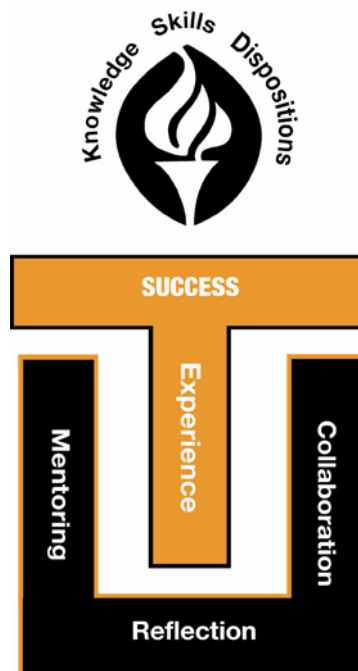


Handbook for Partnership Mentors



The University of Tennessee
College of Education, Health and Human Sciences
In collaboration with
Tennessee Partnership School Systems

Education 575

Revised: July 2009
E01-1724-001-09



**The University of Tennessee
College of Education, Health and Human Sciences
Professional Teacher Preparation Program
Office of Professional Licensure and Office of School-Based Experiences**

**Mentor Handbook
For
School and University Mentors**

The University of Tennessee's Teacher Licensure Internship Program is a year-long professional education induction experience. It is conducted in accordance with the Tennessee State Department of Education (TN DOE) guidelines and reflects the licensure standards and induction procedures approved by the Tennessee State Board of Education on November 4, 1988. This mentor handbook was prepared in collaboration with the College of Education, Health and Human Sciences partnership school systems and reflects the recommendations of mentoring teachers, school administrators, university faculty, and interns. The handbook contains an overview of the program, objectives for the internship experience, responsibilities of the mentoring teachers and mentoring professor, an outline of the evaluation process used during the intern's first year of teaching, and information on earning graduate credit for the experience from the University of Tennessee Graduate School.

The purpose of the **Mentor Handbook** is to facilitate the planning and completion of a successful internship experience. **It contains general information pertaining to UT's internship. For specific information, all interns and mentoring teachers/administrators should consult with graduate assistants, professors, and UT personnel in individual programs.** If you have any questions, please feel free to contact us in the Office of School-Based Experiences at 974-5203.

Lynn C. Cagle
Associate Dean and Director of the Graduate School of Education

Cheryl A. Kershaw
Coordinator of School-Based Experiences

MENTOR HANDBOOK

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Internship Important Dates Calendar

July and August 2009	Interns report for In-Service
August 19, 2009	UT Classes Begin
September 2009	General Informational Sessions at Partnership Schools or online session (for administrators, faculty liaisons and mentoring teachers)
December 13, 2009	UT Graduation Interns remain full time in schools until school system closes for the holidays
January 13, 2010	UT Classes Begin
February 26, 2010	Deadline for submission of Research Abstract
March 17, 2010	Teacher Recruitment Fair and Interview Day
April 21, 2010	Capstone Conference and **Reception for Elementary and Special Education Interns, Mentoring Teachers, Administrators and UT Faculty
April 22, 2010	Conference and **Reception for Secondary Education Interns, Mentoring Teachers, Administrators and UT Faculty
May 13, 2010	UT Graduation Hooding Ceremony

NOTES

- Liability insurance must be obtained by each intern before reporting to the placement school
- Interns will refer to their school system's master calendar for school holidays
- Interns will refer to the Praxis II Exam Bulletin (available in Bailey Education Complex 309) for all test dates and registration deadlines

**The Capstone Reception will last approximately 1-1½ hours and will include: light refreshments, greetings by UT personnel, short intern presentations, and distribution of certificates to interns. All mentoring teachers, school administrators, and UT faculty are invited.

Office of Professional Licensure and School-Based Experiences Personnel

Lynn C. Cagle, Associate Dean and Director of the Graduate School of Education - overall responsibility for the College's teacher education programs and licensure for school-based professional personnel; coordination of internship and field-based experiences; communication and agreements with partnership school systems; liaison with the Tennessee State Department of Education; communication with faculty in regard to policy and procedure in teacher education and licensure.

Telephone: 974-6638 **E-mail: lcagle@utk.edu**

Dulcie Peccolo, Director of Student Services - responsible for oversight of all functions of Student Services Center; supervises licensing staff and licensing process.

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Cheryl Kershaw, Coordinator of School-Based Experiences - day-to-day responsibility for relationship with schools regarding internship and field experiences; overall communication with principals, mentoring teachers, and other school officials; communication with college faculty and staff; responsible for school placements in teacher education programs; networks with regional school systems; assists with activities related to the teacher education program.

Telephone: 974-5283 **E-mail: ckershaw@utk.edu**

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

Telephone: 974-1398 **E-mail: vwishar1@utk.edu**

Nina Fox, Principal Secretary - responsible for teacher education admission process, the teacher education database, scholarship information and applications, communication link with students and faculty regarding entry into specific programs.

Telephone: 974-4118 **E-mail: nfox@utk.edu**

Diane Booker, Administrative Support - manages the Professional Licensure Office; provides the communication link between the faculty of the college and the Associate Dean for Professional Licensure.

Telephone: 974-6638 **E-mail: dbooker@utk.edu**

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

Telephone: 974-5203 **E-mail: tbranno1@utk.edu**

Lisa Emery, Jennifer Martin, Laura Stetler, Licensing Specialists and Mary Stormer, Licensing Secretary, Advising Center - responsible for licensure application process with State Department of Education; maintain files for licensure applicants; communication link with licensure applicants.

Telephone: 974-8194 **E-mail: lemery@utk.edu , jmarti22@utk.edu , lstetler@utk.edu or mstorme1@utk.edu**



MISSION STATEMENT

The College of Education, Health, and Human Sciences

The College of Education, Health and Human Sciences, as a professional school, promotes critical inquiry, reflection, and social action through interdisciplinary studies. Its graduates are prepared to work in a changing, multicultural world in leadership roles in educational programs and institutions, health and social institutions, and private and corporate sectors. The College is committed to providing lifelong learning for both faculty and students by promoting courses of study that involve students and faculty in academic peer relationships that stress shared responsibility for learning and for the discovery of new knowledge. The faculty is committed to research, scholarship, and creative work that results in superior teaching and service to the community and to the professions. The College is committed to work toward equity and economic and social justice within the University community and throughout the broader society.

Five basic principles undergird the New College mission. These are:

- Excellence in scholarship;
- A leadership role in education;
- A commitment to social justice;
- Innovative instructional excellence; and
- Collaborative partnerships among faculty, students, and practitioners.



STATEMENT OF ETHICAL COMMITMENTS

The College of Education, Health and Human Sciences is a continually evolving, dynamic community composed of individuals dedicated to learning and teaching. Students, staff, administrators, and faculty fulfill important and often interchangeable roles and make unique contributions to the continued success of the College. This success is ensured in an environment of collaboration and shared leadership. The membership within the College is diverse, but all members are committed to the vision outlined in the College's Mission Statement and Five Principles.

College of Education, Health and Human Sciences faculty are committed to creating an environment in which all learners can reach their potential. This commitment includes: fostering an atmosphere where the open and critical exchange of ideas is encouraged and where the dignity of those involved is acknowledged and honored; providing learning experiences that challenge intellectual capabilities and stimulate creative and independent thinking; modeling the spirit of inquiry and pursuit of knowledge; and demonstrating a commitment to sharing expertise and providing community and professional service.

College of Education, Health and Human Sciences students are committed to preparation and professional development as successful leaders in their field. These individuals recognize that years spent in formal education provide an invaluable knowledge base upon which later experience can build. The commitment to preparation necessitates a willingness to take responsibility for one's learning and a desire to engage in an active process where dialogue, scholarship, and experience are vital. The entire College of Education, Health, and Human Sciences will benefit when students contribute their personal experiences and insight as well as their creative and inquiring minds to the community of learning.

College of Education, Health and Human Sciences staff and administrators provide the support system in which the teaching/learning environment thrives. As members of the learning community, these individuals are committed to facilitating the mission of the College through wide-ranging responsibilities including technical support, management, leadership, and service.

The College community is committed to work toward equity and economic and social justice. It honors and seeks both intellectual and individual diversity. Differences of opinion, theory, politics, religion, creed, gender, color, race, ethnicity, age, sexual orientation, family or cultural background, national origin, marital or economic status, and physical ability are viewed as enrichments of the College culture and as opportunities for the growth of its members. In the College, all members are treated with respect, kindness, fairness, understanding, and are afforded the opportunity to flourish within an emotionally supportive and intellectually challenging environment.

OVERVIEW OF THE PROFESSIONAL YEAR INTERNSHIP

Program Design, Coursework, and Licensure

The University of Tennessee's Teacher Licensure Internship Program is a year-long professional education induction experience. It is conducted in accordance with the Tennessee State Department of Education (TNDOE) guidelines and reflects licensure standards and induction procedures approved by the Tennessee State Board of Education on November 4, 1988. The fifth year internship is a key feature of the University's Teacher Education Program. It was designed initially as an experimental program under a Lyndhurst Foundation grant in 1984. The year-long experience was then adopted for all elementary and secondary teaching candidates in 1987.

The internship with accompanying coursework is a graduate experience. Interns must have completed a Baccalaureate Degree and be admitted to the University Graduate School. They receive graduate credit for the combination of coursework integrated with teaching and conducting research projects relevant to their teaching. The graduate credits earned may be applied to a Master of Science Degree (24 of 36 semester hours required). See the following chart for specific course sequences.

The professional year internship is the capstone experience of the teacher preparation program. In keeping with state guidelines, the internship is counted as the first year of teaching under Tennessee licensure standards. It is a year-long professional education induction experience that combines daily experiences in an authentic classroom setting with graduate level professional education courses. Upon successful evaluation by the school principal (or designee) and by university faculty, the intern is recommended for the Apprentice License and second year on the salary schedule.

Partnership Roles

Interns follow the calendar of their placement schools and school systems, reporting to their assigned schools at the same time as their mentoring teacher(s) and working as members of the teaching staff until the end of the partnership school year. During this in-service period, as well as throughout the school year, the school administrators, faculty liaison, and mentoring teachers provide an orientation for the interns including:

- General information about the school (parking, length of school day, school rules, non-instructional duties, school calendar, etc.)
- Specific school policies and procedures (legal responsibilities of the teacher, parent conferences, emergency procedures, discipline policies, etc.)
- Curriculum and testing information (planning, assessment practices, grading guidelines, use of textbooks and curriculum guides, grouping of students, homework policies, standardized testing, student privacy issues, student records, student report cards, etc.)

Excerpt from Our Agreement Between Partnership School Systems & UT CEHHS

Once selected, the mentoring teacher shall agree to replace the traditional practice of independent teaching, often referred to as "solo teaching," for an extended period of time with various forms of collaborative teaching practices such as "side-by-side" teaching, lead-follow teaching, or other forms of "team" teaching. Periods of independent teaching shall be limited to two (2) weeks or ten (10) consecutive teaching days without the presence of one (1) or more mentoring teachers. Over the year-long internship, several brief periods of independent teaching can be scheduled. Consequently, mentoring teachers shall not be assigned other responsibilities that take them away from the mentoring role for any extended period of time. In secondary schools where clusters of interns may be placed, the mentoring teachers should collectively schedule periods of independent teaching experiences by interns so that secondary school students are prevented from having the majority of their classes taught only by interns.

Both parties to this agreement will seek to identify high quality settings so as to maximize the ultimate benefits of the students who are placed in them.

Internship Objectives

Interns are required to participate in all activities related to their internship assignment. Mentoring professors and additional members of the professional team should monitor and suggest activities that will allow the intern to successfully complete the following objectives:

1. Recognize and establish appropriate instructional goals and objectives for all students;
2. Plan and demonstrate the use of a variety of instructional strategies that encourage students' development at an appropriate level;
3. Recognize and use appropriate assessment strategies and instructions to obtain information about their students and their progress;
4. Recognize, establish, and implement appropriate classroom management strategies which enhance classroom learning;
5. Plan instruction that supports learning goals and objectives;
6. Establish a classroom climate conducive to learning;
7. Develop proficiencies in planning activities that are appropriate for all students;
8. Evaluate and report students' progress to appropriate individuals;
9. Reflect on teaching practices by continually evaluating the effectiveness of instruction;
10. Develop collaborative skills with fellow professionals; and
11. Exhibit professional behaviors, ethics, and values.

HANDBOOKS FOR THE INTERNSHIP PROGRAM

WEBSITE FOR HANDBOOKS:

http://web.utk.edu/%7Ecehhsstu/teacher_ed_lic/internship/default.html

- **Education 574 – Analysis of Teaching for Professional Development**
- **Education 575 – Handbook for The Professional Year Internship**
- **Documentation of Internship Experiences**
- **Identifying and Resolving Professional Performance Problems**
- **Handbook for Partnership Mentors**

WEBSITE FOR HANDBOOKS

http://web.utk.edu/%7Ecehhsstu/teacher_ed_lic/internship/default.html

WEBSITE FOR TENNESSEE STATE FRAMEWORK FOR EVALUATION AND PROFESSIONAL GROWTH

<http://www.state.tn.us/education/frameval/index.shtml>

Teacher Preparation Program Coursework Requirements

The University of Tennessee The Professional Year Internship*

Pre-Internship	Fall Semester	Spring Semester	Post-Licensure Options
<ul style="list-style-type: none"> • Completion of education minor or equivalent qualifying professional studies (core plus area requirements) • Presentation of Baccalaureate degree for admission to internship • Admission to Graduate School • Application filed for Interim D teaching license along with appropriate transcripts 	<ul style="list-style-type: none"> • Internship (4 hrs) Education 575 (or equivalent in some programs) • Speciality Studies (6 hrs) 1 or 2 courses in licensure area • Analysis of Teaching for Professional Development (2 hrs) Education 574 (or equivalent in other UT College) (12 hrs) 	<ul style="list-style-type: none"> • Internship (8 hrs) Education 575 • Clinical Studies (4 hrs) Education 591 (or equivalent in other UT College) (12 hrs) 	<ul style="list-style-type: none"> • Completion of MS requirements in respective areas • Additional licensure endorsements • Additional graduate credits beyond MS to be applied to Ed.S. • Other possibilities in specific programs
UG Credit	Professional year includes 24 graduate credits and Apprentices License is issued upon successful completion of all requirements		
BS/BA	Graduate Credit		MS

Notes:

1. Pre-internship qualifying courses carry undergraduate credit; professional year credits (24) are graduate
2. Pre-internship qualifications include core courses for all internship candidates
3. A professional portfolio is initiated during the pre-internship core classes
4. The culminating activity of the internship is the presentation of an action research project
5. All programs which include the professional year of 24 graduate credits detail the number and type of credits needed to complete the MS degree. Some or all of these credits may be taken in the summer prior to or following the professional year
6. The State of Tennessee Apprentices License will be granted to candidates successfully completing the professional year and the required Praxis exams

* Some programs have a different array of courses during the internship year

THE INTERNSHIP YEAR

The internship year provides these opportunities and experiences:

1. Direct teaching and co-teaching responsibilities to include students representing various grades, performance and skill levels, cultures, and socioeconomic groups.
2. Fulfillment of minimum requirements and professional competencies required by the State Department of Education (the College of Education, Health and Human Sciences expects the minimum to be exceeded), to include all professional roles and responsibilities expected of classroom teachers.
3. Completion of the required number of teaching days and related professional experiences with appropriate documentation.
4. Completion of required university courses including the action research project related to the internship.
5. Evaluation by mentoring professor (and/or designee) and school principal (or designee) using state evaluation materials.
6. Successful completion of the internship provides university course credit, credit for the first year of teaching, one year of credit on the State pay scale, and the Apprentice License.

"The Enrichment Experience" for the Secondary Intern

Sometime during the internship experience an additional teaching-related assignment will be added to the intern's responsibilities. This assignment will be academic in nature; its focus and length (four to six weeks in many schools) will be determined by the intern and the mentoring team. Though this assignment is often considered as an opportunity for the intern to be involved with students on different grade and skill levels, it may differ from school to school. Examples of this additional assignment include: teaching an additional class for a short unit of study; sponsoring and coaching an academic team such as a Mock Trial Team; working in the media center; assisting in a lab; working on school publications; and tutoring. Many secondary interns have requested this experience be carried out during the fall semester when their teaching loads are lighter.

Middle-School Experience for the Secondary Intern

State Department guidelines for the Internship require all secondary interns to have a significant middle-school experience in order to qualify for the 7-12 teaching license. This assignment should take place in a school that differs from the base school in socioeconomic and cultural make-up; occur during the fall semester when teaching responsibilities are "lighter" than in the spring; and be at least two weeks in duration.

**** A Note About Patterns of Practice for Interns ****

Over the last several years there has been much discussion about the best or most appropriate pattern to be used for the year-long internship. Some mentoring teachers and principals have asked for a more specific week-by-week layout of an intern's time in the school. Most school-based professionals, however, have recommended that flexibility for individualization be maintained for tailoring the internship experience.

With strong support from faculty liaisons and principals, the College wishes to continue the individualized approach as long as the internship requirements and guidelines issued by the State and the College are carefully followed. UT Programs to which the intern is assigned will, in close collaboration with partnership school personnel and each intern, determine teaching schedules.

The Internship Documentation Booklet

Interns must complete a booklet, *Documentation of Internship Experiences*, which has been designed to serve four purposes: (1) it serves as a record of teaching and teaching-related activities, some of which are required of all interns by State Department of Education guidelines; (2) it lists possible experiences (including those required) to be used in planning a schedule; (3) it provides documentation of completed experiences to be used in evaluating the intern's completion of the program; and (4) it provides a valuable summary of experiences that each intern can use when seeking employment as a teacher. ***Interns are responsible for downloading the booklet, completing the assigned activities, and recording completed activities and obtaining signatures in the booklet by the end of the internship year.*** The university mentors are responsible for the assignment and periodic review of the documentation booklet. These booklets are available on UT's College of Education, Health and Human Sciences Website.

Teaching Experiences

Interns spend part of each day performing direct teaching and teaching-related activities that include:

- **Direct Teaching**
 - Monitoring and assisting individual students or small groups.
 - Team teaching with the classroom teacher.
 - Providing direct instruction to, and facilitating learning of, a small group or the entire class.

- **Teaching-Related Activities.** School administrators and mentors are encouraged to provide a variety of teaching-related activities that reflect what is expected of other teachers.
 - supervising student activities
 - preparing instructional materials
 - keeping appropriate records
 - checking or grading student work
 - attending professional meetings, evening events, faculty meetings
 - serving on bus duty schedules

The teaching experiences in which the intern assumes FULL responsibility for the planning and implementation of all class activities will be arranged by the professional team. SITUATIONS WILL VARY AMONG SCHOOLS. The classroom teacher should assist during this full-time teaching experience, but primary responsibility for planning, teaching, and assessing of learning should be with the intern. Most interns should expect to assume full teaching and team teaching responsibilities for the majority of the spring semester.

PLEASE NOTE: END-OF-COURSE TESTS, GATEWAY TESTS IN SECONDARY SCHOOLS, AND OTHER STANDARIZED TESTS DICTATE SIDE-BY-SIDE INSTRUCTION, TEAM TEACHING AND CLOSE COLLABORATION BETWEEN THE INTERN AND THE MENTORING TEACHER(S).

POLICIES FOR THE INTERNSHIP YEAR

The policies and guidelines related to the internship experience are set by the State of Tennessee, The College of Education, Health and Human Sciences, and the Partnership School Systems.

LEGAL POLICIES AND GUIDELINES

Length and Structure of Experience

The internship year is defined by the school calendar of the partnership school system and **NOT THAT OF THE UNIVERSITY CALENDAR**. Interns are subject to the same vacation periods, holidays, and required in-service days as other partnership school-system personnel. Interns are **NOT** allowed to end their placement school duties earlier than required without the permission of the Associate Dean for Professional Licensure, Dr. Lynn Cagle, the UT mentors, and the principal of the school of placement. The number of hours interns spend weekly in their school assignment will be determined by the University program to which they are assigned in conjunction with the placement schools. Weekly schedules will be divided between school-based experiences and University classes, many of which are conducted on site.

State guidelines specify that interns must spend at least half of the school year (a minimum of 100 days) in direct-teaching activities with a significant portion in full-day, continuous teaching experiences. **THE PLANNING TEAM, COMPOSED OF AN ADMINISTRATOR, UT MENTORING PROFESSORS AND DESIGNEES, FACULTY LIAISONS, AND MENTORING TEACHERS PROVIDES GUIDANCE IN PLANNING THE INTERN'S EXPERIENCES TO MEET THE STATE GUIDELINES REGARDING DIRECT-TEACHING ACTIVITIES**. These team members, in collaboration with the intern and in accordance with individual UT programs (for example, Neighborhood Schools, Urban Multi-Cultural, etc., and each secondary content area), determine the structure of the internship experience. Items to be considered in this determination include the length of time: for active observation, for “side-by-side” teaching, and for having major responsibility for all classroom activities.

In today’s teaching situations, where teacher accountability is of primary importance, the intern must be able to collaborate closely with his/her mentoring teacher in planning, teaching, and assessing student performance. Direct teaching must include side-by-side team teaching.

Attendance

Interns are not excused from school because of work schedules. Absences from school are acceptable only in cases of personal illness or death in the immediate family. If an intern has primary responsibility for one or more classes and must be absent, written lesson plans must be given to the mentoring teacher.

As a first-year teacher, interns are eligible for two personal leave days. They must request these personal leave days in accordance with procedures used in their school of placement. Time away from school granted for professional employment interviews during the Teacher Recruitment Fair in the spring semester needs **prior approval from administrators and consultation with mentoring teachers**.

Since the intern is to be viewed as a first-year teacher with appropriate responsibilities and duties, he/she is eligible for sick days, which may vary according to school system. Professionalism dictates, however, a strict adherence to sick-day policies. Since interns are not paid employees, sick-leave days are not cumulative and may not be transferred to subsequent years of employment.

Because of state internship and licensure requirements, excessive days missed may need to be made up after the end of the school year in an appropriate school setting.

Supplemental Staffing

Interns are supplemental to existing staffing in schools where they are placed for the internship. **STATE DEPARTMENT OF EDUCATION REGULATIONS DO NOT PERMIT INTERNS TO BE TEACHERS OF RECORD.**

Substitute Teaching

Interns may serve as substitute teachers under the following circumstances:

1. The intern has worked in the school of placement for at least two months and is familiar with school policies and routines.
2. The intern has worked with the mentoring teacher and is familiar with the children assigned to the mentoring teacher for whom he/she is substituting.
3. The mentoring teacher, the University mentor, and the school administrator (or designee) have previously agreed that the intern is professionally competent relative to the expectations of a substitute teacher and is ready to assume the requisite responsibilities.
4. Having met the above conditions, an intern may serve as a substitute teacher, without the presence of the assigned mentoring teacher, for no longer than 10 consecutive school days.
5. The intern is needed to cover a class (other than his/her assigned responsibility) in an emergency situation (e.g., the regular teacher is suddenly ill or a personal emergency occurs) only for the time required to obtain a non-intern substitute teacher.

Interns may NOT serve as substitute teacher under the following circumstances:

1. The intern is not acclimated to the school and has not been briefed about school policies and routines.
2. The intern is used as a general or “free-lance” substitute anywhere in the building any time the need arises.

Any questions about these stipulations or other situations related to interns as substitutes should be directed to Dr. Lynn Cagle, Associate Dean for Professional Licensure, Instructional Support and Faculty Development, The University of Tennessee.

Internship Placement

An agreement must be developed between UT and a school system before an intern may be placed in a school in the system. Interns generally will not be placed in schools as a matter of personal convenience, where members of their immediate family are staff members or students, or in schools they previously attended as students.

School Policies

Interns must follow the school's policies as they apply to regularly employed staff. These include: arrival and departure times, parking, smoking privileges (no smoking or possession of tobacco products on school campus), use of the teachers' lounge, use of school-owned equipment and supplies, and similar policies.

Interns are to attend school-related functions that mentoring teachers are expected to attend: faculty meetings, PTA meetings, parent-conferences, and similar activities. Class schedules will vary for interns during the school year, however, and may interfere with some afternoon school activities.

School Curriculum

An intern accepts the responsibility to teach elements of a curriculum that has been approved by the school and the district to which he/she is assigned. The mentoring teacher, in conjunction with the intern, will determine the appropriateness of programs or units to be taught, reflecting the approved curriculum.

In-Service

Interns are required to meet local school in-service requirements for the first-year teacher. These hours vary from system to system and must be recorded in the PLP monthly, using the survey created for this purpose.

First-Year License

Interns must apply for and hold the State of Tennessee Interim "D" License in order to intern. Successful completion of the first year results in the state's issuance of an Apprentice License.

Liability Insurance

All interns are **required** to carry **professional liability insurance** as a pre-condition to interning in the school of placement. Failure to provide evidence of coverage to the School-Based Experiences Office (Bailey Complex 329) will result in **removal from the internship**.

PROFESSIONAL POLICIES AND GUIDELINES

Student Behavior

Interns are accountable for student behavior when conducting any educational activity, especially when the mentoring teacher is not present. Interns have the same status as mentoring teachers in pupil management. Interns must assume liability for their actions during instructional activities.

Punishment

Interns may not administer corporal punishment to students nor serve as witnesses if staff members administer corporal punishment.

Searching Students

Interns may not initiate or carry out an independent search of students or students' lockers. Tennessee law allows for such searches only under certain conditions and only under direction from the school administrator.

Transportation

Interns must not transport students in their own personal vehicles either before, during, or after school.

Suspected Child Abuse

Each intern must become aware of the local school board's policy in regard to the teacher's role in cases of suspected child abuse and must follow that policy.

Confidentiality of Information

Each intern should assume the professional propriety necessary for keeping confidential that information which is given in confidence by students, teachers, administrators, and mentoring professors. This includes information derived from student performance, personnel records, or faculty meetings.

Professional Conduct

Interns must maintain ethical conduct by refusing to speak in disparaging terms about members of the staff, the students, the administration, or other interns. This is especially important in informal meetings in the teachers' lounge.

Social Behavior

An intern must assume the role of teacher in the community concerning socially acceptable behavior. While neither the University nor the school desires to establish a standard code of conduct, interns will establish and maintain professional relationships with all members of the school and the school community.

Dress Code

There is no written dress code for interns; however, interns should dress professionally in a manner similar to other school staff. Clothing may be an important factor in the students' perception of the intern, both as an adult and as a teacher. In matters of opinion, the judgment of the principal/designee shall prevail.

Employment Recommendation

As professionals, interns need to be mindful of professional courtesies. Each intern has the responsibility to ask permission of those requested to complete recommendations concerning future employment.

Transportation and Housing of Interns

Interns are responsible for their own transportation and housing. Contact the Director of Residence Halls to obtain information concerning special arrangements for housing when UT is not in session.

Job Interviews

During spring semester, the Career Services Office sponsors on-campus job interviews with school districts from Tennessee and other states (March 11, 2010). With permission from mentoring teachers, administrators, and mentoring professors, interns may have released time to sign up for and attend interviews.

EVALUATION OF INTERNS

Evaluation is one of the most sensitive and important areas of the internship. The evaluation of the intern is shared by the mentoring professor (or designee) and the building principal (or designee), with frequent input from the mentoring teacher(s). The year-long evaluation process is based on the State Framework for Evaluation and Professional Growth and culminates with the Summative Conference. After completing a successful internship year, interns are recommended for an Apprentice License, receiving credit from the State of Tennessee for 10 months of teaching experience.

Steps in the Evaluation Process:

1. First Semester

Intern receives required evaluation materials and orientation on the process from:

- UT mentors.
- UT professors/instructors.
- Administrator (or designee) at the partnership school.

The intern is informally observed by members of the professional team (using State Framework evaluation materials). It is strongly urged that one formal observation occur during the first semester.

At the end of the first semester, the UT mentor completes a Mid-Year Report on each intern, with informal input from interns and mentoring teachers. Each member of the professional team is given a copy and the original must be submitted to the Office of School-Based Experiences (Bailey Education Complex 329) by the first Friday in December.

2. Second Semester

The UT mentor (primary evaluator) observes the intern at least once more (twice if the intern was not formally observed first semester), using the TN State Framework evaluation materials. See Bailey Education Complex 329 for all state framework materials.

The partnership school administrator or designee (secondary evaluator) observes the intern at least once, using the State Framework evaluation materials.

At the end of the school year, the UT mentor and the partnership administrator (with input from the mentoring teacher(s) and intern(s) collaborate at a Summative Conference and complete the Summative Report.

After completing the summative evaluation, the UT mentor (primary evaluator), is responsible for:

- Recommending the intern for an Apprentice License after the successful completion of the internship.
- Distributing copies of all evaluation materials to interns and partnership schools.
- Submitting evaluation materials to the Office of School-Based Experiences (Bailey Education Complex 329) to be kept on file. Deadline for submission of materials is May 1, 2010.

INTERN DISPOSITIONS

It is anticipated that all UTK teacher candidates will behave in ways that show commitment to the **Professional Dispositions Expected of All Teacher Candidates** in coursework and in field settings (Appendix). During the internship formal assessment of dispositions will be made and feedback provided to interns in December and April. Dispositional Deficiencies can be formally reported at any time during a course or field assignment by an instructor, school mentor, UT mentor or field supervisor. Deficiency reports are handled using the process described at <http://web.utk.edu/~wwishar1/ddm>. Deficiency reports are cumulative throughout a candidate's program leading to licensure, and can ultimately result in a candidate's removal from the internship and the teacher preparation program.

IDENTIFYING AND RESOLVING PROFESSIONAL PERFORMANCE PROBLEMS DURING THE INTERNSHIP EXPERIENCE

Many interns report that the internship is the most demanding experience of their entire pre-professional teaching preparation period. Despite the rigorous nature of this preparation period, however, most interns encounter little real difficulty. Some need varying amounts of special help from mentoring teachers, building administrators (or designee), and University mentors. Only a very small percent of interns develop problems of such magnitude that their ability or motivation to complete the program is brought into question.

The handbook entitled **Procedures for Identifying and Resolving Professional Performance Problems** describes the procedure for handling such cases. The primary goal of this process is to improve the intern's teaching performance so that the intern can be more successful in carrying out his/her professional responsibilities. If, after completing the process for handling major problems, the intern's professional performance has not improved or been corrected, the internship may be terminated.

THE PROFESSIONAL TEAM

The professional team is composed of: (1) the intern, (2) mentoring teacher(s), (3) mentoring professor (or designee), (4) faculty liaison, (5) building administrator (or designee), (6) others from the College of Education, Health and Human Sciences, as well as officials from local school systems.

The Professional Team's primary objectives are:

1. To plan the year-long internship in such a way that fulfills all state guidelines and provides a variety of field-based experiences that allow the intern to have a thorough understanding of teaching as a profession.
2. To design a year-long internship that meets the learning needs of the intern and the goals of the local partnership school system to which the intern is assigned.
3. To prepare the intern to enter the teaching profession after successfully completing the intern year.

The team uses State guidelines, University coursework, school-based experiences, and ongoing collaboration to monitor and adjust expectations for each intern's performance throughout the school year. The team members are accountable to each other and to their respective institutions and the state of Tennessee for an appropriate and rigorous induction into the teaching profession. It is essential that all team members communicate regularly and honestly with each other about an intern's progress. **If problems arise during the internship, they are best handled through a team approach.**

DISPOSITIONS

Dispositions may be defined as the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as an educator's own professional growth. They are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

Below are the fifteen dispositions all CEHHS students are expected to exhibit. Dispositions cannot be measured by paper and pencil instruments, nor can they be observed directly; however, behavioral indicators can be used to infer candidate dispositions. Interns will be evaluated against these dispositions at mid-year and as a part of the final evaluation. Adherence to the aforementioned dispositions is required to remain in good standing within any given program. Failure to abide by these dispositions has specific consequences. Additional information including behavioral examples and the written policies, procedures and forms used in dealing with infractions may be found online at <http://web.edu/wwishar1/ddm> in pdf format.

1. Providing equitable learning opportunities for all students
2. Promoting achievement of students at all level
3. Recognizing students' unique prior knowledge, life experiences and interests as part of the context for student learning
4. Understanding and involving a wide variety of resources in the school, family, culture and community to facilitate student learning
5. Seeking out, developing and implementing the most appropriate methods to meet the diverse learning needs of the students
6. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
7. Life-long learning and personal growth through reflection, seeking constructive feedback and willingness to learn from others and past experience
8. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning
9. Collaborating with other professionals to improve the overall learning of students
10. Serving as a positive role model for students and others in regular attendance, grooming, punctuality and professional demeanor
11. Demonstrating positive work habits and interpersonal skills, including a positive attitude, dependability, honesty and respect for others
12. Accepting responsibility for what occurs in my classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
13. Participating in professional growth activities within and outside the school
14. Maintaining the standards of confidentiality regarding student information and communications
15. Using sound judgment and thoughtful decision making with consideration of the consequences

THE MENTORING TEACHER

The role of the mentoring teacher is critical to a successful internship. Effective mentoring includes sharing, modeling, coaching, and encouraging the intern's professional growth and development in the context of daily classroom life. Most importantly, collaborative mentors work "*side by side*" with their interns to assure their learning and that of their students.

Interns come to a classroom having had diverse experiences which range from observational visits to planning and teaching responsibilities. While all have had field experiences classes, their involvement in working with individual students or small groups, peer teaching, cooperative group planning, assessment, and grading student work varies by school and classroom. Interns take methods classes prior to and during their internship year. Thus, needs of interns will vary by school level and individual experiences.

Research and practice tell us that exemplary mentoring is characterized by strong relationship building and a wide range of support structures. In addition to becoming familiar with this handbook, the following are strategies that effective mentors have used to promote their interns' development:

I. Orientation

- If possible, communicate with the intern prior to the start of the internship.
- Arrange for a desk and specific place for your intern, as well as a mail box or mail slot.
- Assist office personnel in getting information from the interns for the faculty roster.
- Facilitate the acceptance of the intern by faculty and students at your school.
- Help the intern become acquainted with your school's rules and procedures.
- Make sure that students accept the intern as a teacher with equal authority.
- Provide teachers' manuals and encourage the intern to browse other curriculum materials.
- Review rules and procedures of classrooms with the intern and discuss the reasons for the rules.
- Assist parents in understanding the role of the intern.
- Monitor intern attendance and punctuality.

II. Planning and Instruction

- Provide opportunities for the intern to observe instructional methods which are appropriate to all teaching situations.
- Clarify intern responsibilities with respect to planning, classroom discipline, organizing materials, and student evaluation.
- Ensure intern induction into actual teaching is at an appropriate rate for the students and for the intern.
- Involve intern in planning and evaluating learning experiences.
- Encourage the intern to incorporate research-based teaching strategies, acquired in coursework in professional development lessons, into their instructional planning.
- Assist intern in predicting what could happen during the delivery of the lesson in order to anticipate students' reactions.
- Confer about grading. The intern may keep a grade book, but the mentoring teacher has all responsibility for grades.
- Provide an opportunity to plan together.
- Discuss problems together.
- Guide intern in developing skills of discipline and classroom management.
- Provide regular consultation and assistance as the intern assesses student needs, plans instruction, selects appropriate instructional materials and strategies, and assesses student progress.

III. Evaluation

- Meet regularly with the intern.
- Keep intern informed of progress and make suggestions as necessary. Encourage ongoing reflection.
- Observe intern lessons and debrief the lessons on a regular basis.
- Keep the intern informed of progress by providing frequent, formative, feedback and written evaluations. Make suggestions as appropriate and encourage the intern's reflection.
- Engage in joint problem-solving about pedagogical issues.
- Help the intern identify critical moments in the classroom.
- Be specific in suggestions for improvement. These suggestions should reflect the guidelines found in the State Framework.
- Meet with the University mentoring professor to identify intern needs, plan assistance strategies, and discuss progress.
- Provide input for the formal evaluation by serving as a consultant in this collaborative evaluation process. The direct responsibility for the completion of the formative and summative evaluation documentation falls directly to the UT mentor and the local school principal.

IV. Professional Development

- Attend in-service programs, including those focused on teaching adults, for teachers directly concerned with intern activities.
- Emphasize to the intern that the first priority in the classroom is the students.
- Encourage intern to have a professional outlook by including him/her in after-school activities.
- Accept intern as a co-worker.
- Share ideas.
- Promote personal integrity and an understanding of the ethics of the profession.
- Refrain from disclosing confidential or damaging information that affects the intern unless the disclosure is required by district policy or the University.

THE UNIVERSITY MENTOR (OR DESIGNEE)

The UT mentor is the crucial liaison between UT pedagogical instruction, practical applications, and the partnership schools at which interns are placed. The major responsibility of the UT mentor is to facilitate the professional development of the intern and complete, in collaboration with the building administrator, the evaluation of the intern's teaching performance. This is done in a variety of ways. The UT mentor will:

1. Initiate, arrange, and regularly participate in meetings of the professional team to identify intern needs, plan assistance strategies, and discuss progress.
2. Assist in clarifying roles and responsibilities in the internship experience.
3. Plan with the mentoring teacher, the faculty liaison, and the building principal in designing a program that provides the intern with the maximum opportunity to develop and demonstrate teaching competencies.
4. Communicate both verbally and in writing with the school principal, mentoring teacher, and faculty liaison on a regular basis regarding the intern's experiences and evaluation (as a group and individually).
5. Observe and coach intern in seeking professional development opportunities.
6. Provide regular formative evaluations (based on the State Framework for Evaluation and Professional Growth) of intern progress and a summative evaluation for the attainment of internship course credit and recommendation for an Apprentice License.
7. When appropriate, coordinate the preparation and implementation of a Development Plan designed to resolve an intern's professional performance needs or problems. See the *Procedures for Identifying and Resolving Professional Performance Problems for Licensure Students* (July 2009) for more information.
8. Serve as a resource in helping develop skills or in locating resources to help intern enhance strengths or remediate weaknesses.
9. Review the documentation booklet which, when completed, becomes an integral part of the intern's portfolio.
10. Meet regularly with the faculty liaison to discuss the performance and needs of interns.

THE FACULTY LIAISON

A faculty liaison is an experienced teacher, both in the classroom and in mentoring interns and novice teachers. Recognized as a teacher-leader by the administration and the staff of the partnership school, the faculty liaison provides additional support and instruction for the interns, organizes and facilitates needs-based mentor seminars, and collaborates with colleagues to provide site-based professional growth opportunities. A faculty liaison will be designated by the school principal and the local school system in consultation with the College of Education, Health and Human Sciences. The faculty liaison's role should incorporate at least the following responsibilities:

1. Assist in planning and coordinating experiences for interns and field experience students.
2. Help orient interns and field experience students in respect to: school policies, teacher responsibilities, and professional expectations.
3. Observe and coach interns in improving teaching performance.
4. Counsel and advise mentoring teachers and interns in their roles and responsibilities.
5. Provide input and feedback to UT mentors regarding the teacher education program.
6. Meet periodically with interns and mentors to discuss progress.
7. Organize and promote professional growth opportunities.
8. Serve as an overall communication link to promote mutual understanding and cooperation between the partnership school and UT.
9. Attend faculty liaison meetings during the school year.

THE BUILDING PRINCIPAL (OR DESIGNEE)

The building principal of the school where the intern has a primary assignment has responsibility for evaluating the intern according to criteria included in the State Framework. (The principal is considered the secondary evaluator.)

Building principals have the following responsibilities:

1. Give direction to mentoring teachers and interns concerning the induction process, teaching schedule, and evaluation of interns.
2. Assist faculty liaisons in orienting interns to the school's philosophy, policies, & procedures.
3. Regularly observe interns and provide feedback using the approved local evaluation procedures.
4. Evaluate interns and help to determine apprentice teacher licensure status in accordance with the approved local evaluation procedures.
5. Involve interns in activities and responsibilities expected of all teachers.
6. Communicate regularly with the University mentor, faculty liaison and mentoring teacher to discuss the intern's program and progress.

OTHERS: COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES
AND
LOCAL SCHOOL SYSTEMS

The College of Education, Health and Human Sciences and the Local School Systems

1. The College of Education, Health and Human Sciences Office of Professional Licensure and the local school system officials develop an agreement for placement of interns in the system.
2. The Office of School-Based Experiences, in consultation with UT departmental faculty and the administrators in the local school system, selects schools of placement and mentoring teachers.
3. The Office of School-Based Experiences, UT faculty members, and the building principal collaborate on the intern assignment, with the principal having primary responsibility for this placement.

The College of Education, Health and Human Sciences

1. The Office of Professional Licensure develops college policies for the internship and maintains a relationship with local school systems.
2. The Office of School-Based Experiences and the UT faculty agree upon a university mentor who will mentor the intern, consult with the building principal and provide assistance to the mentoring teacher and intern.
3. The Offices of Professional Licensure and School-Based Experiences and appropriate faculty from the intern's program ensure that the intern meets course work and degree requirements, prior to and during the internship. They also provide assistance in resolving problems if they should occur.
4. The University mentor provides regular formative evaluations of the intern's progress and a summative evaluation as the basis for determining the completion for the internship credit. The university mentor is the primary evaluator of the intern's year-long teaching experience, making recommendation for the Apprentice License. School administrators are considered secondary evaluators.
5. The Office of School-Based Experiences, with assistance from appropriate faculty and field-based professionals, conducts informational sessions for mentoring teachers, administrators, university mentors and designees.

The Local School System

1. The system and local school administration develop policies related to interns in collaboration with the Office of Professional Licensure.
2. The local school administration orients the intern to system policies and procedures and involves the intern in appropriate activities, including in-service and faculty meetings.
3. The building principal conducts regular evaluations of the intern and collaborates with the university mentor to complete a formal evaluation of the intern's year-long experience.

ORIENTATION FOR PROFESSIONAL YEAR INTERNSHIP

The following items have been adapted from the *Handbook for the Professional Year Internship*:

Please read, sign and date below.

- You must have earned an undergraduate degree and have met all pre-requisites for the internship to begin the internship year.
- All official transcripts must be sent to the Office of Professional Licensure, College of Education, Health and Human Sciences, Advising Center (332 Bailey Education Complex, Knoxville, TN 37996-3433, before the internship year.
- All pre-interns MUST have a signed Professional Disposition Form returned to the Office of Teacher Admissions before the internship year (309 Bailey Education Complex, Knoxville, TN 37996-3433).
- You will receive an Interim D license in the mail after you begin the internship year. Keep the “Superintendent’s Copy” of this license until your placement school-system officials ask that it be submitted.
- You may only register for 12 credit hours each semester of the internship. These courses are prescribed; there are no electives.
- School placements will be made through the Office of School-Based Experiences in consultation with UTK personnel and partnership school personnel.
- The internship is a year-long experience, beginning with in-service at the partnership school and continuing until the last day of the school calendar. (Interns follow the calendar of their placement schools and school systems, not the university’s calendar.)
- All interns are subject to policies and expectations of the University of Tennessee as well as the policies and expectations of the partnership schools.
- If you decide to defer or withdraw from the internship, you must notify your program coordinator and the Office of School-Based Experiences. Official deferral and withdrawal forms must be completed to finalize the process and are acquired through the Office of School-Based Experiences (Bailey Education Complex 329).

Print Name

Signature

Student Identification Number

Program

Date

FINAL LICENSURE PROCEDURES

The final licensure process is important and one of the final steps in your program. To be eligible for final licensure, you must:

1. Successfully complete all program requirements.
2. Pass the Principles of Learning and Teaching Praxis examination for your appropriate level and have Educational Testing Services send test results to UT-Knoxville, code 1843.
3. Pass the required Praxis Specialty examination(s) for your teaching (content) area(s) and have Educational Testing services send test results to UT-Knoxville, code 1843.

Once final grades are recorded and Praxis examination test scores are received, the application, transcript, institutional recommendation, and test scores will be forwarded to the Tennessee Department of Education (TN DOE). The TN DOE will send the license to the address on the application form.

It is *very important* that UT submit your licensure application when all program and test(s) requirements are complete. Individuals for whom licensure is not submitted upon completing program requirements will be responsible for any new regulations or new program requirements that become effective. The TN DOE licensure rules and regulations do not have a “grandfather clause” that allows applicants to be licensed under former program or test requirements once state licensure requirements have been amended.

The University of Tennessee, College of Education, Health and Human Sciences will serve as your recommending institution when you apply for initial and final licensure and/or when you complete requirements for one of our additional endorsements for as long as you wish to be licensed as a teacher. Since states require an institutional recommendation, please remember that the process is the same whether you are a new teacher or an experienced teacher relocating to another state.

Applicants interested in becoming licensed in other states may refer to the Directory of State Teacher Certification Offices in the United States. Contact the appropriate state office for application forms and directions on how to apply for that state’s teaching license.

(Revised: June 2005)

PARTNERSHIPS

Tennessee Valley Professional Development Consortium (TVPDC)

The Consortium is a collection of diverse Professional Development Schools (PDS) which emerged as a result of the University's long-term working relationship with school systems in the East Tennessee region. The foundation of the PDS movement was the fifth-year internship and its development over the past twenty years. Seventeen school systems, more than eighty schools and hundreds of teachers have contributed to strengthening the internship experience through collaborative activities and critical feedback. These partnership exchanges functioned early on as the forerunner of the present Consortium.

Over the years, as new PDS sites have been established, University personnel have facilitated the development of expectations and structure. They have also provided opportunities for site visits for the new PDSs, both locally and out-of-state, and for professional development through participation in regional and national PDS conferences. Also, as part of this development process, the initial informal consortium and then the TVPDC have worked together to select new sites, establish consistent expectations, improve the preparation of interns, research and help to implement best teaching practices, facilitate school and university-based faculty development and promote equity and cultural diversity.

Based upon a collective belief in the need for schools and the university to develop genuine partnerships based upon clear goals and objectives, collaboration, equity, and a desire for excellence in all areas, the consortium now consists of the following fourteen sites:

- Alcoa Elementary Professional Development School
- Brickey-McCloud Elementary Professional Development School
- Cedar Bluff Elementary
- Claxton Elementary Professional Development School
- Dogwood Elementary Professional Development School
- Fulton High Professional Development School
- Lenoir City Elementary Professional Development School
- Norwood Elementary
- Sarah Moore Greene Magnet Technology Academy Professional Development School
- Inskip Elementary Professional Development School
- West High Professional Development School

Additional PDS partnerships are emerging at the middle and high school levels. These include:

- Bearden High School
- Farragut High School
- Gresham Middle School
- Hardin Valley High School
- Northwest Middle School
- South-Doyle Middle Schools

PARTNERSHIPS

ED 100: Service Learning Course

ED 100 Service Learning, formerly known as “Apple Corps,” is an introductory field experience for UT students considering a career in teaching. Service Learning is an exceptional opportunity for UT students to engage in working with students and families to learn about education and, at the same time, learn about the value and structure of service learning. The goal of service learning is to simultaneously address the needs of the learner (UT students) and the needs of the community (children in schools and/or agencies in Knox County) in a service-oriented experience that directly benefits both. Service Learning courses engage students in the application of their content area expertise to provide a service to their community. In this course, their service has been focused on educating our youth.

This one credit hour course is repeatable for up to three credits which allows students to experience a wide range of placements in a variety of settings (schools from the elementary grades to the high school level and community agencies that support the academic well being of urban students).

The purpose of the course is to:

- develop and nurture an understanding of the importance of service to individuals and communities;
- gain an understanding of challenges faced by students and families and how schools and community organizations are attempting to address them,
- increase understanding of the needs and perspectives of marginalized groups of students and families,
- increase competence and confidence in designing, implementing, and assessing a project designed to serve a specific community constituency,
- expand one’s ability to critically self-reflect,
- deepen one’s understanding of commitment and responsibility to issues of inequity, and gain an understanding of career opportunities in the field of education and an overview of the program requirements for teacher licensure at UT.

The Service Learning Project

Students attend classes once per week and spend 2 hours in their “practicum” classrooms for ten weeks (20 hours). They are assigned to a mentoring teacher who guides their engagement with students. In conjunction with the time spent in the classroom, the service learning students develop a “project” that allows them to utilize their knowledge and skills in addressing the needs of the students in their classroom with whom they are working. Projects are designed by the UT students in collaboration with their mentoring teachers. Projects have included instructional games, developing class sets of laminated instructions or visual charts for difficult concepts, manuals for high school students to use in peer tutoring classes, developing tutorial materials for the mentoring teacher. Materials are left with the classroom mentoring teacher after having been shared at the Recognition Poster Session at the semester.

COMMUNITY MAPPING

Treadway, L. (2000). *Community Mapping*. Unpublished manuscript prepared for Contextual Teaching and Learning Project, Ohio State University and U.S. Department of Education.

Every school is located in a community, and that community has both a historical record and current resources that can enhance teaching and learning. However, too often the school and the community remain isolated from each other, and neither teachers nor the teacher education programs that prepare teachers situate learning in the community context, thus missing the opportunity to incorporate the community in building the knowledge, skills and values that could enhance learning. The relationship between a community and a school should be a two-way street since both have something to offer each other, but making that a reality requires that teachers know both what is available and how to make use of that knowledge. And most significantly, they must develop the disposition that experiential learning is possible, interesting, and important. Community mapping is a process that promotes increased traffic on the school community street, engaging teachers, students, and pre-service teachers in more systematic information gathering and use of the community in teaching and learning.

Roles for Community Mapping

1. **Scout:** Read the directions on a map and lead the group around the area. Needs a map.
2. **Mapper:** Draws a map as the group moves around in the community highlighting places or people en route. Needs grid paper, pencil and clip board.
3. **Note-taker:** Records where you go and what you see. Records the photographs taken and places and people of interest. Charts the journey of the group.
4. **Collector:** Collects objects, brochures, community newspapers, biological evidence (leaves, flora etc.). Tells note-taker what is collected and why. Needs a collection bag.
5. **Imprinter:** Where appropriate do stone rubbings of historical markers. Needs paper and crayons.
6. **Photographer:** Take 10 photos of the building, historical places and others things of interest (if they will allow you). Limit yourself to 10 photos. Needs digital camera or Polaroid camera.

Community Mapping Directions

Scout:

- Use directions and map to lead group and to document the experience.
- Coach the group as you travel. What should we collect? Who should we talk to? What can be documented by photo or imprinting?
- Consult with team members to determine if the areas being explored are the most appropriate. If not, alter the route.

Mapper:

- Construct a map of the path the group followed throughout the exercise.
- When the exercise is completed, look over the map to determine where the group traveled, what was observed, what was omitted, and what should be considered in the future.

Note-taker: Describe the neighborhood

- Name the neighborhood area.
- Mark a slash mark for each item you observe.
- Describe the types of housing and businesses in the neighborhood or area visited. What kind is most common?
- List any issues that you observe (trash, graffiti, potholes, parks, community services, etc. and location).
- List any evidence of construction/reconstruction/renovation/repair and location.

Type of Building	Mark A Slash for every example
Apartment Building	
Church	
Businesses	
Non Profit Organization or Agency	
Duplex Housing	
Single Family Dwellings	
Schools	
Other	

- Take notes on what the groups observe; who the groups encounter and talk to or get information from or what questions were asked. These notes or quotes can then be later transferred to the collage that will be created about the neighborhood. Indicate who, where and what in the notes.
- _____
- _____
- _____

Collector and Imprinter:

- What artifacts were collected and why?
- What did they tell you about the community?

Photographer: Portray photographs of the community area.

Photograph	Subject/Content	Location
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

What were the photos collected? What do they signify that is critical to understanding the assets and challenges of this community?

SUMMARY

Possible questions for a predominantly business area?

- What do you notice about retail centers? What can you find out about the history of these locations?
- Who do you notice is hanging about at these retail centers?
- What do you notice about the mix of tenants in this area?
- What services are provided in this neighborhood?
- Are there any historic plaques in the area? Should there be?

Possible questions for a group that mapped a predominantly residential area

- What services are available for youth and families in this area?
- Note the use of the park space? Consider use of open space in this district (safety issues for children & youth).
- What kinds of retail options are available?
- What housing has been improved - and what housing has not been addressed?

Questions for group focused on recreational and safe spaces for children to play and get to school

- What would you consider as safe ways to get these students to school?
- What do you notice about the differences in housing stock?
- What kind of open spaces are there for physical recreation?

Product

Share the outcomes of the Community Mapping Exercise with faculty members. Use technology (e.g., Powerpoint) or other means to highlight important outcomes of the experience.

Community Mapping Preparation Checklist

1. Identify the number of participants. Divide the number into teams (6-7 is ideal, 9 is about as large as possible).
2. Develop maps. Select sites for each of the teams to map. These could be sites surrounding a particular school or a cross-section of sites across the school system. Create a map for each team that is large enough to read clearly. Highlight the specific blocks the team will "map."
3. Prepare Community Mapping Bags. One bag per team should include: two clipboards (one with note paper for the "notetaker," one with blank paper for the "mapper"); a pencil and/or crayon and tracing paper for the "rubber;" two markers for additional team needs, and two floppy disks for the digital camera (for the "photographer"). A schedule with the time to return from the expedition might also be included.
4. Gather supplies for each group to use in preparing presentations. The following should be available when the teams return:
 - Poster board (at least three per group)
 - Construction paper
 - Boxes with basic supplies (pens, scissors, glue, tape)
 - Extra floppy disks (at least two per group)
 - White paper for printing pictures (for groups who do not want to make Power Point presentations)
5. Reserve technology needed for the process. The following should be available as the session begins:
 - One digital camera and one computer per team
6. Prepare the participants. Participants should be reminded that they should wear comfortable shoes for walking throughout the area. They should also dress casually to accommodate weather conditions, but not so casually that they will not be viewed appropriately by those with whom they will come in contact during the mapping experience.

FINAL NOTES

Mentoring and the Handbook for Mentoring Teachers

“I try to be aware of ‘where’ my protégé is in terms of his developmental stage. When, after an observation, he asks, ‘How did I do?’, I know that he is still at the stage where he is very focused on himself and his basic survival with the students. Experienced teachers are more concerned about the students and how they are learning and progressing. They generally ask, ‘How are my students doing?’ When they ask this question, I get a lot of satisfaction from knowing that I’ve helped them make this important transition.” Experienced Mentor

From Blank, M. and Kershaw, C. (2009). *Mentoring as collaboration: Lessons from the field for classroom, school, and district leaders*. Thousand Oaks, CA: Corwin Press.

Mentoring Websites

<http://www.mentors.net/index.html>

<http://www.mentors.net/MLRNis.html>

<http://www.nsd.org/library.html>

<http://www.etr-associates.org/NSCR/june96/mentoring.html>

<http://mbhs.bergtraum.k12.nv.us/mentor/pros.htm>

<http://nsdc.org/programs/html>

<http://www.clpccd.ca.us/mentor/stor/html>

<http://ericsp.org/95-2.html>

<http://fcusd.k12.ca.us/btsa.html>

<http://www.uis.edu/schroede.mentor.htm>

<http://www.state.ct.us/sde.brta.index.htm> <http://www.educ.msu.edu/alumni/newed/ne66c3-5.htm>

http://www.edweek.org/ew/v_01-44/221aski.h14 <http://www.hood.edu/seri/serihome.html>

<http://www.ccc.sped.org/ericec/faqs.htm> <http://www.inclusion.uwe.ac.uk/csie/csiehome.htm>

<http://www.teachermag.org/context/topics/include.htm> <http://www.edu/TTAC/articles/articles.htm>

Other Websites

No Child Left Behind – NCLB (official government website)

<http://www.nochildleftbehind.gov>

State Policies and NCLB Requirements

<http://nclb.ecs.org/nclb>

TN’s Accountability Workbook

<http://www.state.tn.us/education>

The Southeast Center of Teaching Quality

<http://www.teachingquality.org>

National Education Association - NEA

<http://www.nea.org/aboutnea/code.html>

Mentor Training

The TN Department of Education provides training on mentoring and developing school-based mentoring teams. This training, “Raising the Bar for Teacher Performance Through Mentoring and Induction” is provided each year by the Tennessee Academy for School Leaders (TASL) office at various locations across the state. In addition, UT faculty and Knox County Schools will provide the training in Knoxville if it is requested by schools that serve UT students.

TASL website at: <http://www.tennessee.gov/education/tpd/tasl.shtml>

TN Department of Education e-learning Website tnelc.org

An overview of effective school-based mentoring will be available on the website by October 2009. Other valuable resources for beginning teachers are also available on this website.

The Mentor Handbook

Every year the Office of School-Based Experiences asks for suggestions to improve the handbook. Suggestions are reviewed by several persons including: UT CEHHS faculty, mentoring teachers, faculty liaisons, building principals, and former interns. This 2009-2010 edition reflects changes and additions advanced by one or more members of the review group. If you have any suggestions for the 2010-2011 revision, please contact the Office of School-Based Experiences.