EDUCATOR PREPARATION PROGRAM SCHOOL OF EDUCATION

Program Leadership

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Conceptual Framework:

A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement

- 7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
- Instructional Strategies. Candidates as teacherpractitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
- 9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional (Under Legacy

practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.

- 2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
- 3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
- 4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
- 5. Content to Critical Thinking. Candidates as teacherpractitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
- 6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.

The Educator Preparation Provider is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial educator preparation providers and advanced educator providers.

Profile of the Educator Preparation Program

To be licensed to teach in the State of Tennessee, prospective teachers must earn a bachelor's degree with a major in an academic field and meet specific competencies needed in the teaching profession.

Internship I and II

Research reports that more extensive clinical experience better prepares teachers for the P-12 classrooms of today. Therefore, students will complete a year-long internship from fall through spring semesters of the senior year in one classroom year. During Internship I in the fall semester, the student will be in the classroom two or three days a week while taking professional education coursework on campus the other days. This schedule will allow the student to move seamlessly from theory into practice. During Internship II, which begins when the placement school starts in January and continues through the spring semester, the student will be in the same classroom all day, every day. The student will take Problems-based Seminar during Internship II during which discussions will focus on current issues in today's classrooms. Several out-of-classroom days occur during the internship to allow the student to experience a variety of school settings and grade levels.

Admission To and Continuation In The EPP And Admission To Internship

Admission to the EPP: Undergraduate students must meet the following requirements for admission to the Educator Preparation Program:

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followed. If the student feels that established policy or practice is not being followed, the EPPC should be contacted. The EPPC is also the appeals committee for the EPP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the College of Education and Human

Health K-12 (add on)

Complete the Physical Education and Health major as outlined in the Dept. of Physical Education, Wellness, and Sport section of the Catalogue for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in PE K–12 and Health K–12.

History 6–12

Complete the History major as outlined in the Dept. of History section of the Catalogue for licensure, plus the Secondary Professional Education.

Marketing 6–12

Complete the Business Administration major with concentration in Marketing as outlined in the McAfee School of Business Administration section of the Catalogue for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in Marketing 6-12 and Business Education 6-12.

Mathematics 6–12

Complete the Mathematics major as outlined in the Dept. of Mathematics section of the Catalogue for licensure, plus the Secondary Professional Education.

Music Education, Instrumental K-12

Complete the Bachelor of Music degree core with emphasis in Music Education, Track for Instrumental/Band Instructor as outlined in the Dept. of Music section of the Catalogue plus the Secondary Professional Education Core.

Music Education, Vocal/General Music K-12

Complete the Bachelor of Music degree core with emphasis in Music Education, Track for General/Choral Instructor as outlined in the Dept. of Music section of the Catalogue plus the Secondary Professional Education Core.

Physical Education K-12

Complete the major in Physical Education and Health as outlined in the Dept. of Physical Education, Wellness, and Sport section of the Catalogue for licensure, plus the Secondary Professional Education.

Physics 6-12

Complete the Physics or Physical Science major as outlined in the Dept. of Physics section of the Catalogue for licensure, plus the Secondary Professional Education.

School Social Worker, PreK-12

Complete the major in Social Work to include SW 340 and complete SW 490 in a school setting, as outlined in the Social Work section of the Catalogue.

Spanish PreK-12

Complete the Spanish major, Teacher Education track, as outlined in the Dept. of Language section of the Catalogue plus the Secondary Professional Education.