

Lane College EPP Handbook

A HANDBOOK
FOR ALL
TEACHER EDUCATION

MAJORS



2021-2022

**Department of Education
Acknowledgment of Receipt**

Teacher Education Handbook

By signing below, I acknowledge that I have reviewed the Teacher Education Handbook and am familiar with the requirements of the program.

Name (Print): _____

Signature: _____

Date: _____

A copy of the signed acknowledgment should be emailed to Dr. Cell Waller at CWaller@lanecollege.edu.

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WELCOME TO EDUCATOR PREPARATION PROGRAM

The preparation of school professionals is a complex process. Prospective educators must gain a considerable body of knowledge, both general as well as specific to the subject area or age level being taught. They must also develop attitudes and skills needed for working in the multicultural schools of today. At Lane College a combination of theory and practice is provided in order to prepare prospective educators for the diverse roles teachers experience today.

The faculty in the Teacher Education program is glad you have chosen to be a student in this challenging program. This handbook is designed to assist you as you progress through the various steps in becoming a fully licensed, professional educator. It is intended to supplement the information provided in your college catalog. Although your advisor, along with other faculty and staff, will help you in any way possible, you are responsible for meeting the requirements associated with the teacher education program. We do hope you have a positive, enriching experience as you progress through your education program at Lane College. Welcome to Teacher Education at Lane College.

Dr. Cell Waller
Director of Teacher Education

INFORMATION CONCERNING THE PROGRAM

Freshman Year: Each student at Lane College has a freshman advisor who will assist the student in planning the first courses taken at Lane College. The student should let the advisor know that he or she is thinking of becoming a teacher. Students are encouraged to study the information about the teacher education program in the college catalog carefully and to come by and meet the faculty in the education program.

Sophomore Year: Students will be assigned an advisor in the education program based on their expressed areas of interest. Students are required to purchase a LCAS account after they have been admitted into the Education Program. EDU 230 is a field-based course; each student will be placed with a public school teacher for three hours each week to observe and see what “the real world of teaching” is all about (see pages 25-26 for field placement requirements).

Junior Year: Students admitted into the teacher education program will take varied courses which will enable them to demonstrate the competencies identified for each licensure area by the State of Tennessee. Many of the courses will provide continuing opportunities to work in the public schools. At the end of the year, students should apply for student teaching.

Senior Year: Students will finish all required courses, pass all required portions of the PRAXIS II and successful submission the edTPA portfolio.

Student teaching is one of the most important requirements of the teacher education program. A separate handbook has been developed to assist students during this phase of their teacher education program.

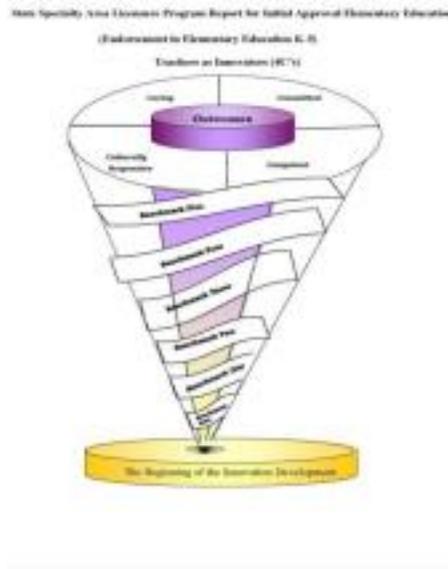
Teacher Education Program Overview Session 1

- Conceptual Framework
- Vision Statement
- Overarching Unit Goals
- Learning Outcomes
- INTASC Standards
- Benchmarks
- Key Assessments
- LCAS Account
- Rubric

Conceptual Framework

Description of the Conceptual Framework

A graphic schema was constructed to incorporate the department of education’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.



Vision Statement

The Department of Education 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 Department of Education 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.

Department of Education Learning Outcomes

Initial Programs

Expected Outcomes

In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the DOE prepares caring, *committed, competent, and culturally responsive* professionals who will work effectively in all school settings, with a focus on the needs of *urban* communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. 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.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

A List of Candidate Proficiencies

A competent educator:

1. 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)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. 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)**
9. 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:

10. 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)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)** 13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
14. 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)**

A caring educator (dispositions)

15. 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;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended.

INTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Benchmarks

Benchmarks for Initial Programs

Six benchmarks mark the progression of candidates through the Initial Program in the Department of Education at Lane College. The commonality 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. 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.

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, Department of Education 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.

Benchmarks

IV. Benchmarks for Initial Program

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	<p>Completion of forty-nine (49) hour minimum core requirements · submit an application,</p> <ul style="list-style-type: none"> · 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	Field Experience EDU 230, EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338	<p>Achieve a 3.0 GPA in the field experience courses. (Sample Key Assessments)</p> <ul style="list-style-type: none"> · Lesson Plans · Unit Plans · Behavior/Intervention Plans · Community Profiles
Three	Clinical Practices EDU 420 EDU430	<ul style="list-style-type: none"> · 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	<p>Current Transcript Professional placement file GPA with a minimum of 3.0</p>

Five	Follow-up	Candidates inform office of job placement Employer survey
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**Teacher Education Program Assessment System
Key Assessments –C & I Initial**

PROFESSIONAL CORE	Hours	Assessments
EDU 230 Foundations of Education (FE)	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Community Profile • Reflective Journal
EDU 231 Technology for Educators	3	<ul style="list-style-type: none"> • eFolio Assignment • Digital Story Telling • Data Collection for Assessment Assignment
EDU 232 Elementary Curriculum & Instruction (FE)	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Six Level Unit Plan with Adaptations & Modifications
EDU 330 Classroom Management	2	<ul style="list-style-type: none"> • Behavior/Intervention Plan • Classroom Management Plan
EDU 334 Teaching Elementary Science (FE)	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • The Science Circus (collaborative) · Science Lesson Plan
EDU 333 Teaching Elementary Social Studies (FE)	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Lesson Plans • Lesson Study Group Presentations & Participation Assignments • Individual Student Assessment - Performance Based Assessment for the Course
EDU 338 Reading and Writing (FE)	3	<ul style="list-style-type: none"> • · Disposition Instrument • · Perception Instrument • · Lesson Plans

ENHANCED STUDENT TEACHING Assessments		
EDU 420 Student Teaching Seminar	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Lesson Plans • ePortfolio • Teacher Work Sample (TWS) · Action Research and Presentation · Reflective Journal
EDU 430 Enhanced Student Teaching	9	

LCAS Data Collection Overview Table

Admission	(Admissions Committee Chair)	Number of Applicants who applied for the program. · Apply · Admitted · Denied	Beginning of each semester	Paper Application And Online Application Annual Report
PTAXIS I and II Scores	Coordinator	The student's scores on the PRAXIS when entering the program	Beginning of each semester	Documentation in the App. Process LCAS
Program Completion Graduates	Department Chair	Number of Students who completed the program for Fall, Spring, Summer I & II	End of each semester	Paper Graduation App. Tennessee Reporting System
Key Assessment Data	Faculty*	Number of students enrolled in the program by ethnicity* on Transition Chart	Each Semester	Paper
(Practice Exam Data) Certificati on Seminar Course	Faculty/Test Prep Coordinator	The total number of students who took the practice exam(pass and fail)	Continuously	Paper/ Scranton Data

Certification/ Licensure Exam Data	Faculty/ Certification Officer	The total number of students who took the exam(pass and fail)	Monthly	Electronically (State)
Enrollment	Department Chair	The total number of students who are enrolled in the program	By Semester	Electronically
Faculty	Department	The analysis of	Annually	Electronically

Evaluations	Chair/Division Head	all faculty members by department. <ul style="list-style-type: none"> · Student · Peers (3) · Division Chair · Self Evaluation 		
Clinical Practice Observation	Faculty/ Field Experience and Clinical Practice Coordinator	All students' observation by Supervisor, Teacher Candidate, and ISD Teacher for the Fall and Spring Semester <ul style="list-style-type: none"> · Lesson Plans · Unit Plans · Reflective Journal · Action Research · TWS · Exit Interview 	By Semester	Paper Electronically
Field Experiences	Faculty/Field Experience and Clinical Practice Coordinator	All field experiences (internship, practicum) by Area of Study.	By Semester	Paper Electronically
Unit Survey	Faculty	Survey for DOE faculty and students to assess the DOE as a Unit	Annually	Electronically

Disposition Survey	Faculty	The analysis of student's disposition/coming proficiencies in courses identify on the Transition Chart	By Semester	Paper Electronically
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Perception Instrument (K,S) Knowledge and Skills	Faculty	The analysis of the student's knowledge and skills in a selected course by semester or when course is offered	By Semester	Paper Electronically
Follow-Up Survey Exit Survey	Faculty/CA EP Coordinator	Candidate's feedback on program	Annually	Paper Electronically
Employer Survey	Faculty/CA EP Coordinator	Employer feedback on the performance of our candidates.	Annually	Paper Electronically

LCAS Account

The Teacher Education Department utilizes LCAS, a web-based software and support service to maintain student information and work samples. Please note that you must have an active LCAS account for the duration of your time in the Teacher Education program at Lane College. Once you have opened your account, be sure to renew the existing account prior to its expiration. Below are instructions on purchasing and registering your account.

Lane College Department of Education

Lesson Plan Rubric

Introduction

The purpose of this rubric is to assess candidates’ evolving skills in understanding learner development and differences, demonstrating and applying content knowledge, and planning for assessment and instruction. CAEP and InTASC standards guided the development of this rubric.

The rubric is primarily used by the faculty who teach methodology and field experience courses and college supervisors who evaluate student teaching. Portions of the lesson plan are introduced at designated stages in the programs, culminating in successful completion of the entire plan. Candidates are expected to achieve at the “target” level of performance at each point of evaluation.

Data from these rubrics are both aggregated and disaggregated by program and used biannually for two purposes:

- To discuss and evaluate candidates’ strengths and needs in planning for instruction.
- To use the findings of this evaluation in the examination and adaptation of program curricula to improve areas of candidate need.

Lane College Department of Education

Lesson Plan Rubric

Teacher Candidate:

Date: _____

Subject and Lesson Topic:

Category	Unacceptable	Revisions Needed	Target
<p>CENTRAL FOCUS – Candidate provides an accurate description of the purpose of the instruction of the learning segment. CAEP 1.1, InTASC 4</p>	<p>Candidate provides an inaccurate description of the purpose of the instruction of the learning segment.</p>	<p>Candidate provides a description of the purpose of the instruction for only part of the learning segment.</p>	<p>Candidate provides an accurate description of the purpose of the instruction of the learning segment.</p>
<p>USING PRIOR KNOWLEDGE– Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning. CAEP 1.1, InTASC 1</p>	<p>Candidate does not justify why learning tasks are appropriate using examples of students’ prior academic learning.</p>	<p>Candidate justifies learning tasks with limited attention to students’ prior academic learning.</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning.</p>
<p>USING STUDENT ASSETS – Candidate justifies learning tasks using students’ personal, cultural, or community assets. CAEP 1.1, InTASC 2</p>	<p>Candidate does not justify why learning tasks are appropriate using examples of students’ personal, cultural, or</p>	<p>Candidate justifies learning tasks with limited attention to students’ personal, cultural, or community assets.</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.</p>
<p>CURRICULUM STANDARD(S) - Candidate includes standard(s) aligned to the central focus and learning objectives. CAEP 1.4, InTASC 7</p>	<p>community assets. Candidate includes standards which are not aligned to the central focus AND learning objectives.</p>	<p>Candidate includes standards which are not aligned to the central focus OR learning objectives.</p>	<p>Candidate includes standards which are aligned to the central focus AND learning objectives.</p>

<p>OBJECTIVE(S) – Candidate’s objectives are measurable AND describe what students will be able to do by the end of the lesson. CAEP 1.1, InTASC 7</p>	<p>Candidate’s objectives are not measurable AND do not describe what students will be able to do by the end of the lesson.</p>	<p>Candidate’s objectives are not measurable OR objectives do not describe what students will be able to do by the end of the lesson.</p>	<p>Candidate’s objectives are measurable AND describe what students will be able to do by the end of the lesson.</p>
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2017-18

Category	Unacceptable	Revisions Needed	Target
<p>ASSESSMENT – Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with specific needs to demonstrate their learning. CAEP 1.2, InTASC 6</p>	<p>Candidate’s use (or absence) of formal and/or informal assessment tools do not provide evidence to monitor students’ progress toward meeting the objectives OR if applicable, candidate does not modify assessments to allow students with specific</p>	<p>Candidate uses formal and/or informal assessment tools that will provide limited evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with specific needs to demonstrate their learning.</p>	<p>Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with specific needs to demonstrate their learning.</p>
<p>LANGUAGE FUNCTION – Candidate chooses one language function that best describes the active learning in the lesson. CAEP 1.1, InTASC 4</p>	<p>needs to demonstrate their learning. Candidate does not identify a language function.</p>	<p>Candidate chooses a language function(s) that does not best describe or is misaligned with the active learning in the lesson.</p>	<p>Candidate chooses one language function that best describes the active learning in the lesson.</p>
<p>LANGUAGEFUNCTION INSTRUCTIONAL SUPPORT – Candidate provides supports to help learners understand and use the</p>	<p>Candidate does not provide supports for the language function.</p>	<p>Candidate provides supports that are misaligned to the language function.</p>	<p>Candidate provides supports to help learners understand and use the language function.</p>

<p>language function. CAEP 1.1, InTASC 7</p>			
<p>VOCABULARY – Candidate identifies key words and phrases students need to understand and/or use to be successful in the lesson. CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify key words and phrases students need to understand and/or use to be successful in the lesson.</p>	<p>Candidate identifies trivial words and phrases that are not required for success in the lesson.</p>	<p>Candidate identifies key words and phrases students need to understand and/or use to be successful in the lesson.</p>
<p>VOCABULARY INSTRUCTIONAL SUPPORT – Candidate provides supports to help learners understand and use key words and phrases to be successful in the lesson. CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports to help learners understand and/or use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides supports that do not help learners understand and use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides supports to help learners understand and use key words and phrases to be successful in the lesson.</p>

2017-18

Category	Unacceptable	Revisions Needed	Target
<p>SYNTAX AND/OR DISCOURSE – Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson. CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify syntax and/or discourse students need to understand and/or use to be successful in the lesson</p>	<p>Candidate’s identification of syntax and/or discourse does not represent what students need to understand and/or be able to use to be successful in</p>	<p>Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson.</p>

<p>SYNTAX AND/OR DISCOURSE INSTRUCTIONAL SUPPORT – Candidate provides supports to help learners understand and/or use syntax and/or discourse to be successful in the</p>	<p>Candidate does not provide supports to help learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>	<p>the lesson. Candidate’s supports for syntax and/or discourse do not help students understand and/or use the language demand.</p>	<p>Candidate provides supports to help learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>
<p>lesson. ANTICIPATORY SET - Candidate’s CAEP 1.1, InTASC 7 anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson. CAEP 1.1, InTASC 7</p>	<p>Candidate’s anticipatory set does not provide a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set attempts to provide a purpose for learning, making a vague connection to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>
<p>ACTIVATES OR BUILDS KNOWLEDGE - Candidate describes how students’ prior knowledge is activated or how background knowledge is built.</p>	<p>Candidate does not describe how students’ prior knowledge is activated or how background knowledge is built.</p>	<p>Candidate describes limited opportunity for activating students’ prior knowledge or for building background knowledge.</p>	<p>Candidate describes how students’ prior knowledge is activated or how background knowledge is built.</p>
<p>CAEP 1.1, InTASC 4 PROCEDURE – Candidate’s procedure scaffolds learning through sequentially appropriate instruction. CAEP 1.1, InTASC 7</p>	<p>Candidate’s procedure does not scaffold learning through sequentially appropriate instruction.</p>	<p>Candidate’s procedures include limited scaffolding through sequentially appropriate instruction.</p>	<p>Candidate’s procedure scaffolds learning through sequentially appropriate instruction.</p>
<p>TEACHING STRATEGIES – Candidate utilizes a variety of teaching strategies to meet the needs of diverse learners. CAEP 1.1, InTASC 7</p>	<p>Candidate does not utilize teaching strategies to meet the needs of diverse learners.</p>	<p>Candidate utilizes a teaching strategy(ies) to meet the needs of learners.</p>	<p>Candidate utilizes a variety of teaching strategies to meet the needs of diverse learners.</p>

Category	Unacceptable	Revisions Needed	Target
INSTRUCTIONAL SUPPORTS – Candidate plans instructional supports that assist students to meet the objectives of the lesson. CAEP 1.1, InTASC 7	Candidate does not provide supports to assist the students to meet the objectives of the lesson.	Candidate plans instructional supports that do not assist student to meet the objectives of the lesson.	Candidate plans instructional supports that assist students to meet the objectives of the lesson.
CONTENT KNOWLEDGE – Candidate’s plan includes accurate content throughout the lesson. CAEP 1.1, InTASC 4	Candidate’s plan includes significant inaccuracies in content.	Candidate’s plan includes minor inaccuracies in content.	Candidate’s plan includes accurate content throughout the lesson.
DEVELOPMENTALLY APPROPRIATE PRACTICE – Candidate’s plan is developmentally appropriate for the age and stage of the students. CAEP 1.1, InTASC 1	Candidate’s plan is not developmentally appropriate for the age and stage of the students.	Candidate’s plan is developmentally appropriate for the age OR stage of the students.	Candidate’s plan is developmentally appropriate for the age AND stage of the students.

QUESTIONING – Candidate plans a variety of questions to advance student thinking. CAEP 1.1, InTASC 5	Candidate does not plan for questions.	Candidate plans surface level questions that do not advance student thinking.	Candidate plans questions to advance student thinking.
ACCOMMODATIONS/ MODIFICATIONS – Candidate designs appropriate accommodations/modifications to meet the varied needs of learners.	Candidate does not design accommodations/modifications to meet the needs of learners.	Candidate designs accommodations/modifications that do not meet the needs of learners.	Candidate designs appropriate accommodations/modifications to meet the varied needs of learners.

<p>CAEP 1.4, InTASC 1 CLOSURE - Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context. CAEP 1.1, InTASC 7</p>	<p>Candidate does not plan a wrap up of the lesson that reinforces students' understanding.</p>	<p>Candidate's planned wrap up provides minimal opportunity to reinforce students' understanding.</p>	<p>Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context.</p>
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Field Placement Requirements Session 2

- Field Placement Requirements
- Required Field Placement Hours
- General Roles and Responsibilities
- Field Placement Prerequisites
- Criminal Background Disclosure
- Appropriate Attire

Field Placement Requirements

Placement

The Office of the Field Experience and Clinical Practice Coordinator takes into account multiple factors in determining your placement. Many variables play a role in each placement to ensure your ability to complete field-based assignments and critical tasks. The most important factor is matching your field experience placement with your course(s) needs. For example, if you are taking an ESOL course you will be placed in a school that has a high percentage of ESOL students. Moreover, all students will be placed in multiple diverse settings and not placed at the same school twice.

- We strive to take every situation into account when making decisions about field placement. We try to place students that do not have a car at schools close to their homes, close to campus, and/or close to public transportation.
- We place cluster groups of students at the same school to encourage learning communities and carpooling.
- Some schools hold an orientation for field experience students. You will be advised via email of the date and time of the orientation, and attendance is mandatory. If you have a conflict with your class schedule you are advised to consult with your course instructor.
- You will be allowed to participate in orientation before the fingerprinting process is completed. However, you will NOT be able to report to a classroom until your fingerprints have been cleared and you have received your clearance.
- When you report to the school's main office, identify yourself, and ask to meet with the field experience contact person and/or an assistant principal. If neither is available, please ask to report to the classroom of your assigned teacher.

Final notes on placement

- Schools are notified via e-mail with a list of names of students who will be completing field experiences.
- Return the Field Experience Contract, the Field Experience Student Attendance Record, and the Field Experience Evaluation Report to the Office.
- The Field Experience Contract should be turned in within the first two weeks of beginning your field experience.
- Please remember that you are a guest at each school site and represent Lane College and the Department of Education.
- Field Experience Placements should begin as soon as you have your Security Clearance Card. If you wait until the middle of the semester, the school has the prerogative to deny you access to the school.

Issues with placements

- Placements are final. Only under exceptional circumstances will a change of placement be considered. Please make your request via e-mail to the

Director of Field Experience and Clinical Practice.

- Please note, if you have not made any attempt to visit your field experience placement by the last day to drop a class with a “W”, any request to change your placement will not be considered.
- Receive your Field Experience Placement by the second week of classes. Begin your Field Experience Hours by the third week of classes.
- Request to change a placement need to be made by the last day to drop a class with a “W”.

General Roles and Responsibilities

Teacher Candidates' success in practice teaching requires assuming responsibility for professional growth. This involves attention to four main areas: *Attitude, Orientation, Observation, and Participation.*

Professional attitude involves:

- recognition and acceptance that the welfare of the students is of ultimate concern and that the cooperating teacher has the final responsibility for what occurs in the classroom;
- maintenance of an ethical and professional attitude towards all members of the school community;
- adhere to the *Code of Ethics and Standard Practices for Tennessee Educators*;
- continuous evaluation of one's growth as a teacher;
- ability to accept critical suggestions and assessments in a cooperative and positive manner.

Orientation involves:

- familiarizing oneself with the philosophy, resources, policies, and rules of the school assigned;
- conferring with the cooperating teacher prior to the beginning of each practicum.

Observation includes:

- determining the procedures to be followed in completing assignments which are acceptable to the cooperating teacher;
- observing in a systematic and purposeful manner, remembering that the observation is designed for one's introduction to the educator's role;
- arranging opportunities, through the cooperating teacher, to observe other classrooms and teachers in order to broaden one's perspective of the teaching role.

Participation includes:

- increasingly assuming responsibility for more complex tasks;
- making oneself available for regular conferences (planning and analysis) with the cooperating teacher or Department Supervisor;
- developing written plans for lessons and making them available to all supervisory personnel;
- participating in school activities beyond the classroom setting;
- engaging in critical self-reflection regarding teaching and professional conduct;

attending all advisory group meetings

Cooperating Teachers serve as mentors and coaches to teacher candidates by providing modelling, guidance and support in a number of varied and integrated areas.

Orientation and Observation Mentoring in this phase includes:

- welcoming the teacher candidate to the school and the classroom;
- familiarizing the teacher candidate with the school's expectations;
- orienting the teacher candidate to the school, which includes providing information about the programs, the students and the school/classroom, routines and procedures;
- providing the teacher candidate with adequate opportunities to observe the cooperating teacher's own teaching techniques and procedures and, where possible, those of other teachers in the school.

Teaching Practice Mentoring includes:

- enabling teacher candidates to progress from simpler to more complex teaching tasks; · providing the teacher candidate with opportunities to co-teach and co-plan, moving teacher candidates gradually towards greater responsibility as appropriate;
- assisting teacher candidates in planning their own teaching strategies and in selecting and designing appropriate instructional material; guiding teacher candidates in developing sound classroom organization and management strategies;
- requiring the teacher candidate to prepare and submit detailed written lesson plans for each lesson and unit plans where appropriate;
- requiring the teacher candidate to prepare thoughtful written self-reflection for each lesson; · preparing Formative and Summative Assessments that are fair and appropriately rigorous. · 5 formal teaching lesson evaluations (3 first placement- two second placement) · Disposition rubric (one completed at each placement)
- Perception Student Impact (one completed at each placement)
- Attendance Log signed daily
- Providing consistent feedback to teacher candidates is important to their growth and development as teachers and professionals. Here are a few tips that might help you in providing quality feedback to candidates.
- Remember that, like the students in your class, teacher candidates will vary in their readiness to independently perform certain teaching tasks.
- Some teacher candidates will require more assistance, guidance and encouragement than others.
- Make your expectations clear from the onset.
- Ensure that the teacher candidate(s) in your classroom take notes during observation · Set aside a few minutes each day to discuss their notes and progress.
- Always provide feedback on strengths and strategies for improvement.
- Feedback should be realistic, honest and fair. Teacher candidates should be mature enough to handle constructive criticism even when it sometimes stings
- Regular conferences allow the teacher candidate to analyze their own instructional skills and to set goals and strategies for improvement.

Things to Remember

- ✓ Contact the Department Supervisor as soon as possible if a teacher candidate is experiencing difficulties in your class.
- ✓ Teacher candidates should not be left alone with students under any

circumstances. ***Department Supervisor*** is expected to:

- maintain regular contact with their advisees throughout the year;
- visit advisees in the schools at least twice, but as much as deemed necessary;
- meet with them regularly, individually or in group seminars to discuss issues relating to the practicum experience before and after each teaching block;
- provide a minimum of two (2) Formative Reports (see Appendix E) during the

Practice Teaching sessions;

- at the request of the Field Experience Office, investigate reports from schools of individual problems;
- mediate candidate-teacher conflicts;
- act as a liaison between the school and the Faculty of Education;
- collect and review copies of the Formative and Summative Report for each placement. · reviewing these reports allows for Advisors to address common issues or concerns;
- complete Portfolio review with each teacher candidate in their Advisory Group;
- complete final summative Report/Portfolio Assessment of each teacher candidate;
- assisting in the orientation of teacher candidates assigned to their school;
- facilitate teacher candidate's involvement in activities beyond the classroom setting (e.g., staff meetings, staff socials, student functions, professional development days, parent/teacher conferences);
- cooperate with Faculty Advisors in solving problems that may arise;
- provide both positive and critical feedback to the Field Experience Office on the general performance of teacher candidates and the administration of the practicum.

Field Placement Policy

In the interest of fairness and consistency, the following policy for practice teaching is applied equally and without exception to all teacher candidates. Classroom placements are arranged with the following school districts in which MoU agreements are placed.

- ✓ Candidates may not be involved in arranging their own placements.
- ✓ Candidates may not make requests for their practicum placements.
- ✓ All arrangements are made by and through the Field Experience Office. ✓ Requests for changes of placement cannot be considered for reasons of convenience or transportation.
- ✓ Placements are not permitted with a cooperating teacher who is related to or a close friend of the candidate, or in a school

attended by the candidate's children.

- ✓ Practicum situations involving possible conflicts of interest should be brought to the attention of the Field Experience Office before placement.

Field Experience Requirements

Field Experience is incorporated in several classes.

- ✓ Each content class requires 8 hours of observation.
- ✓ Field Experience Courses: **EDU 230, EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338**

Lane College Education Preparation Program

Procedures for Background Checks and Fingerprinting

**ALL STUDENTS WHO WILL BE ENROLLED IN A
FIELD OR CLINICAL EXPERIENCE MUST
SUBMIT TO A CRIMINAL BACKGROUND
CHECK AND FINGERPRINTING PRIOR TO
BEING PLACED IN THE FIELD OR CLINICAL
EXPERIENCE.**

**FOLLOW THE INSTRUCTIONS ON THE
FOLLOWING PAGES VERY CAREFULLY.**

**Lane College Education Preparation Program
Procedures for Background Checks and Fingerprinting**

All students desiring to enter Lane's College Educator Preparation Program, pursuant to the provisions of Tenn. Code Ann. § 49-5-5632, must complete the following:

1. Supply a fingerprint sample and submit to a criminal history records check by the Tennessee Bureau of Investigation, including a Federal Bureau of Investigation search.
2. Submit the signed Parental Consent to Fingerprinting, Background Check, and Release of Information form (if the student is under 18) or the Consent to Fingerprinting, Background Check, and Release of Information form (if 18 or older) to the Office of Teacher Education (attached).; and
3. Sign an authorization and release form provided by the state Department of Education or the state Board of Education authorizing a qualified Tennessee licensed private investigator to complete a criminal history records check. To register for background check and complete fingerprinting, go to www.identogo.com/:

Fingerprinting:

1. Fingerprint locations can be found online www.identogo.com/.

2. Take the registration confirmation sheet with you.

Your TBI online results will be available to Lane's EPP office in 1-2 days unless your record has charges. The results must be on file before you can receive the field experience placement. **If you have a criminal record, it is in your best interest to try to get that record cleared before submitting to the background check.**

Offenses that most likely will prevent your being placed in a field or clinical experience may include but are not limited to the following:

1. Conviction of any felony, including a conviction of a plea of guilty, a plea of nolo contendere or order granting pre-trial diversion;
2. Criminal sexual conduct or child abuse or an attempt to commit that crime;
3. A misdemeanor involving cruelty, torture, or indecent exposure involving children;
4. A misdemeanor involving distribution of marijuana or any other drug on school property;
5. A misdemeanor involving assault and battery or domestic violence;
6. More than one driving under the influence or misdemeanor of any kind; or
7. Any other offense that involves harm to another person, especially children.

If your report includes any type of offense, you will be notified by the Director of Education and given the opportunity to submit an appeal to the TEC. This appeal allows you to know that a charge is on your record and to explain what happened. The committee will determine if you can proceed toward EPP admission. Approval of the appeal is required for you to receive your field experience placement. Successful completion of the field experience is required to pass the class.

Submit the signed Consent form (attached) to Dr. Waller immediately.
PARENTAL CONSENT TO FINGERPRINTING,
BACKGROUND CHECK, AND RELEASE OF
INFORMATION FOR STUDENTS UNDER 18
YEARS OF AGE

As a parent or guardian of a student desiring to enter Lane's College Educator Preparation Program, pursuant to the provisions of Tenn. Code Ann. § 49-5-5632 and the Fair Credit Reporting Act, 15 U.S.C. § 1681 et. al., I hereby agree and consent to the following:

1. To allow my student to supply a fingerprint sample and submit to a criminal history records check by the Tennessee Bureau of Investigation;
2. The release of all investigative records received as a result of the records check to the Program Director and the Dean of Students; and
3. To allow my student to sign an authorization and release form provided by the state Department of Education or the state Board of Education

authorizing a qualified Tennessee licensed private investigator to complete a criminal history records check.

I understand that Lane College reserves the right to not admit any student into the Educator Preparation Program, or any other College program, and to take all further action it deems appropriate if a student's investigative records and criminal background and history check reveal information that puts the student in violation of Lane's student code of conduct, or any other applicable College policy or procedure, or would disqualify the student from the College and/or the Educator Preparation Program under any applicable state or federal law.

I understand that I will be responsible for the payment of all fees associated with the above-referenced fingerprinting and criminal history records check. I further understand that, upon my written request, I will be provided a copy of my student's investigative records and criminal history background check records obtained by Lane College pursuant to this release form, but I may not give the report to a third party.

I further acknowledge that I have been provided a copy of Lane's College procedures for completing the fingerprinting and criminal background check, a copy of my rights under the Fair Credit Reporting Act, a copy of the Agency Privacy Act, and a copy of the Noncriminal Justice Applicant's Privacy Rights.

I am to report any arrests or criminal citation committed by this student to Lane's Director of Teacher Education within 24 hours of the incident. Failure to do so may result in my dismissal from the program.

Parent/Legal Guardian's Signature:
Printed name of Parent/Legal Guardian:
Parent of (please print):_Date:
Student's Signature:_Date:
Student's ID:_Course Number:

**Submit this signed form to Dr. Cell Waller in the Teacher Education building
(Berry Hall).**

**CONSENT TO FINGERPRINTING, BACKGROUND CHECK, AND
RELEASE OF INFORMATION FOR STUDENTS WHO ARE 18 OR
OLDER**

As a student desiring to enter Lane's College Educator Preparation Program, pursuant to the provisions of Tenn. Code Ann. § 49-5-5632 and the Fair Credit Reporting Act, 15 U.S.C. § 1681 et. al., I hereby agree and consent to the following:

1. To supply a fingerprint sample and submit to a criminal history records check by the Tennessee Bureau of Investigation;
2. The release of all investigative records received as a result of the records check to the Program Director and the Dean of Students; and

3. To sign an authorization and release form provided by the state Department of Education or the state Board of Education authorizing a qualified Tennessee licensed private investigator to complete a criminal history records check.

I understand that Lane College reserves the right to not admit any student into the Educator Preparation Program, or any other College program, and to take all further action it deems appropriate if a student's investigative records and criminal background and history check reveal information that puts the student in violation of Lane's student code of conduct, or any other applicable College policy or procedure, or would disqualify the student from the College and/or the Educator Preparation Program under any applicable state or federal law.

I understand that I will be responsible for the payment of all fees associated with the above-referenced fingerprinting and criminal history records check. I further understand that, upon my written request, I will be provided a copy of my investigative records and criminal history background check records obtained by Lane College pursuant to this release form, but I may not give the report to a third party.

I understand that, if I am a minor, I must submit to Lane College the Parent Consent for Minor Teacher Candidates that has been signed by my parents. Failure to do so may result in my dismissal from the program.

I further acknowledge that I have been provided a copy of Lane's College procedures for completing the fingerprinting and criminal background check, a copy of my rights under the Fair Credit Reporting Act, a copy of the Agency Privacy Act, and a copy of the Noncriminal Justice Applicant's Privacy Rights.

I am to report any arrests or criminal citation to Lane's Assistant Dean for Teacher Education within 24 hours of the incident. Failure to do so may result in my dismissal from the program.

Student Signature ID Course #

Printed name Date

**Submit this signed form to Dr. Waller the Teacher Education suite.
A Summary of Your Rights Under the Fair Credit Reporting Act**

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. For more information, including information about additional rights, go to www.ftc.gov/credit or write to: Consumer Response Center, Room 130-A, Federal Trade Commission, 600 Pennsylvania Ave., NW, Washington, DC 20580.

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases the disclosure will be free. You are entitled to a free file disclosure if:
 - A person has taken adverse action against you because of information in your credit report;
 - You are the victim of identity theft and place a fraud alert in your file;
 - Your file contains inaccurate information as a result of fraud;
 - You are on public assistance;
 - You are unemployed but expect to apply for employment within 60 days.

In addition, by September 2005, all consumers will be entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.ftc.gov/credit for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.ftc.gov/credit for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.

- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need – usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.

- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.ftc.gov/credit.

- **You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists the lists these offers are based on. You may opt-out with the nationwide credit bureaus at 1-888-5OPTOUT (1-888-567-8688).

- **You may seek damages from violators.** If a consumer reporting agency or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.

- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.ftc.gov/credit.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. Federal enforcers are:

TYPE OF BUSINESS	CONTACT
Consumer reporting agencies, creditors and others not listed below.	Federal Trade Commission: Consumer Response Center – FCRA Washington, DC 20580 1-877-382-4357
National banks, federal branches/agencies of foreign banks (word “National” or initials “N.A.” appear in or after bank’s name).	Office of the Comptroller of the Currency Compliance Management, Mail Stop 6-6 Washington DC 20219 1-800-613-6743

<p>Federal Reserve System member banks (except national banks, and federal branches/agencies of foreign banks).</p>	<p>Federal Reserve Board Division of Consumer & Community Affairs Washington, DC 20551 202-452-3693</p>
<p>Savings associations and federally chartered savings banks (word "Federal" or initials "F.S.B." appear in federal institution's name).</p>	<p>Office of Thrift Supervision Consumer Complaints Washington, DC 20552 1-800-842-6929</p>
<p>Federal credit Lanes (words "Federal Credit Lane" appear in institution's name).</p>	<p>National Credit Lane Administration 1775 Duke Street Alexandria, VA 22314 703-519-4600</p>
<p>State-chartered banks that are not members of the Federal Reserve System.</p>	<p>Federal Deposit Insurance Corporation Consumer Response Center, 2345 Grand Ave., Ste. 100 Kansas City, MO 64108-2638 1-877-275-3342</p>
<p>Air, surface, or rail common carriers regulated by former Civil Aeronautics Board or Interstate Commerce Commission.</p>	<p>Department of Transportation Office of Financial Management Washington, DC 20590 202-366-1306</p>
<p>Activities subject to the Packers and Stockyards Act, 1921.</p>	<p>Department of Agriculture Office of Deputy Administrator – GIPSA Washington, DC 20250 202-720-7051</p>

Field Experience Guidelines

For Appropriate Attire

“What we wear is how we are perceived.” -Harry Wong

Throughout courses in the Teacher Education Program, you have many opportunities to observe and assist in the public school setting. While in the public schools, you are building your reputation as a professional in the field of education. Guidelines which apply to public school teachers and students, as well as Lane College students in their public school placements are as follows:

Dress or appearance may not be so unusual, inappropriate or lacking in cleanliness that it clearly disrupts class or learning activities. The following attire is considered **inappropriate**:

- A. Jewelry affixed to the nose, tongue, cheek, lip or eyebrow.
- B. Clothing which is disruptive, provocative, revealing, indecent, vulgar, or obscene. 1. Shorts, jeans, and sweatpants should not be worn.
2. Skirts and dresses may be no higher than 3 inches above the top of the knee 3. Low necklines, bare midriffs, and overly tight clothing are not appropriate dress C. Clothing which promotes alcoholic beverages, tobacco, or the use of controlled substances by words or symbols, or is of a disruptive nature.
- D. Clothing that contains profanity, nudity, depicts violence or is sexual in nature by words or symbols.
- E. Flip-flops should not be worn.
- F. Undergarments worn as an outer garment or any see-through clothing.
- G. Hats, sweatband, bandannas, or sunglasses inside school buildings.
- H. Male students are expected to wear a collared SHIRT AND TIE when completing field hours.

Students who display inappropriate or unprofessional behavior may be pulled from the field placement and will receive zeroes for field assignments not completed. Partial credit may be given for field assignments in progress at the time the field placement is ended.

Admission to the Teacher Education Program

Educator Preparation Program Admission Packet

Educator Preparation Program Admission Interview

One of the requirements for admission to the Lane College EPP is an interview. The purpose of the interview is to allow faculty members to get to know you better and to prompt you to consider the types of dispositions, or attitudes, that teacher's should exhibit. The admission interview is focused on essential professional dispositions for public school teachers. This interview must be successfully completed before admission to any practicum courses. The decision to admit an individual is based on written information supplied in advance by the applicant and on information supplied by the applicant during an interview.

When you have completed the minimal admission requirements, with the exception of the interview, you should complete the *Interview Application for Admission into the Educator Preparation Program* and submit it to the Department in Berry Hall. At that time, you will be able to sign up for your preferred interview date and time. Interviews are typically 30 minutes, and will be scheduled during a three-week period in the fall and spring semesters. Please make every effort to be punctual; a late or missed interview may be difficult to reschedule and could delay your formal admission to the Educator Preparation Program.

The Typical Structure of the Educator Preparation

- Program Admission Interview ○ Total time of interview is usually 20-30 minutes
- Usually three members comprise the Educator Preparation Program Admissions Interview Panel
- You will be asked a series of questions
- You will be asked to make some closing remarks
- You will be given an evaluation sheet to complete when the interview is concluded ○ The interviewees will evaluate your interview using a rubric

Preparing for the Interview

The list below represents the dispositions considered important to successful teaching. Review the list and think about why each

disposition might be important for a teacher to possess. Also, decide to what degree you already possess some of these dispositions. Be prepared to discuss these dispositions during your interview. The interview is not a test; it is simply a conversation designed to raise your awareness of what it takes to be a good teacher.

Faculty and staff look forward to meeting you and talking with you about the profession and any questions or concerns you might have with regard to your career decision or the Educator Preparation

Department of Education

Teacher Candidates are expected to demonstrate behaviors that are indicative of the following dispositions which are characteristic of effective teachers.

The candidate shows a disposition toward and

- commitment to each of the following:
1. Attends functions when required (punctual)
 2. Maintains a professional appearance
 3. Solicits feedback from others
 4. Adjusts my behavior based on professional feedback
 5. Communicates effectively orally (articulate, animated, few grammatical errors)
 6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
 7. Sensitive to others' feelings and opinions- (e.g., diplomatic)
 8. Participates with others in a collaborative manner
 9. Treats others with respect
 10. Provides information to all constituents in a professional and timely manner
 11. Demonstrates a commitment to remain current in knowledge of subject area content
 12. Demonstrates knowledge about my teaching subject area
 13. Becomes a member of the professional organization that represents subject area currently or in the near future
 14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK- 12 learners.
 15. Displays excitement about teaching my subject area

A caring educator (CAEP DOE dispositions)

22. 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;
23. maintains confidentiality;
 24. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
 25. demonstrates respect for the profession;
 26. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
 27. demonstrates the ability to compromise and to respect others' opinions during group work; participates in professional development activities that were recommended

The Educator Preparation Program Application Process

Step 1: Initial Admission Process- Application for the Educator Preparation Program

All applicants must complete the Application for Interview for Admission into the Educator Preparation Program and submit to the Department in Berry Hall.

Minimal admission requirements for interview include, but are not limited to:

- Completion of forty-nine (49) hour minimum core requirements
- have a 3.00 cumulative undergraduate GPA,
- 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
- Demonstrate proficiency on the writing prompt

Step 2: Interview with the Educator Preparation Program Admission Interview Committee

You will need to arrive at least 20 minutes prior to the scheduled time of your interview. You will need to complete a written response to a question that will be

provided at the time of your arrival. All applicants who complete the interviewing process will receive feedback regarding admissions from the Director of the Educator Preparation Program.

Application for Admission to Teacher Education Program

BE SURE THAT YOU FILL OUT ALL SECTIONS OF THIS FORM AND SIGN BEFORE RETURNING IT.

Social Security No.: _____ Last Name : _____

First Name: _____ Middle Name: _____ Maiden Name: _____

Birth Date (mm/dd/yyyy): _____ Student Status (Circle One): FT / PT Gender (Circle One): Male / Female

Personal email: _____ Cell phone: _____

NCWC email _____ Home phone: _____

1. Ethnicity: Are you Hispanic/Latino of any race _____ Yes _____ No
2. Race: _____ American Indian or Alaskan Native _____ Asian _____ Black or African American
_____ White
_____ Native Hawaiian or Other Pacific Islander _____ Two or more races _____ Other

Home Address _____
Street/PO Box

City State ZIP

Local Address, If Different from Above _____
Street/PO Box

City State ZIP

Area of Study - Check One _____ K-5 Elementary _____ K-12 Special Education _____ 6-9 Middle Grades: Concentration Area(s) _____ _____ 9-12 Secondary: Major Area _____

3. Have you taken the PRAXIS Core test? _____ Yes _____ No
4. Do you have qualifying SAT or ACT scores to exempt you from the PRAXIS Core test? _____ Yes
_____ No
(You must provide a copy of your SAT or ACT scores to the Education Office.)

5. If you have not taken the PRAXIS Core test and you do not have qualifying SAT or ACT scores, please provide the date that you plan to take the PRAXIS Core test.

6. THE STATE OF TENNESSE REQUIRES THAT YOU ANSWER THE FOLLOWING QUESTION:
Have you ever been convicted of a felony or crimes other than minor traffic offenses? Yes _____
No _____
If the answer is yes, give the date, name of the offense, the trial court including city and state and any other pertinent information on a separate sheet.

I hereby certify that the information given on this form is correct and true.

Applicant's Signature and Date

Advisor's Signature and Date

Teacher Education Program Recommendation Form

Student's Name _____

The following list of qualities is thought to be appropriate for the individuals entering the EPP at Lane College. Please record your observations and comments regarding the above named individual on this form. Please return the form to the Department of Education. Use the following in rating this individual.

Directions

For each characteristic place the corresponding number in the rating column.

3 Above Standard: Performance is consistently high. The student exhibits a high level of competence, motivation, and/or enthusiasm.

2 At Standard: Performance is consistently adequate or acceptable. The student exhibits a level of competence that is comparable to the beginning stages of teacher development.

1 Below Standard: Performance is often inadequate or unacceptable and needs improvement. There is little or no effort to improve.

Knowledge	Rating
Expresses an interest in a variety of subjects	
Uses examples and knowledge to support opinions	
Expresses self effectively in written communications	
Has realistic view of one's own knowledge and skills in the subject.	
Skills	
Maintains reasonable eye contact when talking with others	
Is competent in using technology for assigned tasks	
Works effectively in groups	
Speech patterns reflect conventional language skills and standard dialect.	
Dispositions	
Demonstrates enthusiasm for learning	
Demonstrates responsible behavior	
Is prompt with assignments, appointments, and attendance to class	
Exhibits qualities of fairness and consistency in relating to others	

Additional Comments

You Name (Printed) _____

Signature _____ **Date** _____

Please include your position and whether you are faculty or ISD.

Position

Sample Admission Letter

Date:

TO:

RE: Admission Status

Dear _____.

The EPP has made a recommendation of your admission status: Approval. Please sign below indicating you acceptance of admission into Lane College EPP. Please return within (5) five business days. We look forward to your continuous development as an exemplary teacher.

Thank you,

Dr. Cell Waller

My signature below indicates my acceptance of admission into the EPP.

Student Signature

Date

Written Statement Options Supplied in Advance

You must complete **one** of the following written statements with 300 words or less. Your written statement needs to be typed with one inch margins on all sides, 12 point font, and double-spaced.

1. Philosophy Statement- Provide a brief statement describing your current beliefs about education and explain how you see the purposes of school and the roles and relationships of teachers and students in a diverse democratic society.
2. Experience Statement- Provide a brief reflection on an experience from your life and discuss how that experience might influence your work with diverse populations of students.
3. Write a letter to parents introducing oneself as a new teacher and what they should expect their children to learn.
4. Describe a teacher who made the greatest impact on your life (either positive or negative) and discuss why this teacher made such an impact.

Teacher Interview Evaluation Scale and Rubric

Each candidate for admission to the Bachelor of Science Degree in Interdisciplinary Studies- Educator Preparation Program with Licensure is evaluated according to the scale shown below. The following pages contain the rubric from which the ratings are derived.

1. Communicates effectively orally (articulate, animated, few grammatical errors)
2. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
3. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
4. Treats others with respect

5. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
6. Displays excitement about teaching subject area
7. Maintains a professional appearance and presentation
8. Demonstrates effective decision-making and problem solving skills.

**TEACHER EDUCATION PROGRAM
PRE-ADMISSION INTERVIEW QUESTIONS**

1. Teachers demonstrate leadership

- What would you say are the most important things that you have learned from EDU 230 that have prepared you for entering the Teacher Education Program?
- What do you consider to be the qualities of an outstanding teacher? Which of these qualities do you feel you already possess? Which do you hope to develop?

2. Teachers establish a respectful environment for a diverse population of students

- What does a teacher need to take into consideration when preparing lessons for a diverse group of students?
- What is meant by the terms “instruction” and “classroom management”? How are they related to one another?

3. Teachers know the content they teach

- Assuming that you will teach in Tennessee, how will you know what you are expected to teach?
- Why is it important that teachers help student relate what they learn in the classroom to real world experiences?
- Provide an example of a research-based strategy and describe how it supports instruction.

4. Teachers facilitate learning for their students

- Describe the reteach process and explain why having a re-teaching plan is important.
- How should teachers evaluate what their students have learned? List several examples.

5. Teachers reflect on their practice

- What do you see the role of the teacher being in communicating with colleagues and parents in supporting students’ learning in your classroom? What are some specific things you could do in working with colleagues and parents?
- What does it mean to be a “reflective practitioner”?
- Assume you just taught a lesson. You know that it was a disaster. What questions will you ask yourself to determine the actual problem?
- How do good teachers become better teachers?

**TEACHER EDUCATION PROGRAM
PRE-ADMISSION INTERVIEW RATING FORM**

Student's Name _____

Rating Criteria:

- 4. Below Standard**
- 5. At Standard**
- 6. Above Standard**
- 7.**

Summary of Ratings:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Summary of Ratings: Dispositions and Communication Skills

- _____ Use of specific examples and knowledge to support answers
- _____ Maintains reasonable eye contact with both interviewers
- _____ Facial expression is relaxed and pleasant
- _____ Speech
 - o Varies in volume for emphasis
 - o Minimal vocalized pauses
 - o Clear enunciation and correct pronunciation
 - o Use of standard dialect
- _____ Properly attired

Comments

Total Rating for Teaching Standards _____

Total Rating for Disposition and Communication Skills _____

Recommendation for Admission:

- Without reservation ____
- With reservation ____
- Should re-apply later ____
- Should not re-apply ____

Interviewer Date

