC. Benchmarks will provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program.

Six benchmarks mark the progression of candidates through the Initial Program in the Teacher Education Program at Lane College. The commonality of these benchmarks allows comparison across programs which facilitate program and department evaluation. In addition, programs within departments across the unit use similar benchmark assessments to facilitate unit evaluation. Multi-dimensional assessment techniques are used to determine the presence of broad-based, substantive behaviors needed by candidates to function successfully in today's and future classrooms. At **benchmark zero**, the Unit identifies students at the freshman level in course ORN 110 Freshman Orientation who may be interested in majoring in education. The **first benchmark** is called Admission. The Admissions Committee of the Teacher Education Council, which is housed in the Teacher Certification Office, makes all final decisions on admission to the EPP. The **second benchmark** is called content and Field Experience courses. The **third benchmark** is the student teaching /Clinical Practice semester. The **fourth benchmark** is graduation. The **final benchmark** is follow-up assessment collected on each candidate. The benchmarks are located on all course outlines and on the degree plan.

All coursework, common syllabi, clinical experiences, and EPP-created evaluation instruments are aligned with CAEP and InTASC Standards. Each course has the alignment table which is required by the EPP. Furthermore, course content is aligned with Specialized Professional Associations related to that field of study.

After candidates successfully complete required course work and student teaching, they receive their bachelor degrees in teacher education. To be recommended for initial certification, they must successfully complete all benchmarks.

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

Before the EPP will recommend any completing candidate for licensure or certification, it will document that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development. The Teacher Education Program ensures the quality of our candidates by the systematic assessment which will note growth over time and impact on student learning. This is accomplished through the usage of two sets of data. First, PRAXIS II Content exam results are submitted by every candidate to the Certification office. This required licensure exam demonstrates that a teacher candidate has successfully provided evidence of content knowledge on a norm-referenced assessment which is proprietary. Secondly, collaborative evidence of content knowledge is collected during the completion of content major courses and key assessments provided within each course will document the impact on P-12.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Candidates' knowledge, skills, and dispositions are assessed continuously throughout the program **(Evidence 3.6a: Assessment Handbook)** Teacher candidates will read and examine the Professional Code of Ethics when they attend an admission to teacher education orientation. They will sign the Declaration of Eligibility to attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the Professional Code of Ethics and agree to abide by its terms during the course of preparation and careers as professional educators; and (3) affirm and declare that all information they give is true, correct, and complete to the best of their knowledge. This is one

of the requirements for admission to teacher education program.

Before participating in clinical experiences, candidates must pass criminal background checks. Candidates will sign a Confidentiality Form to document their understanding of the importance of professional conduct during clinical experiences. Candidates' professional dispositions are formally evaluated by cooperating teachers, EPP faculty, and college supervisors during their clinical experiences.

Conclusion

A preponderance of evidence documents the EPP's recruitment and retention systems. Candidates' progress is monitored throughout their programs. Proficiencies are documented through formal assessments.

Standard 5

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

The EPP maintains a quality assurance system to inform continuous improvement based on data and evidence collected, maintained, and shared. Data inform practices and procedures and provide the basis for inquiry, additional data collection, revisions to programs, and new initiatives. Data and evidence will be used to improve the elementary K-5 programs, and to measure impacts of programs and completers' impact on P-12 student learning and development. Data will be collected, monitored, stored, reported, and used by stakeholders both within and outside the EPP. Collecting evidence in response to the Standards and reflection of our previous program has illuminated much strength of our quality assurance system by allowing us to use the data for continuous improvement and innovation for our new program. Also, the college has

hired a compliance coordinator and assessment system director to maintain the quality assurance for the program.

Monitor candidate progress

The Director of EPP, Compliance Coordinator, and Assessment Coordinator in concert with program faculty will collect, analyze, monitor and report measures for continuous program improvement and effectiveness. To inform program improvement, faculty will considers multiple, formative measures of candidate development such as key course assessments and field experience evaluations. Summative measures of candidates' knowledge and skills include the PRAXIS series of exams and student teaching evaluations. Stakeholders' perceptions of program quality and candidate preparedness are gleaned through surveys, focus groups, and advisory councils. Data from these measures are described in the standards one and three narratives. EPP data will be posted on the LCAS (Lane College Assessment System) exhibit center and analyzed by faculty. Meeting minutes and program review items will document decisions which will be located in the Continuous Improvement Plan. The Continuous Improvement Plan focuses, in part, on the refinement and consistent implementation of the quality assurance process through the creation of a framework for reporting, analyzing and sharing data with the college, EPP, and all stakeholders.

Monitor completer Achievement

The EPP plans to monitor the teacher candidates after completing the program by requesting that the teacher candidates complete an Exit form indicating their place of employment. The Director of Field Experience will periodically check on completers of the program by hosting forums or conducting P-16 Advisory Board meetings in which school leaders can discuss the performance of the teacher candidate from the EPP in their school. The EPP would also like to post accomplishment on our website and share information about our candidates. The good news

about our candidates could be used as a great marketing tool to increase the enrolment of our program.

Provider operational effectiveness

The EPP uses LCAS to archive and analyze key assessments that are developed by program faculty to assess candidate progress and program effectiveness. Faculty will work with instructional teams to cooperatively design, implement, evaluate and calibrate key course assessments measuring candidates' knowledge, skills, and professional dispositions as they progress throughout the program. Student feedback will be captured at multiple points. Candidates complete course evaluations each semester. Their proficiency is measured through Field Experience Evaluations and Student Teaching Evaluations. P-12 partners, completers, and advisory council members provide feedback during program/advisory council meetings and focus group sessions and through surveys (i.e., Completer Perceptions, Student Teacher Survey, Employer Perceptions, and Meeting Minutes). Regular program and department meetings will provide opportunities for the faculty to voice evaluative thoughts about the Unit and program operations. The Director of the EPP and Compliance Coordinator are part of the leadership team and will bring forward discussion items based on data pulled from the LCAS.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

The EPP will maintain a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The EPP's quality assurance system will monitor candidate progress, completer achievements, and provider operational effectiveness.

Examination of the LCAS key course assessments, surveys, evaluations, and proprietary data will provide evidence that the EPP uses varied measures that are relevant, representative, cumulative and actionable. Key course assessments will be developed by faculty, who as subject matter experts, impart face validity. The establishment of content/construct validation processes for the EPP-created assessments will be a part of the Continuous Improvement Plan. The Continuous Improvement Plan, generated by the Director, will be comprised of data and analysis outlining documented changes regarding teacher candidates, the unit and the program.

The EPP will include the use of reliable and valid measures and attention to sources of bias. In instances where bias might occur, the EPP will use multiple raters, anonymous scoring, and validated instruments and/or rubrics. The EPP will estimate inter-rater reliability by calculating the correlation between the ratings of two raters of the Eligibility Portfolio. College supervisors and cooperating teachers will enter scores on the LCAS Field Experience Module. The correlation between those ratings will give the faculty an estimate of the reliability or consistency between the raters. Reliability will be determined by the correlation of the scores from two or more independent raters and the EPP mutual agreement regarding the judgments of the raters. The Continuous Improvement Plan will address the system for establishing validity and reliability for EPP assessments.

All survey items will be aligned to InTASC and CAEP Standards. A committee of faculty and key stakeholders will rate each survey item in terms of whether the knowledge or skills measured by each question are essential.

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

The Unit and Department will engage in continuous improvement. The department is in constant review of the report provided by the Tennessee Board of Examiners on areas of concern with our program. The Unit has established several measures to ensure continuous improvement will occur within the program. First, the Unit established an Assessment Committee and developed an Assessment handbook which includes information about the LCAS system, benchmarks, key assessment, unit assessments, field based assessment, clinical practice and exit surveys. The handbook also provides information regarding responsible persons, collection and location data. Work has also been done in collaboration with the College Office of Institutional Effectiveness. The Unit has also established a timeline, flow chart and graph to show the continuous process in which we will collect data, analyze data and share with stakeholders **(Evidence 5.3: Assessment Handbook).** Further, in our assessment handbook, the Unit explains the timeline for our Continuous Improvement Plans that the assessment coordinator and faculty will generate based on the data and provide to the Unit as well as the Office of Institutional Effectiveness.

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

Through the Continuous Improvement Plan, the EPP will ensure validity and reliability through cross-program evaluation and an analysis in relation to national scoring norms. The Unit will use a pre-assessment survey, lesson designed to address perceived academic needs based upon pre-assessment data, formative assessments, post assessment to determine percentile of student academic growth, and extensive reflection of how candidates impacted student learning. Teacher candidates are first introduced to this model in their foundations course, educational assessment and evaluation courses. Candidates implement mini-units during clinical experiences and in

methods courses. Student teachers will complete this evaluation process as part of their final eligibility portfolios.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

The EPP will maintain additional channels of communication with stakeholders at different levels. The Teacher Education Program has established a P-16 Advisory Council. The P-16 Advisory Board will serve as a broad-based advisory group that provides feedback to the Director of Teacher Education and Unit on important items that influence faculty, staff, and teacher candidates within the college. Partnering with area educators and administrators has remained a top priority for the Unit at Lane College. These professional partnerships have now developed into a formal P-16 Advisory Board set to specifically address critical field issues. The board is establishing processes aimed at sparking a desire in students to pursue a teaching career, guiding new teachers along a pathway for success in an ever-changing profession, while also providing a voice for open communication among college and school partners. In addition, the P-16 Advisory Board will provide a forum where education faculty and students are guided by discourse related to problems of practice in education.

The intent of the Advisory Board is to provide a continuous dialogue that will promote a healthy partnership and improvements at the college, district, and school level. We envision a teacher education program where college faculty and P-16 education leaders work together in the spirit of cooperation, promoting a positive change that produces effective educators for the 21st century.

Bringing a congenial and collaborative spirit to the group's mission, members will work to establish opportunities that enhance reciprocal partnerships among Unit leaders and area

educators while providing feedback about education programs, policies, and procedures. The board will meet once a semester, discussing P-16 initiatives that impact students from preschool through graduate school and into the educational profession (**Evidence 5.5: P-16 Advisory Charge**).

Conclusion

The EPP   has developed an assessment system with processes and procedures and will use multiple, formative and summative measures to inform program improvement for maintaining quality assurance within the Unit.

The nature of assessments ranges greatly; inclusive of proprietary assessments with extensive validity/reliability information and programmatic assessments judged based on face validity. Stakeholders are involved at multiple levels and the EPP stays connected to employers through established channels. The EPP has systems in place to collect and analyze data; these systems are both inclusive and exclusive of stakeholder involvement.

Section 3: Primary Partnership
Submit documentation of the engagement of at least one primary TN school district partner (see Policy_.

The EPP has established a P-16 Advisory Board. This board has community members, teachers, and administrators from the surrounding areas.   Our established partnerships are with Humboldt School District, Fayette County School District and Jackson-Madison County School District **(Evidence/Section 3.1. MOUs).**

Section 4: Optional Information
Include in this section additional relevant information the EPP would like to provide about EPP eligibility to proposal reviewers.

Letters of Support

The President has designated a building that will house the EPP (i.e. Berry Hall). The President has also made efforts to hire faculty and support staff.   Currently, the department has hired a Director of Education, a CAEP Coordinator/Compliance Coordinator and 3 faculty members. Also, EPP has several supporters of its possible reestablishments **(Evidence/Section 4a: Letter of Support from President, 4b: Letter of Support from the Mayor and 4c: Letter of support from Rep. Shaw).**

<u>**PART II - Specialty Area Program (SAP)**</u>

Section I: Program Synopsis

Provide a narrative of approximately one-two pages that includes an overview of the SAPs, the need for the SAPs, and SAPs goals.

The Teacher Education Program has made several changes to its Elementary K-5 program based on the Tennessee Board of Examiners report.   The department is hoping to offer a degree in education with a concentration in Elementary K-5. This program has its own course in methods, materials, field-based courses, a certification course and also a student teaching course which focuses on the student's ability to teach in the content area. The courses are the following: EDU 230, EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338.

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Lane College is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare candidates who are caring, competent, committed and culturally responsive educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, "Teachers as Innovators" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address:

Knowledge: Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Technological knowledge and collaborative techniques are also used to foster active inquiry, problem solving, and performance skills among learners.

Skill: Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use of technology

and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences.

Disposition: Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continual personal improvement. The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

SAP Goals:

The K-5 Program goals are broken into 3 categories: Unit goals, Program goals and Candidate goals.

Unit Goals
- Meet state and national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community.

Unit Program Goals
- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.
- Continue to build strong partnerships with stakeholders.

Unit Candidate Goals
- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
- Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
- Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.
- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

Candidates admitted into the EPP will follow a specific degree program, which addresses the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. The Unit has developed content field-based courses in which students will acquire content in the class and be able to make the connection of what is being taught in the classes and what is experienced in the field. Each content course in the K-5 program has common syllabi, required alignment chart and two key assessments with rubrics that must be a part of the LCAS (i.e. Lane College Assessment System). These assessments were developed through committee collaboration in which faculty, P-12 members and the office of Institutional Effectiveness provided support.

Section 2: Program Curriculum
Provide the program of study/requirements for program completion associated with each
program pathway. Include specific information about how the program will prepare candidates to
instruct students across the developmental spectrum and grade span associated with the
endorsement(s) proposed.

EPP Response: The elementary education program prepares candidates for teaching in grades

K-5 and leads to an initial teaching certificate as well as a degree. The program focuses on the

knowledge, skills, and dispositions associated with the effective education of elementary-aged

children. The curriculum offers instruction in a broad spectrum of topics, giving the teacher

candidates the toolkit that they will need to excel in the classroom.

The Bachelor of Science degree in Interdisciplinary Studies allows students to design a

curriculum that meets individual goals by connecting the core curriculum requirements, as well

as CAEP standards.   The Bachelor of Science degree in interdisciplinary studies in elementary

education is a four-year program that consists of 124 hours.

The program structure is divided into 3 levels: forty-nine (49) credit hours for general education

core, thirty- nine (39) credit hours of professional educational courses, twenty-four (24) credit

hours for content and field-based courses, and twelve (12) credit hours for clinical practice and

seminar.

General Core: forty-nine (49) credit hours and K-5 Major: thirty-nine (39) credit hours

The General Core Curriculum is designed to provide a broad-based foundation where students

develop knowledge and skills necessary for further study. The following goals and competencies

are used to plan the curriculum. All students are expected to demonstrate increasingly more

sophisticated levels of performance. They are required to be able to:

1) think creatively, critically, logically and analytically using both quantitative and qualitative methods for solving problems;

2) communicate effectively on formal and informal levels;

3) distinguish, clarify and refine personal values for the attainment of richer self-perception and relate those values to the value systems of others;

4) know, understand and appreciate the foundations of the African-centric perspective;

5) know, understand and appreciate cultures in the context of a global community;

6) accept social responsibility and provide service to humankind;

7) know, understand, appreciate and pursue the principles, methods and subject matter which underlie the major discipline;

8) maintain literacy for the understanding of the impact of science and technology on individuals, society and the environment;

9) attain motivational personal management and interpersonal skills, professional development and research experience, as well as resourcefulness that will form the basis for a career and/or further educational experiences;

10) attain critical skills, frame of reference and understanding to appreciate and discriminate between artistic achievement.

Teacher candidates are expected to gain knowledge and skills and develop the competencies in the areas and courses as identified by the college and reiterated by the Tennessee Professional Education Standards. The sequence of studies is designed to be broad enough to permit teacher candidates to develop the knowledge and skills essential to experiencing success, satisfaction, and intellectual growth in teaching and in life.

I. Knowledge and Skills Pertaining to All Areas

The courses provided through the Divisions in the Arts and Sciences are designed to help pre-candidates develop and demonstrate competencies in the areas of: Communication; Humanities and the Arts; Social Science and Technology; and, Mathematical concepts and applications. Upon entry into the teacher education program, candidates are expected to be able to:

1) integrate knowledge acquired from a variety of sources;

2) use basic problem solving skills such as identifying, defining, postulating and evaluating, planning and acting, and assessing results;

3) analyze and synthesize ideas, information, and data;

4) understand cultural and individual diversity and human-kind's shared environment, heritage, and responsibility;

5) *understand and respect other points of view, both personal and cultural;*

6) *understand one's own and others' ethics and values;*

7) understand the appropriate role of technology for gathering and communicating information;

8) understand the interdependence among fields of study

II. Communication

Communication knowledge, skills and disposition are addressed through SPC 230 Foundations of Speech, English 131- Composition I, ENG 132- Composition II, English 221- Introduction to Literature, English 251- English Acquisition, English 252- Language and Literacy and ENG 237- Children's Literacy where students are expected to demonstrate the ability to:

1) send and receive messages, written and oral, in standard English; communicate verbally and non-verbally;

2) understand how non-verbal clues affect listening; use non-verbal clues in a positive way;

3) identify one's intended audience and, communicate effectively when speaking or

writing; and, know about diverse communication styles, abilities, and cultural differences.

III. Humanities and the Arts

Through MUS 120- Music Appreciation, Philosophy- PHL 131- Introduction to Philosophy, English 132- Composition II, English 221- Introduction to Literature, FRE 131- French I/FRE 132-French II or SPN 131- Spanish I/SPN 132-Spanish II and ART 120- Art Appreciation, the following Humanities and the Arts competencies are addressed. The pre-candidates are expected to:

1) learn various means of creative expression, both within a given culture and across cultures or languages;
2) understand how human ideals, values, and ethics can be examined and illuminated figuratively;
3) learn the past and current relationships between creative expression and the societies from which they grow;
4) understand how creators and critics make informed qualitative judgments about creative expressions; formulate such judgments for oneself.

IV. Social Science and Culture

The following courses; SOC 131- Introduction to Sociology, REL 130- World Religions, PSY 131- Educational Psychology, HIS 131- U.S. History I, HIS 132 -U.S. History II. GEO 231- World Geography and HIS 231- World History help students understand how social scientists create, describe, disseminate and refine knowledge within their disciplines and apply social science methods in appropriate situations.

The history courses listed above provide candidates with the knowledge, skills and dispositions

to understand how governmental and social institutions interact with each other and with individuals. They also help them have an informed historical perspective, including an understanding of how one's own society developed and an awareness of how other societies developed.

V. Science and Technology

Science and technology concepts are addressed through PER 335- School Health and Nutrition, EDU 435- Education Certification, PHY 131- Physical Science, BIO 143- Biological Science for Education and CSC 131-Introduction to Computers. The course CSC 131 is designed to help candidates develop computer literacy. Topics include the history, design, and social impact of computers. Candidates learn to use various types of application software such as word processing, databases and spreadsheets.

The BIO 143- Biological Science for Education course develops scientific themes of current social relevance. They include topics such as human reproduction and development, health and nutrition, the structure of matter and chemical reactions, along with exposure to related technology. Candidates develop knowledge, skills and dispositions which enable them to:

1) understand how scientists and technologists create, describe, disseminate and refine new knowledge within their discipline;
2) apply scientific methods in appropriate situations;
3) understand the major ways that science and technology have affected humans and their world;
4) understand the power and limitations of science and technology in a changing world;
5) understand how societies, institutions and individuals are responsible to see that technology is used ethically and appropriately;

6) be aware of contemporary scientific and technological trends and implications for the future.

VI.   Mathematical Concepts and Applications

Mathematical concepts and applications are addressed through several courses FIN 150-Personal Financial Management, MAT 125- Algebra I and MAT 126- Algebra II.   In FIN 150, teacher candidates will learn and understand major concerns in business, marketing, and financing. Among the topics included are personal credit management, personal consumer economics, personal finance, personal monetary and banking, personal risk management, and personal small business management.   In regards to MAT 124- Algebra I and MAT 125-Algebra II, topics include real numbers, radicals, equations, inequalities graphs and functions. Students will be required to:

1) understand how algebraic, geometric, and arithmetic ideas are created, described disseminated and refined;

2) apply mathematical methods in appropriate situations, such as in science;

3) send, receive, and interpret information which is presented graphically and numerically;

4) apply mathematical techniques to solve real life problems

Professional Core twenty-four (24) credit hours

All teacher candidates complete studies in professional education core to provide them with the knowledge skills and dispositions necessary to become excellent teachers. Teacher candidates at Lane College engage in courses in the professional education core that assist them in understanding the discipline they will teach as well as several related subject areas. Teacher candidates explore the major concepts, assumptions, and processes of inquiry for their respective disciplines while taking a maximum of 24 credit hours. The professional core provides the candidate with knowledge of principles of learning and teaching. Each candidate explores multiple methods of inquiry, concepts and assumptions related to teaching a wide range of subjects to students in K-5 classrooms. The specific method courses are the following: EDU230, EDU 231, EDU 232, EDU 330, EDU 334, EDU 333, EDU 332, EDU 337, and EDU 338.

II.   Student Learning and Development

Teacher candidates complete courses related to student learning and development in the professional core. All candidates are required to complete EDU 230- Foundations of Education. In this course candidates are exposed to developmental theories as well as theories related to how students construct knowledge and acquire skills. Further, the course allows for candidates to understand and identify differences in student approaches to learning. A 10-hour field experience requires candidates to observe students and develop learning opportunities that support cognitive, social, language, moral, physical, and personal development for all students.

III.   Diverse Learners

Exposure to issues around diversity is an integral part of all courses in the professional core but is particularly targeted in EDU 340- Multicultural Settings. Candidates examine and plan instruction for students of diverse backgrounds. Candidates complete a 15-hour field experience

in which they teach a minimum of 10 lessons that are adaptable to students who represent diversity of thought, class, culture, language, religion, race and ability.

IV.   Teaching Strategies

Candidates complete several methods courses. The numbers vary in direct relation to the major and endorsement area. Through the methods courses and related field experiences, the candidates are provided knowledge and skills that assist them in understanding the principles and techniques of various instructional strategies. In earlier professional courses and related field experiences candidates observe cooperating teachers using multiple strategies. In methods courses and related field experiences, candidates teach a series of mini-lessons that demonstrate their knowledge and skills in direct instruction, whole group instruction, small group instruction, cooperative learning and other methods that foster high expectations in all students. A 15-hour field experience in all methods courses, provides candidates with ample opportunity to observe, discuss and practice organizing instruction, creating learning experiences, developing lesson and unit plans and providing students with opportunities to develop critical thinking and problem solving skills.

V.   Learning Environment

Candidates are first introduced to methods of learning environments, organizing and designing in EDU 203- Human Development and Psychology, EDU 230- Foundations of Education and PSY 330- Exceptional Learner. In these courses the candidate examines the multiple managerial techniques that classroom teachers must perfect to meet the needs of students of different ages, abilities, cultures and language families. They observe and assess management strategies to determine their efficacy in promoting self-control and self-discipline. Students study various physical environments to ascertain if the arrangements are effective in enhancing learning goals and teaching methods. Consideration is given to time, space, facilities, activities and the creation

of learning environments that support positive social interactions. Candidates are asked to evaluate the merits of different environmental designs to assess the effectiveness of each design in supporting the active engagement of students in learning and self-regulation. In methods courses and related field experiences, as well as clinical practice candidates observe and reflect on strategies used by the cooperating teacher to deescalate potential conflicts and to maintain a smoothly functioning learning community.

VI.   Communication

The Department includes effective communication as a competency for program completion. As a result, teacher candidates are introduced and required to demonstrate competence in communication knowledge and skills from the time they enter the college. The professional core strengthens these evolving abilities by continuing to require students to understand and use effective verbal and nonverbal communication techniques. Moreover, while completing methods courses and field experiences in the professional core, candidates are required to use effective communication to support student learning, model communication strategies by asking questions, listening, giving directions, and probing for student understanding.

Teacher candidates are provided opportunities in EDU 230- Foundations of Education, EDU 231- Technology for Educators, and EDU 340 Multicultural Education to understand how cultural and gender differences can affect communication in classrooms. They use this knowledge to assist students in expressing their ideas and to support them in expanding their expressive styles in speaking, writing and technical media. All courses in the professional core require candidates to complete requirements that demand oral and written presentations. Further, media and technology requirements are an integral part of each professional course. Each methods course requires candidates to micro teach small groups and individual students during their 15-hour field experience. While taking these courses, candidates model effective

communication in classrooms and support student development of effective communication skills.

VII.   Planning

All candidates participate in several classes and field experiences that require them to use their knowledge of learning theory, subject matter, curriculum, and student development to assess student needs and plan instruction. In EDU 230 candidates are required to observe one student over the course of the semester in several developmental areas including language development and to develop a theoretically based lesson plan for the student based upon observed behaviors. PSY 330 course requires candidates to assess exceptional learners and to plan instruction that is developmentally appropriate. In EDU 332- Test and Measurements candidates are required to assess students using several formal and informal assessments and to plan instruction based upon findings. In all methods courses, candidates evaluate, select, and create learning experiences that are developmentally appropriate, relevant to students, and are based upon principles of effective instruction.

Candidates enrolled in ENG 237- Children's Literature, ENG 251- English Acquisition, ENG 252- Language and Literacy and EDU 338- Reading and Writing focus on planning instruction for reading and literacy. They apply theories of learning to classroom settings using developmentally appropriate strategies and related models of teaching. Candidates pay particular attention to a balanced approach to literacy and to the selection, preparation and organization of materials into integrated units of study using technology. EDU 231- Technology for Educators explores a wide range of educational technologies investigating in detail technologies that can be applied to and integrated into classroom instruction. In this course, candidates plan instruction that is technology based yet culturally and developmentally appropriate. Learning experiences that are connected to real life are an integral part of EDU 340- Multicultural Settings.

VIII.   Assessment and Evaluation

All teacher candidates take EDU 332 Tests and Measurements. This course exposes students to general concepts of measurement and evaluation, classroom test construction, creation and use of derived scores, selection and use of published measurement instruments, alternative and authentic assessment and current issues related to assessment. At completion, the candidates have been exposed to assessment strategies and instruments appropriate to learning expectations for students in preK-12th grade classrooms. Candidates assess, analyze and monitor student learning and suggest appropriate adjustments to instruction based upon assessment data. In Clinical Practice, candidates have the opportunity to solicit and use information about students' learning needs and progress that has been collected from parents, other colleagues, and the students themselves. Further, in Clinical Practice candidates maintain useful records of student work and progress and communicate student progress to students, parents, and other colleagues.

IX.   Reflective Practitioner

Micro-teaching is an integral part of all methods courses. The Unit uses a standard reflection form for all candidates. This form is used as candidates teach small groups and individual students in all methods courses, (See Teaching Reflection Form in Field Experience and Clinical Practice Handbook). Further all candidates keep a personal journal in which they record reflective statements about their courses, field experiences and other issues pertaining to their academic experiences. These journals are turned in twice a semester for review. Candidates are asked to continually evaluate the effects of their instruction, to monitor their teaching strategies and behavior in relation to student success and to modify their plans and instruction accordingly. All candidates join a professional organization beginning with admission to teacher education program. They maintain membership in one or more of these organizations throughout their teacher preparation program. The degree to which candidates seek professional literature,

colleagues, professional organizations, and other resources to support continuing professional development is monitored at each benchmark evaluation period. Candidates' knowledge of legal and ethical responsibilities, organizational, historical, and philosophical dimensions of classrooms and schools is the main focus of EDU 230- Foundations of Education. In this course students spend a portion of their field experience visiting with administrators of private and public schools. They attend school board, faculty and parent organization meetings. They complete their first philosophy of education and examine other policy issues in this course and related field experience. The candidate's portfolio is an indicator of the extent to which they seek out resources to support their own continuing professional development.

X.   Colleagues, Parents, and Community

All candidates spend a part of Level II field experiences observing and dialoging with staff of parent involvement centers and parent coordinators at school buildings to strengthen their knowledge of and skills in working with parents, teachers, and other professionals within the schools and other community agencies to foster student learning. Under the supervision of Parent Center personnel and parent coordinators, candidates practice communicating school goals and accomplishments to the community and general public. In EDU 230 and 232 candidates examine ways to serve as an advisor or advocate for students, recognize student problems, and seek additional help as needed and appropriate. Additionally, in EDU 230 Foundations of Education, candidates attend one or more parent organization meetings and complete an observation report that focuses on working with parents and families. In Clinical Practice candidates attend, and when directed under the supervision of the Cooperating teacher conducts one or more parent conferences. In collaboration with their cooperating teachers, candidates participate in activities designed to make the entire school a productive learning environment.

XI.   Technology

Technology integration is significant to every aspect of the Teacher Education Programs at Lane College. In every professional education course candidates are required to demonstrate media and technology skills from word-processing in lower-level courses to developing web pages in EDU 231- Technology for Teachers. While students finish their professional courses they learn to apply computers and related technologies to support instruction in developmentally and culturally appropriate ways in subject areas specific to their endorsement area and the discipline(s) they will teach. They become proficient in integrating instructional technology into the classroom to facilitate interdisciplinary teaching and learning, supplement instructional strategies, design instructional materials, and enhance classroom experiences and problem solving. In EDU 231, Technology for Educators, candidates explore a wide range of educational technologies, investigating in detail those that can be effectively integrated into the full range of content areas. This course requires candidates to examine the role and application of educational media and technology in the teaching-learning process. Candidates learn to manage different learning strategies and develop higher level thinking skills, using various instructional technology tools. They select, use and integrate into instruction appropriate technology-based resources relative to the grade level, content of subjects being taught and linguistic backgrounds of the students. They develop an understanding of the types, characteristics, sources, and use of quality instructional software and other technology based learning resources to enhance the learning of all students.

In all professional courses, candidates are required to use technology to complete assignments. Candidates use technology in communicating, collaborating, conducting research, and solving problems. Most courses require candidates to create computer presentations. Candidates are introduced to basic computer hardware configurations, terminology, peripheral connectivity, telecommunications, and networking technology and concepts as well as databases and

spreadsheets in CSC 131- Introduction to Computers, while taking General Core II courses. In EDU 231- Technology for Educators they strengthen their knowledge and skills by practicing these skills and using databases and spreadsheets to obtain, transfer, and manage data and manage files for educational purposes. They perform basic operating systems tasks, software functions, and minor troubleshooting. They work with software program menus to load and install programs, open and close application programs and create and edit documents.

Lane College
Teacher Education Program
B.S. Elementary Education (K-5)

Student's Name _____**Advisor** _____

GENERAL EDUCATION CORE			49 Semester Hours
Course	**Hours**	**Grade**	**Semester**
ART 120 Art Appreciation	2		
BIO 143 Biological Science for Education	3		
CSC 131 Introduction to Computers	3		
ENG 131 Composition I	3		
ENG 132 Composition II	3		
ENG 221 Introduction to Literature	3		
FIN 150 Personal Financial Management	2		
FRE 131 French I and FRE 132 French II *or* SPN 131 Elementary Spanish I and SPN 132 Elementary Spanish II	6		
HIS 231 World History I	3		
MAT 125 Algebra I	3		
MUS 120 Music Appreciation	2		
ORN 110 Orientation*	1		
PER 110 Volleyball-Basketball, PER 111 Bowling, PER 112 Power Walking, PER 113 Golf, PER 114 Aerobics, PER 115 Beginning Swimming, PER 116 Tennis-Table Tennis, PER 118 Flag Football, PER 119 Soccer, PER 121 Modern/Dance/Jazz Dance, PER 130 Basic Weight Training, and PER 150 Karate/Self-Defense *(choose two)*	2		
PHL 131 Introduction to Philosophy *or* PHL 132 Principles of Ethics	3		
REL 130 World Religions	3		
SOC 131 Introduction to Sociology	3		
SPC 230 Foundations of Speech	3		

ELEMENTARY EDUCATION K-5 MAJOR		39 Semester Hours	
PER 335 School Health and Nutrition	3		
ENG 251 English Acquisition (FE 10)	3		
ENG 252 Language and Literacy (FE 20)	3		
ENG 237 Children's Literature	3		
GEO 231 World Geography	3		
HIS 131 U.S. History I	3		
HIS 132 U.S. History II	3		
MAT 126 Algebra II	3		
EDU 435 Education Certification	3		

PSY 131 Educational Psychology	3		
PSY 330 The Exceptional Learner	3		
PHY 131 Physical Science	3		
EDU 340 Teaching in Multicultural Settings (FE 10)	3		

PROFESSIONAL CORE	24 Semester Hours		
EDU 230 Foundations of Education (FE)	3		
EDU 231 Technology for Educators	3		
EDU 232 Elementary Curriculum & Instruction (FE)	3		
EDU 330 Classroom Management	2		
EDU 334 Teaching Elementary Science (FE)	3		
EDU 333 Teaching Elementary Social Studies (FE)	2		
EDU 332 Tests and Measurements	2		
EDU 337 Teaching Elementary Mathematics (FE)	3		
EDU 338 Reading and Writing (FE)	3		

ENHANCED STUDENT TEACHING	12 Semester Hours		
EDU 420 Student Teaching Seminar	3		
EDU 430 Enhanced Student Teaching	9		

FE = Field Experience

Total Program Hours: 124

K-5 Degree Plan

Bachelor of Science Degree in Interdisciplinary Studies
Elementary Education K-5
Four Year Degree Plan – Total Credits: 124

First Year — Freshman

First Semester				Second Semester			
Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
ORN	110	Orientation	1	MAT	126	Algebra II	3
MAT	125	Algebra I	3	ENG	132	Composition II	3
ENG	131	Composition I	3	BIO	143	Science in Education	3
PHY	131	Physical Science	3	HIS	132	U.S. History II	3
HIS	131	U.S. History I	3	FRE/SPN	132	French/Spanish I	3
FRE/SPN	131	French/Spanish I	3	PER		Activity	1
		Total	16			**Total**	17

Benchmark 0:   Entry into the College: Identifying Freshman Students as Education Majors

Second Year — Sophomore

Third Semester				Fourth Semester			
Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
ENG	221	Intro to Literature	3	REL	231	History of Black Church	3
REL	130	World Religions	3	ENG	252	Language and Literacy	3
SPC	131	Foundations of Speech	3	MUS	120	Music Appreciation	2
EDU	230	Foundations of Edu	3	PSY	131	Educ. Psychology	3
FIN	150	Personal Finance Mgt.	2	EDU	231	Technology for Educ	3
ART	120	Art Appreciation	2	PER		Activity	1
		Total	16			**Total**	15

Benchmark 1:   Before the end of Fourth Semester, candidate should:
  - **Be admitted to the Educator Preparation Program.**

Third Year — Junior

Fifth Semester				Sixth Semester			
Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
ENG	237	Children's Literature	3	GEO	231	World Geography	3
PHL	131	Intro to Philosophy	3	ENG	251	English Acquisition	3
PER	335	School Health	3	SOC	131	Intro to Sociology	3
EDU	232	Curriculum & Instruct	3	EDU	337	Teaching Elem Math	3
HIS	231	World History I	3	EDU	333	Elem Social Studies	3
EDU	330	Classroom Mgt.	2	EDU	334	Teaching Elem Science	3
		Total	17			**Total**	18

Benchmark 2: Admission into EPP   *Benchmark 3: Content/Field-Based Course*

Fourth Year — Senior

Seventh Semester				Eighth Semester			
Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
PSY	330	Exceptional Learner	3	EDU	420	Student Teaching Sem	3
EDU	340	Multicultural Settings	3	EDU	430	Enhanced St. Teaching	9
EDU	338	Reading and Writing	3				
EDU	332	Tests & Measurements	2				
EDU	435	Education Certification	3				
		Total	14			**Total**	12

Benchmark 4: Candidates will complete the edTPA during the first placement of Student Teaching
Satisfy all requirements for Tennessee Teacher Certification Graduate from the Teacher Educator Preparation Program

Name: _____ **Phone:**_____

Advisor: _____

Approved:
Department Chair_____ Date:_____

CORE COURSE DESCRIPTION

ART 120 Art Appreciation 2 Credits
A survey course designed to acquaint students with the art of various cultures and with the ideas and techniques basic to the arts of architecture, sculpture, painting, and related crafts; to develop greater appreciation of these forms of artistic expression. Required of all students. Offered: Fall/Spring (A)

BIO 143: Biological Science for Education 3 Credits
A survey course introducing principles of biology through a study of the plant and animal kingdoms. Emphasis will be placed on cellular biology, gross anatomy, reproduction, heredity, and ecology. This course is designed to meet the needs of non- science majors. Three lectures per week. This class is unsuitable for STEM majors. Offered: F/S

CSC 131: Introduction to Computers 3 Credits
This course develops fundamental computer skills for key application programs to increase personal and professional productivity. Skill areas covered include use of word processing, spreadsheet, presentation, database and Internet-related software. Key computer components, including the CPU, memory, hard drive and input and output devices, are covered to provide a foundation for decisions about software and hardware purchases, upgrades, maintenance and repair.   Not open to CSC, MAT, or PHY majors. Offered: F/S (A).

ENG 131: Composition I 3 Credits
A writing course that begins with a review of the complex paragraph. Emphasis is on outlining, organizing thoughts, and the writing of essays. The course concludes with the writing of critical essays in a variety of modes, e.g., description, narration, exemplification, classification comparison/contrast, and definition. Offered: F/S (A)

ENG 132: Composition II 3 Credits
A writing course that begins with the writing of persuasive and analytic essays. Emphasis is on research techniques. The course concludes with the writing of a research paper. Prerequisite: Grade of "C" or better in ENG 131. Offered: F/S (A)

ENG 221: Introduction to Literature 3 Credits
An introduction to the elements of poetry, drama, and narrative fiction, and the critical concepts useful in discussing such works. Prerequisite: Minimum grade of "C" in ENG 132. Offered: F/S (A)

FIN 150: Personal Financial Management* 2 Credits Treatment of problem areas of major concern in business, marketing, and financing. Among the topics included are personal credit management, personal consumer economics, personal finance, personal monetary and banking, personal risk management, and personal small business management. Prerequisite: MAT 126. This course will not be accepted as an elective or core course for business majors. Offered: F/S (A)

FRE 131/132: French I and II 3 Credits
A course designed to acquaint beginning students with elements of pronunciation, comprehension, reading, and writing.

SPN 131 and SPN 132: Elementary Spanish I and II 3 Credits
Study of pronunciation, oral-aural practice. An introduction to Spanish grammar and dictation, translation, conversation, and readings dealing with aspects of Spanish culture. Offered: F/S (A)

HIS 231: World History I 3 Credits
An introductory survey of world history from earliest civilizations, which places equal emphasis on the development of different world regions, including China, India, Africa, Europe, and the Middle East. Offered: F (A)

MAT 125: Algebra I 3 Credits
Starting with properties of exponents and culminating with a thorough study of exponential and logarithmic functions, this course will provide the necessary foundational algebraic skills for success in the Calculus sequence.   Other major topics include linear equations, system of linear equations, quadratic equations, circles, inverse functions, and transformations of graphs. Offered: F/S (A)

MUS 120: Music Appreciation 2 Credits
A survey course designed to acquaint students with the historical and cultural aspects of music and the relationship of music to other arts, to develop discriminating listening habits, and to develop understanding of this form of artistic expression. Offered: F/S (A)

ORN 110 Orientation

PHYSICAL EDUCATION COURSES OFFERED: *(CHOOSE TWO)*

PER 110: Volleyball-Basketball 1 Credit
A study of rules, regulations, and fundamental skills. Reasonable competency is stressed.
Offered: F/S (A)

PER 111: Bowling 1 Credit
Fundamentals and techniques of bowling, scoring and basic rules, regulations, and games of
bowling. Offered: F/S (O)

PER 112: Power Walking 1 Credit
A quick-pace fitness workout designed to encourage continued life-long exercise.

PER 113: Golf 1 Credit
Fundamentals and techniques of golf, scoring and basic rules, regulations, and games of golf.
Offered: F/S (A)

PER 114: Aerobics 1 Credit
A study of basic skills in aerobic exercise. Offered: F/S (A)

PER 115: Beginning Swimming 1 Credit
Students will learn and demonstrate water safety rules and regulations, basic strokes, and some
fundamental swimming skills. Offered: F (A)

PER 116: Tennis-Table Tennis 1 Credit
A study of rules, regulations, and fundamental skills. Offered: S (O)

PER 118: Flag Football 1 Credit
A study of rules, regulations, and fundamental skills. Offered: F (A)

PER 119: Soccer 1 Credit
Introduces the fundamentals techniques of soccer, basic rules, and regulations. Offered: F (A)
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PER 120, PER 220, PER 320, PER 420: Intercollegiate Football I-IV 1 Credit Offered: F (A)

PER 121: Modern/Dance/ Jazz Dance 1 Credit

Introduction to basic dance technique and movement improvisation; a study of motion as an art, group relationships in improvisation, and discussion of choreographic ideas. Offered: F/S (A)

PER 130: Basic Weight Training 1 Credit
This course focuses on fundamentals, techniques, and various weight lifting methodologies as a means to enhance strength, endurance, and flexibility. It is involved in developing a safe and practical program of strength enhancement that attains results. Offered: F/S (A)

PER: 150 Karate/Self-Defense 1 Credit
This course focus on learning and improving basic and fundamental techniques in karate and self- defense as well as principles, law, and philosophy in terms of avoidance of conflicts. This is accomplished by participating in various exercise programs as a means to enhance the ability of self-defense. Offered: F/S (A)

PHL 131: Introduction to Philosophy 3 Credits
An introduction to the basic problems in philosophy. Emphasis on representative philosophical sources.

PHL 132: Principles of Ethics 3 Credits
A course examining some of the major ethical theories of Western philosophy and their relevance to contemporary ethical problems.

REL 130: World Religions 3 Credits
This course is designed to acquaint students with the basic tenets, ideologies, and concepts of the major religions of the world. Offered: F/S (A)

SOC 131: Introduction to Sociology 3 Credits
This course surveys the major issues sociologists study, including gender and sex roles, socialization, politics, race and ethnicity, crime and drugs, poverty and homelessness, and social class and inequality.   Students will consider whether sociological methods, insights, and theories are useful for understanding their lives and communities. Offered: F/S (A)

SPC 230: Foundations of Speech 3 Credits

The study and practice of basic elements of voice, articulation, pronunciation, and nonverbal communication. Strong emphasis on the preparation and delivery of extemporaneous speeches as well as constructive listening. Prerequisites: ENG 131. Offered: F/S (A)

MAJOR COURSE DESCRIPTION

EDU230 Foundations of Education 3 Credits
Surveys the historical, social, philosophical, and psychological foundations of the American school system with emphasis on an introduction to the teaching profession. Provides observation and participation in a public school. A 30-hour field experience is required. This course is a prerequisite of all education course work and admittance to the Teacher Education Program. Fee charged. Prerequisite: ENG131

EDU231 Technology for Educators 3 Credits
Focuses on media and specific technologies appropriate to teachers in the educational setting, both for instructional purposes and administrative tasks. It includes exposure to and use of various equipment, materials, and software, including Internet and Microsoft Office. Computer-assisted instruction and management techniques are presented.

EDU232 Elementary Curriculum & Instruction 3 Credits
Focuses on effective instructional methods and curriculum models for K-5 teachers. Common Core Standards and best practices in creating enthusiastic learning environments and writing learning plans are explored. Using data to inform instruction is addressed as part of the planning component. A 20-hour field experience is required.

EDU330 Classroom Management 2 Credits
Focuses on the major traditional and current behavior management theories and strategies. Prepares the candidate to use effective strategies for developing a safe but invigorating classroom climate. Prerequisite: EDU230

EDU332 Tests and Measurements 2 Credits
Examines test construction and application of evaluation principles related to K-12. Emphasis on reading, interpreting, and using data from a variety of assessments including standardized and teacher-made achievement tests. State standards will be studied in relationship to both formative and summative assessment as instructional tools. Prerequisites: EDU230, MAT 125/126, and PSY131

EDU333 Teaching Elementary Social Studies (FE) 3 Credits
An interdisciplinary approach to social studies instruction is presented identifying the contributions of the ten themes of social studies and the social science areas; integrating the various elementary subjects; and aligning the national, state, and local curriculum standards in lesson planning and instructional formation. The course analyzes current

trends in instructional strategies to accommodate differing learning styles, abilities, and interests and apply learning theories and principles of child development to instructional planning that includes long and short-range goals appropriate for students. Methods to assist the learning of social studies by students with special needs, including English language learners, are included. An emphasis is placed on student participation in lessons, higher-order thinking, visual and performing arts, technology, language arts, inquiry based models, authentic assessment, and project based learning. A 10-hour field experience required. Fee charged.

EDU334 Teaching Elementary Science (FE) 3 Credits
Focuses on current trends, strategies, and materials for teaching science in grades K-5. The constructivist approach to teaching science is emphasized, along with inquiry-based learning and the guided discovery method. A 10-hour field experience in K-5 setting is required. Fee charged. Prerequisites: EDU332

EDU337 Teaching Elementary Mathematics (FE) 3 Credits
Focuses on current trends, strategies, and materials for teaching mathematics in grades K-5. The constructivist approach to teaching math is emphasized, along with hands-on learning and conceptual understanding of math concepts. A 10-hour field experience in K-5 setting is required. Fee charged.

EDU 435 Education Certification 3 Credits
Education certification course is designed to prepare students for success on the Tennessee Licensure exam and the development of the edTPA portfolio.   This course will offer content lecture, test-taking strategies, and timed practice tests.

EDU338 Reading and Writing (FE) 3 Credits
Focuses on the integration of reading and writing instruction throughout the K-5 curriculum. Emphasis is placed on the objectives, developmental skills, materials, techniques, and the processes of assessing, diagnosing, and correcting reading and writing skills. Instruction includes a holistic view of literacy development. A 20-hour field experience in both diagnosis and remediation in an elementary school is required. Fee charged.

Section 3: Source of Preparation Standards
Sources of the standards used for SAP preparation program design.
A. All SAPs that lead to initial licensure must address the TN Professional Education/InTASC Standards and respective Literacy Standards (see TN Educator Preparation Policy).
B. List the organizational source(s) and set(s) of the specialty area standards (e.g., AMLE, ACTFL, CEC, NCTE, NCTM, NCSS, TN Academic Standards, etc.) used for SAP design (see TN Educator Preparation Policy for approved organizational standards).

Note: If an EPP wants to use alternative standards to the approved standards identified in the TN Educator Preparation Policy, the alternative standards must be submitted and approved by the department prior to the submission of the SAP proposal.

Teacher Education Program Alignment Chart

The assessment system will include major assessments in every program. These major assessments will be aligned with Specialty Program Association (SPA) Standards, conceptual framework outcomes, InTASC and CAEP. Major Assessments will be used to help make decisions about candidates at Benchmarks, and for systematic evaluation and improvement of the K-5 Elementary program and the unit. The K-5 Elementary program listed below has major Assessments of content, planning, clinical experience, and impact on student learning, and dispositions aligned with both the conceptual framework and SPA standards.

Although, we are submitted for one program (i.e., K-5 Elementary Program), we have content-based course that we have aligned to national standards. In the future, once approved, the EPP would like to submit proposal for including secondary licensure programs.

Table 1 below aligns the proposed K-5 Elementary Program to national organizations: National Association for the Education of Young Children (NAEYC), Council for Accreditation of Educator Preparation CAEP/CAEP 2018 Elementary Teacher Preparation Standards, and Association for Childhood Education International (ACEI). The proposed K-5 program has content courses and each content course is aligned to national content specific standards. Table 2 below provides the Teacher Education Program (EPP), Conceptual Framework (CF) Learning Outcomes and Professional Standards Alignment Chart.

Table 1: K-5 Elementary Program – Program Association

Specialty Program Association Standards	Program(s)
Council for Accreditation of Educator Preparation (CAEP)	K-5 Elementary
National Association for the Education of Young Children (NAEYC)	K-5 Elementary
CAEP 2018 K-6 Elementary Teacher Preparation Standards	K-5 Elementary
Association for Childhood Education International (ACEI)	K-5 Elementary
Future Programs	
Association for Middle Level Education (AMLE)	Middle Level Grades 4-8 (Initial)
Council for Exceptional Children (CEC)	Special Education (Initial)
SHAPE America SHAPE America-PE standards	Physical Education (Initial)
National Council for the Social Studies (NCSS)	Social Studies (Initial)
National Council of Teachers of English (NCTE)	English (Initial)
National Council of Teachers of Mathematics (NCTM)	Mathematics (Initial)

National Science Teachers Association (NSTA)	Biology, Chemistry (Initial)

Table 2: EPP Major Courses Aligned to National Standards- Alignment Chart

EPP Major Courses Aligned to National Standards- Alignment Chart												
General Courses	EC-6	EC-6	Sped	Phys. Ed.	Art	Engl.	Math	Science	Social Studies	PE	CAEP K-5 Elementary	CAEP	
	NAEYC	ACEI	CEC	NASPE	NAEA	NCTE	NCTM	NSTA	NCSS	NASPE	CAEP	CAEP	
ELEMENTARY Education K-5 Majors													
PER 335 School Health and Nutrition										X	1,5	1	
ENG 251 English Acquisition (FE 10)						X					1,2,3,4	1	
ENG 252 Language and Literacy (FE 20)	X	X				X					1,2,3,4	1,2	
ENG 237 Children's Literature	X	X									1,2,3,4	1	
GEO 231 World Geography									X		1	1	
HIS 131 U.S. History I									X		1	1	
HIS 132 U.S. History II									X		1	1	
MAT 126 Algebra II							X				1	1	
PSY 131 Educational Psychology	X	X									1,2,3,4	1	
PSY 330 The Exceptional Learner	X	X	X								1,2,3,4	1	

	EC-6	EC-6	Sped	Phys. Ed.	Art	Engl.	Math	Science	Social Studies	PE	CAEP K-5 Elementary	CAEP	
EPP CF Learning Outcomes and Professional Standards Alignment Chart													
	NAEYC	ACEI	CEC	NASPE	NAEA	NCTE	NCTM	NSTA	NCSS	NASPE	CAEP	CAEP	
PHY 131 Physical Science								X			1	1	
EDU 340 Teaching in Multicultural Settings (FE 10)	X	X	X								1,2,3,4	1,3	
Professional Core													
EDU 230 Foundations of Education (FE)	X	X									1,5	1,3	
EDU 231 Technology for Educators	X	X									2	1	
EDU 232 Elementary Curriculum and Instruction (FE)	X	X									1,2,3	1,3	
EDU 330 Classroom Management	X	X									1,2,3,4	1	
EDU 334								X			1,2,3	1,3	

Teaching Elementary Science (FE)													
EDU 333 **Teaching Elementary Social Studies** (FE)											**1,2**	**1,3**	
EDU 332 **Tests and Measurements**											**3**	**1**	
EDU 337 **Teaching Elementary Mathematics** (FE)											**1,2,3,4**	**1,3**	
EDU 338 **Reading and Writing** (FE)											**1,2,3,4**	**1,3**	
Enhanced Student Teaching													
EDU 420 **Student Teaching Seminar**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**1,2,3,4,5**	**1,3,4**	
EDU 430 **Enhanced Student Teaching**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**1,2,3,4,5**	**1,3,4**	

FE= Field Experience

Table 3: Relationship between CF Outcomes CAEP Standards

CF Outcomes	CAEP K-Knowledge S-Skills D-Disposition
A Competent educator: Demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;	K
Demonstrates the capacity to problem solve, and to think critically and reflectively;	K
Demonstrates an understanding of human development, and the ability to act on this understanding;	S
Demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;	S
Demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;	S
Demonstrates an understanding of effective communication and collaboration strategies;	K
Demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;	K
Demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and	S
Demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.	S

A Committed and Culturally Responsive educator: acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;	**K**
Demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;	**S**
Demonstrates a commitment to high moral and ethical values; and	**K**
Assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.	**S**
Values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.	**K**
Dispositions	
Understands the rights of all students and acts on the belief that all children can learn	**D**
Demonstrates by appropriate behaviors during class settings and in work environment	**D**
Demonstrates a respect for the profession	**D**
Demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experience, meetings	**D**
Maintains confidentially	**D**
Demonstrates the ability to compromise and to respect others' opinions during work group	**D**
Participates in professional development activities that were recommend	**D**

Table 4: EPP CF Learning Outcomes and Professional Standards Alignment Chart

EPP CF Learning Outcomes and Professional Standards Alignment Chart													
Conceptual Framework Unit Learning Outcomes 4C's	**K-5** **NAEYC**	**K-5** **ACEI**	**Sped** **CEC**	**Phys. Ed.** **NASPE**	**Art** **NAEA**	**Music**	**Engl.** **NCTE**	**For. Lang** **ACTFL**	**Math** **NCTM**	**Science** **NSTA**	**Social Studies** **NCSS**	**PE** **NASPE**	**K-5** **CAEP 2018 K-6 Elementary Teacher Preparation Standards**
demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;	4 b,c,d	1	1	1	1	1,2,3, 4,5,6, 7,8,9	3	1abc 2abc 3ab 5abc	1.1, 1.2, 1.3, 1.4	1, 2, 3, 4, 9	1.1, 1.4, 1.5	3, 4	2

demonstrates the capacity to problem solve, and to think critically and reflectively;	**1 4**	**1**	**2**	**2**	**4**	**1,2,3, 4,5,6, 7,8,9**	**4**	**2ac 6ab**	**2.1, 2.2, 2.3, 2.4**	**3, 5, 6. 7, 5f**	**1.1, 1.4, 1.5**	**3, 4**	**3,4**
demonstrates an understanding of human development, and the ability to act on this understanding;	**1 4 a,b,c,d**	**3.2**	**3**	**3**	**4,3**	**1,2,3, 4,5,6, 7,8,9**	**4**	**4abc**	**3.1, 3.2, 3.3, 3.4**	**3, 5, 7**	**1.1, 1.3, 1.4, 1.5**	**3**	**5**
demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;	**2 4**	**3.1**	**7**	**6**	**4**	**1,2,3, 4,5,6, 7,8,9**	**4**	**4abc**	**7.1, 7.2, 7.3, 7.4, 7.5, 7.6**	**4, 5, 6, 7**	**1.1, 1.2**	**1.2 4, 5**	**1**

demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;													**1,4**
demonstrates an understanding of effective communication and collaboration strategies;	**1 4**	**3.5**	**6,10**	**5**	**2**	**6,7**	**2**	**1abc 2abc 4bc**	**6.1**	**3, 5**	**1.5, 1.8**	**3.4**	**1,3,5**
demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques	**3**	**4**	**8**	**7**	**4**	**6,7**	**4**	**5abc**	**8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9**	**8**	**1.1, 1.3, 1.4, 1.5**	**1,2,3,4**	**1,3,5**

demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and	2,5	5,3 5,4	10	10	5	8	4	2c 5ab	10 .1, 10.2, 10.3, 10.4, 10.5, 10.6	6	1.1, 1.2, 1.3, 1.5	6	1,5
demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting	5	3.3	7, 10	9	4,5	3,4,5	2	5abc	4.1, 4.2, 4.3	7,10	1.4, 1.5, 1.8	2, 6	1,2,5
acts on the belief that *all* children can learn and creates instructional opportunities that	1 4 a,b,c,d	3.2	3	3	4,2	1,2,3, 4,5,6, 7,8,9	4	4abc	3.1, 3.2, 3.3, 3.4	3, 5, 7	1.1, 1.3, 1.4, 1.5	1, 3,6	5

adapt to learners from diverse cultural backgrounds and with exceptionalities													
demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding	1 4	3.3	4	4	4	1,2,3,4,5,6,7	4	5abc	4.1, 4.2, 4.3	3, 5, 9 5a, 5b	1.1, 1.3, 1.4, 1.5	1.2, 4	5
demonstrates a commitment to high moral and ethical values	1 2	3.4	5	4	4		4	4abc	5.1, 5.2, 5.3	3, 4, 5 5c	1.1, 1.3, 1.4, 1.5	3,6	5
assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices	2 4	3.1	7	6	4	1,2,3,4,5,6,7,8,9	4	4abc	7.1, 7.2, 7.3, 7.4, 7.5, 7.6	4, 5, 6, 7	1.1, 1.2	1.2 4, 5	3, 6

and actions on others													
values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction	**1 4 a,b,c,d**	**3,2**	**3**	**3**	**4,2,3**	**1,2,3, 4,5,6, 7,8,9**	**4**	**4abc**	**3.1, 3.2, 3.3, 3.4**	**3,5,7**	**1.1, 1.3, 1.4, 1.5**	3	**5**

Section 4: Program Alignment to Standards
Provide spreadsheets, tables, or charts that clearly align the program(s) of study provided in
Section 2, to each of the respective preparation standards identified in Section 3. Standard
alignment for various pathways (e.g. undergraduate, graduate, etc.,) must be clearly identifiable.
On the alignment spreadsheets, tables or charts, indicate preparation content that includes clinical
experiences.

Responses to all relevant program Implementation Standards, indicated in the TN Educator
Preparation Policy, must be provided. For the courses/content listed on the alignment
spreadsheets/matrices/tables, include a link to course descriptions or attach course descriptions as
an Appendix to Section 4.

Table 1 indicates the program of study alignment to program outcomes based on conceptual

framework, state standards, InTASC and CAEP standards. The standard alignment is for the

proposed K-5 Elementary program.

The table also indicates the number of hours for field experiences within the program. Course

descriptions are located in Evidence 4a. In addition, table 5 indicates edTPA Course Alignment Chart

with InTASC and TEAM. Table 6 below indicates the alignment of edTPA, the proposed K-5 courses,

InTASC and TEAM The department plans to incorporate edTPA content throughout the entire

program. In course EDU 435 Educational Certification, teacher candidates will begin the first stage

of edTPA portfolio development and submission. Teacher candidates will take this course before they

are admitted into clinical practice.

Lane Teacher Education Program

Table 5: InTASC, Teacher Education Program Outcomes, and Literacy Standards Program Alignment for K-5 Courses

Elementary Courses Initial Program	Lane Program Outcomes EPP	InTASC Standards	Literacy Standards	Field Experience	CAEP K-5 Standards	Assessments
EDU 230 Foundations of Education	1,2,3, 5,8,10,12	2,3,8,9 1,2,3,4,5,6,7,8,9,10	2,3	20 hours	1,5	• Disposition Instrument • Perception Instrument • Community Profile • Reflective Journal
EDU 231 Technology for Educators	9	5,6,7	4		2	• eFolio Assignment • Digital Storytelling • Data Collection for Assessment Assignment
EDU 232 Curriculum & Instruction	1,4,8,11,13	6,7,8	1,3, 4	20 hours	1,2,3	• Disposition Instrument • Perception Instrument • Six Level Unit Plan • with adaptations and Modifications
EDU 330 Classroom Management	3,8,4,10,11,12,13	1,2,3	2,3		1,2,3,4	• Behavior Intervention Plan • Classroom Management Plan
EDU 337 Teaching Elementary Math	1,2,6,9	4,5,6	1,2,3	12 hrs	1,2,3,4	• Disposition Instrument • Perception Instrument • Lesson Plans • Math Content- Teaching Demonstration
EDU 333 Elementary Social Studies	1,2,5,6,8,9	4,5,6,7,8	1,3,4	12 hrs	2	• Disposition Instrument • Perception Instrument • Lesson Plans- Teaching Social Studies reading strategy using modeling and Guided Practice • Constructing Knowledge through Social Studies Unit Project

Elementary Courses Initial Program	Lane Program Outcomes EPP	InTASC Standards	Literacy Standards	Field Experience	CAEP K-5 Standards	Assessments
						• Public Issues Exploration
EDU 332 Tests and Measurements	2,6,7	2,6,7	1,4		3	• Disposition Instrument • Perception Instrument
EDU 334 Teaching Elementary Science	1,2,5,6,8,9	4,5,6,7,8	1,3,4	10 hrs	1,2,3	• Disposition Instrument • Perception Instrument • The Science Circle (collaborative) • Science Lesson Plan
EDU 338 Reading and Writing	1,2,5,6,8,9	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7	12 hrs	1,2,3,4	• Disposition Instrument • Perception Instrument • Lesson Plans
EDU 420 Student Teaching Seminar	1,2,3, 4,6,7,8,9,10,12,13, 14	1,2,3,4,5,6,7,8,9 ,10	1,2,3,4,5,6,7		1,2,3,4,5	• Lesson Plans • School Community Observation Form • Individual Small Group • Activities involving Students
EDU 430 Enhanced Student Teaching	1,2,3,4,6,7,8,9,10,1 2,13,14	1,2,3,4,5,6,7,8,9 ,10	1,2,3,4,5		1,2,3,4,5	• Assessments done as part of Seminar
PSY 131 Educational Psychology	1,2,5,6,8,9,10,11,1 2,13,14	1	3		1,2,4	•

Elementary Courses Initial Program	Lane Program Outcomes EPP	InTASC Standards	Literacy Standards	Field Experience	CAEP K-5 Standards	Assessments
PSY 330 Exceptional Learner	1,2,3,5,6,8,9	2,3,8,10	2,3,4		1,2,4	• Disability Article Presentation • Presentation on Inclusive Classroom
ENG 251 English Acquisition	1,2,5,6,8,9,10	1,2,3,5,6,7,8,9	1,2,3,4,5	10 hrs	1,2,4	• Disposition Instrument • Perception Instrument • Lesson Plans
ENG 252 Language and Literacy	1,2,5,6,8,9	1,2,3,4,5,6,7,8	1,2,3,4,5	20 hrs	1,2,4	• Disposition Instrument • Perception Instrument • Running Record • Lesson Demonstration Assessment
EDU 340 Multicultural Settings	1,2,3,4,6,7,8,9,10,12,13,14	2,3,7,8,9,10	2,3	10 hrs	1,2,4	• Disposition Instrument • Perception Instrument • Lesson Plans

Table 6: edTPA Course Alignment Chart with InTASC and TEAM

TEAM Focus	edTPA Rubric	Undergraduate Course Key Course	InTASC Standards
Instructional Plans, Lesson Structure & Pacing, Activities & Materials	1) Planning for Content Understandings	EDU 232 Curriculum & Instruction	2, 3, 4, 7, 8
Teacher Knowledge of Students, Grouping Students	2) Planning to Support Varied Student Learning Needs	PSY 330 Exceptional Learner	1, 2, 4, 7, 8
Expectations, Managing Student Behavior, Environment, Respectful Culture	3) Using Knowledge of Students to Inform Teaching and Learning	EDU 340 Multicultural Settings	1, 2, 4, 7, 10
Teacher Knowledge of Students, Student Work, Motivating Students	4) Identifying And Supporting Language Demands	ENG English Acquisition	1, 2, 4, 5, 8
Instructional Plans, Lesson Structure & Pacing, Activities & Materials, Assessment	5) Planning Assessments to Monitor and Support Student Learning	EDU 232 Curriculum & Instruction	<u>InTASC Standards</u> 1, 6, 8
Expectations, Managing Student Behavior, Environment, Respectful Culture	6) Learning Environment	EDU 330 Classroom Management	2, 3, 8
Presenting Instructional Content, Grouping Students	7) Engaging Students in Learning	EDU 231 Technology for Education	2, 3, 4, 5, 8

Questioning, Academic Feedback, Problem Solving, Thinking	8) Deepening Student Learning	PSY 330 Exceptional Learner EDU 334 Teaching Elementary Science EDU 337 Teaching Elementary Math EDU 435 Educational Certification	InTASC Standards 3, 4, 5, 8
Teacher Content Knowledge, Standards and Objectives	9) Subject Specific Pedagogy	ECE 338 Reading and Writing EDU 334 Teaching Elementary Science EDU 337 Teaching Elementary Math EDU 435 Educational Certification	3, 4, 5, 8
Student Work, Academic Feedback	10) Analyzing Teaching Effectiveness	PSY 131 Educational Philosophy	9
Questioning, Academic Feedback, Problem Solving, Thinking, Assessment	11) Analysis of Student Learning	EDU 430 Enhanced Student Teaching	InTASC Standards 6

Academic Feedback, Assessment	12) Providing Feedback to Guide Student Learning	ENG 251 English Acquisition ENG 252 Language and Literacy EDU 338 Reading and Writing EDU 435 Educational Certification	6
Assessment	13) Student Use of Feedback	EDU 237 Children's Literature EDU 237 Children's Literature ENG 252 Language and Literacy EDU 338 Reading and Writing EDU 332 Educational Tests and Measurements	3
Problem Solving, Thinking, Assessment	14) Analyzing Students' Language Use and Literacy Learning	ENG 252 Language and Literacy EDU 332 Educational Tests and Measurements	1, 2, 4, 5,
Assessment	15) Use of Assessment to Inform Instruction	EDU 332 Educational Tests and Measurements	6, 7, 8, 9

Section 5: Design of Clinical Experiences
A. Provide a narrative of up to one page and a spreadsheet, table, or chart that identifies the design and sequence of clinical experiences. This includes field experiences prior to clinical practice and clinical practice. The items should clearly indicate the program offers well-integrated clinical experiences involving candidates in a variety of settings and opportunities to collaborate with other educational professionals.
B. Provide a narrative of approximately one page that describes the supervision and evaluation of candidates during clinical experiences.

Section 5: A

The Lane College Teacher Education Program faculty strives to offer a learning-centered program committed to excellence in teaching and learning. Field experience serves this goal by providing teacher candidates with opportunities to experience classroom observation and teaching in a variety of settings, apply and develop pedagogical knowledge and skills acquired through their faculty courses, and benefit from the advice and guidance of experienced professionals in their progress towards acceptance into the profession.

Field Experience takes place in content courses, Block 1, Clinical Teaching I and Clinical Teaching II of the Educator Preparation Program. Each experience will help prepare candidates to become classroom teachers. This phase of the program allows candidates an opportunity to learn theory and enter the teaching profession practicing the knowledge, skills, and attitudes about teaching and learning they have learned in class.

The candidate's field experience is a valuable hands-on experience that represents the bridge between professional preparation and professional practice. Field experiences are designed to provide opportunities for candidate teachers to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

As such, candidate teachers in observation courses are expected to apply the techniques, strategies, and behaviors described in the standards for the Pedagogy and Professional Responsibilities exam. These experiences are an opportunity for candidate teachers to design lessons utilizing state standards and the competencies described in the areas of certification by the Tennessee Teacher Education Program. A complete description of these standards and

competencies may be obtained from the state website. Often candidate teachers observe that these learner-centered teaching behaviors are not utilized in the classes they attend in their teacher preparation courses, nor are they present in the classrooms they observe in their professional development courses. It is during this experience that candidate teachers are expected to become "teachers as researchers". They have an opportunity to develop instructional designs that reflect both the content standards and competencies expected of their students in the state of Tennessee, as well as to display the knowledge, dispositions, and pedagogical behaviors of effective teachers as delineated by the standards and competencies assessed on the state certification tests.

Moreover, candidate teachers have an opportunity to "field-test" the behaviors of effective teachers cited in research journals, which are reported to have a positive impact on student achievement. This field experience also serves as an opportunity to engage in the behaviors described in the research on effective teachers, student achievement and teaching. The success of the candidate teaching observation depends on the cooperative efforts of many people. It is expected that the candidate teacher, supervising teacher, and the college professor will form a triad with closely connected goals-all resulting in a positive and memorable filed experience. It is the goal and expectation of the Teacher Education Program's Educator Preparation Program that all participants will become reflective professional practitioners who are committed to facilitating successful student achievement. The documentation of these experiences will be in the development of an electronic portfolio submitted by each candidate chronicling his/her experience.

Field Experience Requirements
Field Experience is incorporated in several classes. Each content class requires 8 hours of observation. Teacher candidates initial field based experience will happen in course EDU 230 Foundations of Education. In this course, teacher candidates will develop a community profile,

complete a reflective journal and an observation instrument about placement. Teacher candidates will observe, support small instructions and provide some tutoring. After being admitted into the EPP, teacher candidates will enter into what we call the Block 1- content field experiences courses. The field experience courses: EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338. Table 7 below indicates the field experience courses, title of the courses and location on the degree plan.

Table 7: Field Experience Courses before Clinical Teaching

Course	Title	Location on Degree Plan
EDU 230	Foundations of Education (FE)	Sophomore- Third Semester
EDU 232	EDU 232 Elementary Curriculum & Instruction (FE)	Junior- Fifth Semester
EDU 333	EDU 333 Teaching Elementary Social Studies (FE)	Junior- Sixth Semester
EDU 334	EDU 334 Teaching Elementary Science (FE)	Junior- Sixth Semester
EDU 337	EDU 337 Teaching Elementary Mathematics (FE)	Junior- Sixth Semester
EDU 338	EDU 338 Reading and Writing (FE)	Senior- Seventh Semester

Section 5: B
Clinical Practice Teaching
Admission into Clinical Practice is the **third benchmark**. At this stage, candidates are required to demonstrate their mastery of the 21 proficiencies. Candidates at this benchmark are assigned to a school for one semester. Candidates are required at the school to engage in a range of activities including actual teaching of lessons, developing lesson plans and observing parent-teacher conferences. Each candidate is evaluated across several assessments listed in the Key Assessment Chart. Candidate success at this benchmark is determined by three independent evaluators, a School Based Representative, Teacher Education Program Faculty Advisor, and a representative from the Office of Field Based Experiences. Table 8 indicates the clinical practice courses and location on degree plan.

Goals for Candidate Teachers Enhanced Teaching: EDU 420 and EDU 430

- ✓ Complete fifteen (15) weeks of field experience at a designated school site- four days per week and one seminar day.
- ✓ Observe and reflect on classroom instruction.
- ✓ Design and deliver instruction that meets the needs of diverse learners.
- ✓ Develop and utilize methods of evaluations.
- ✓ Deliver effective classroom management strategies.
- ✓ Deliver small group lessons utilizing learned methodology from cooperating teacher and college faculty.
- ✓ Deliver whole group lessons utilizing learned methodology from cooperating teacher and college faculty.

Table 8: Clinical Teaching Course

Course	Title	Location on Degree Plan

EDU 420	Student Teaching Seminar	Senior- Eighth Semester
EDU 430	Enhanced Student Teaching	Senior- Eighth Semester

Section 6: Candidate Assessment Process/Structure

A. Provide a brief narrative accompanied by a spreadsheet, table or chart for this specialty area program that illustrates/identifies the candidate assessment transition points and key assessments embedded within each transition.

B. Include 3-5 samples of key formative and/or summative, standards-based evaluation tools and associated rubrics/ scoring guides that are used to evaluate candidates' performance throughout the preparation program.

Section 6: A

Benchmarks for Initial Programs

Six benchmarks mark the progression of candidates through the Initial Program in the Teacher Education Program at Lane College. The commonalities of these benchmarks allow comparison across programs which facilitates program and department evaluation. In addition, programs within departments across the unit use similar benchmark assessments to facilitate unit evaluation. Multi-dimensional assessment techniques are used to determine the presence of broad-based, substantive behaviors needed by candidates to function successfully in today's and future classrooms. At **benchmark zero**, the Unit identifies students at the freshman level in course ORN 110 Freshman Orientation who may be interested in majoring in education. To be eligible for admission, candidates must complete an Educator Preparation Program application, submit a degree plan signed by an advisor, and provide evidence of completion of the forty-nine (49) credit hour for general education core requirements. An official transcript from each college and university previously attended is required as well. Also required for admission is a minimum overall grade point average of 3.00.

The **first benchmark** is called Admission. The Admissions Committee of the Teacher Education Council, which is housed in the Teacher Certification Office, makes all final decisions on admission to the EPP. Compilation of data from the program entry benchmarks provides important information for program and unit assessment by providing a snapshot of candidates' skills, knowledge, and dispositions upon entering the teacher preparation program (See Benchmark Chart).

The **second benchmark** is called Field Experiences. Candidates are required to successfully complete a block of specific courses to advance to the next benchmark. These courses, which provide direct teaching of the 15 proficiencies needed to be successful in urban school environments, are the following: EDU 230, EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338

Included in these courses are a set number of field-based classroom observations that each candidate must perform. To evaluate a candidate's mastery of the 15 proficiencies, both rubric scoring and cognitive measures in the form of course grades are used. Course grades are determined based on assessments such as reflective journals, lesson plans, unit plans/development portfolio entries, and ability to develop cognitive sample tests. Candidates are required to maintain a Grade Point Average of 3.00 over the duration of these courses. Rubric scoring is designed to inform the faculty and candidates of developmental processes and needs of candidates in regard to acquiring the knowledge, skills, and dispositions required for professional educators. Support is available to all candidates through tutorial services, along with workshops provided by faculty and staff.

The **third benchmark** is the student teaching /Clinical Practice semester. At this stage, candidates are required to demonstrate their mastery of the 21 proficiencies. Candidates at this

benchmark are assigned to a school for one semester. At the school candidates are required to engage in a range of activities including actual teaching of lessons, developing lesson plans and observing parent-teacher conferences. Each candidate is evaluated across several assessments listed in the Key Assessment Chart. Candidate success at this benchmark is determined by three independent evaluators, a School Based Representative, Teacher Education Program Faculty Advisor, and a representative from the Office of Field Based Experiences.

The **fourth benchmark** is graduation. This benchmark includes a complete evaluation of each candidate's performance in the Education Preparation Program. The Program coordinators and Lead faculty member use the program completion review process to assess each candidate's success in completing the program and his/her readiness for assuming professional responsibilities. These assessments include satisfactory completion of field experience/clinical practice and related assignments, submitting a professional resume, and a review of current transcript and the development of a professional placement file, portfolio reviews, and assessment of appropriate dispositions.

The **final benchmark** is follow-up assessment collected on each candidate. Follow-up measures include employer surveys along with state required certification test scores. Upon graduating from the Educator Preparation Program candidates must successfully pass the state required content exam in their area to be certified in their teaching field. The passage rates on the state exam, along with employer evaluations, are used as an overall unit evaluation.

Table 9 below indicates benchmarks, descriptions for each benchmark and requirements for the proposed K-5 Elementary Program.

Benchmarks

Table 9: Benchmarks for Initial Program

Benchmarks	Description	Requirements
Zero	Pre-Education Candidate	Classified as an Education Major by the College but have not been admitted to the Teacher Educator Preparation Program (generally freshmen and sophomore students)- Teacher candidates will be first identified in course ORN 110-Orientation
One	Admission and enrollment to Teacher Education Program	Completion of forty-nine (49) hour minimum core requirements • submit an application, • have a 3.00 cumulative undergraduate GPA, • have completed all 49 hours of the General Core Courses • must pass all portions of the PRAXIS Core Academic Skills Test for Educators (CORE) unless the candidate has an Enhanced ACT score of 21 or above or a combined score of 1020 or above on the SAT. **Note:** passing the CORE writing exam is a non-negotiable and cannot be appealed, and • have a cleared **TBI background check** on file in the Office of Teacher Education. • Submit a Teacher Education application (Online) Form A • Submit written recommendations (Form B) from two full-time faculty members: either two from the major or one from the major and one from general education • Demonstrate proficiency in oral communication through a departmental screening interview
Two	Content Courses/ Field Experience EDU 230, EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338	Achieve a 3.0 GPA in the field experience courses. (Sample Key Assessments) • Lesson Plans • Unit Plans • Behavior/Intervention Plans • Community Profiles
Three	Clinical Practices EDU 420 EDU430	• Videotape of actual teaching lesson • Sample of Student Assessments • Reflective journal • Exams • School-based faculty evaluation • Summaries of meeting with school-based educators and parents • Professional résumé

Four	Completion of program	Current Transcript Professional placement file GPA with a minimum of 3.0
Five	Follow-up	Candidates inform office of job placement Employer survey

Section 6: B
Include 3-5 samples of key formative and/or summative, standards-based evaluation tools and associated rubrics/scoring guides that are used to evaluate candidates' performance throughout the preparation program.

Table 10 below indicates the professional core courses, hours and suggested assessments.

Table 10: Professional Core and Proposed Assessments

Professional Core and Proposed Assessments		
Professional Core	**Hours**	**Assessments**
EDU 230 Foundations of Education (FE)	3	• Disposition Instrument • Perception Instrument • Community Profile • Self-Reflection Paper
EDU 231 Technology for Educators	3	• eFolio Assignment • Digital Story Telling • Data Collection for Assessment Assignment
EDU 232 Elementary Curriculum & Instruction (FE)	3	• Disposition Instrument • Perception Instrument • Six Level Unit Plan with Adaptations & Modifications
EDU 330 Classroom Management	2	• Behavior/Intervention Plan • Classroom Management Plan
EDU 334 Teaching Elementary Science (FE)	3	• Disposition Instrument • Perception Instrument • The Science Circus (collaborative) • Science Lesson Plan
EDU 333 Teaching Elementary Social Studies (FE)	2	• Deposition Instrument • Perception Instrument • Lesson Plans- Teaching a Social Studies Reading Strategy Using Modeling and Guided Practice • Constructing Knowledge Through Social Studies Unit Project • Public Issues Exploration Lesson: Plan, Enactment, & Analysis
EDU 337 Teaching Elementary Mathematics (FE)	3	• Disposition Instrument

		• Perception Instrument	
		• Lesson Plans	
		• Math Content- Teaching Demonstration	
EDU 338 Reading and Writing (FE)	3	• Disposition Instrument	
		• Perception Instrument	
		• Lesson Plans	

The following are the 5 assessments and rubrics that will be used in our program. We have also included a sample course outline (i.e., EDU 230).

    6b.1 Perceptions Instrument
    6b.2 Disposition Instrument
    6b.3 Student Created Unit Plan
    6b.4 Self-Reflection Paper
    6b.5 EDU 337 Elementary Math Content- Teaching Demonstration
    6b.6 EDU 230 Foundations of Education- course outline

(Evidence/Section 6b: 5 assessments)