New collaborative relationships provide earlier and expanded classroom teaching opportunities for CUAI teacher-candidates.

Finding a job as a teacher, flourishing in the job of teaching: Both are vital goals that inform CUAI’s teacher-candidate preparation. For CUAI graduates, the program’s year-long clinical residencies provide extensive teaching experience to facilitate a rewarding and successful transition from college to classroom. And with CUAI placement rates for graduates as high as 100%, teacher-candidates move into their own classrooms rapidly, equipped with the skills and experience that assure they will thrive.

Now, new collaborations with area school systems will provide CUAI teacher-candidates expanded opportunities for even earlier and more diverse classroom experiences. The first, KAT Academy (Kingsport Academy for Teachers), offers an alternative residency option at Johnson Elementary School in the Kingsport City School System (KCS).

Along with additional hours in the classroom, the ten teacher-candidates selected for KAT Academy will have the option to participate in professional development offered by KCS throughout the year. As a participant in the Leader in Me program, KCS provides a specialized leadership focus; in addition to receiving professional leadership development, candidates will also help to plan a school leadership event. KAT Academy’s expanded residency hours and responsibilities include teaching reading as well as the opportunity to work as a substitute or an assistant teacher in different classrooms. Participants will also receive a stipend.

In Johnson City, a new collaborative agreement with the city school system is allowing teacher-candidates to receive training and employment as JCS substitute teachers prior to graduation, so that they can earn as they learn.

“Meaningful pre-professional experience is key to success in the classroom, and as we expand our CUAI network of collaborative relationships, our teacher-candidates will find convenient opportunities across the region.”

—Dr. Karin Keith, Department Chair
OPENING OPPORTUNITY

CUAI implements literacy standards for global success.

In today’s fast-moving global marketplace where new skills and knowledge are demanded continually, CUAI’s literacy education has already evolved to meet the challenge. Thus, implementing the new Teaching Literacy in Tennessee standards has largely involved the alignment of terminology and course division, and the replacement of basal reader assignments with the unit starters mandated by the standards.

“The changes that we’ve made will ensure a seamless transition for our teacher-candidates once they’re working in their own classrooms,” notes Dr. Karin Keith, CUAI Department Chair and Reading Program Coordinator, who worked with Dr. Renee Moran, Assistant Professor of Reading, to implement the revisions. A seamless transition for teacher-candidates means a successful transition for Tennessee students graduating college- and career-ready!

MAKING SPACE

CUAI-University School project explores Women of NASA.

As NASA continues its mission of solar system exploration, K-12 students are enjoying new learning opportunities in previously unexplored directions in space history and social studies, thanks to educators like Dr. Lori Meier, CUAI Associate Professor. As a NASA/JPL Solar System Ambassador, Dr. Meier is helping to make space in the curriculum for NASA-centered subjects including female space pioneers. During Women’s History month, she collaborated with CUAI’s K-5 Elementary Education teacher-candidates and Ms. Andrea Lowery, 4th grade teacher at University School, to present five social studies learning centers focused on the outstanding contribution of diverse women in space history. The subjects included astronauts and other various scientists, such as Katherine Johnson, Nancy Grace Roman, Sally Ride, Mae Jemison, and Margaret Hamilton.

During the one-day event, University School 4th graders rotated through the five stations, completing hands-on activities; they also received a NASA stamp for their “passports” and collected various NASA lithographs. Participating CUAI teacher-candidates included Maria Dias, Suzanne Watson, Shelby Belcher, Summer Bosse, Bethany Braden, and Lauren May.

“We look forward to bringing Women in NASA to other grades and other schools.”

—Dr. Lori Meier
Congratulations to Dr. Ryan Nivens, editor of the Upper East Tennessee Council of Teachers of Mathematics (UETCTM) newsletter, accorded the 2018 Publicational Award by the National Council of Teachers of Mathematics (NCTM).

The six-times yearly publication features current NCTM news and resources while showcasing the essays of teacher-participants enrolled in the East Tennessee State/Eastman Scholars Mathelites summer program. The essays reflect best practices in pedagogy from philosophical perspectives as well as practical in-classroom experience.

Over the 10 years Dr. Nivens has served as editor, the newsletter has published more than 335 essays. “It’s been a great regional resource that we’re now pleased to share nationally,” he notes.
LAUNCHING DEEPER LEARNING

With project-based learning Indian Trail students enjoy real-world challenges and meaningful outcomes.

It was all systems go, with enthusiastic students ready to launch as Indian Trail Intermediate School (ITIS) began a week-long implementation of Project-Based Learning (PBL) focused on the planets, a collaborative effort by ITIS teaching teams with the guidance and support of Dr. Aimee Govett, CUAI Professor and MAT Graduate Coordinator, and Dr. Jamie Price, CUAI Assistant Professor of Math Education.

An inquiry-based, student-centered pedagogy, PBL facilitates deeper understanding through the active exploration and investigation of a real-world challenge. After Dr. Price led a one-day workshop for 5th and 6th grade ITIS teacher teams on integrating PBL, she and Dr. Govett returned in February to observe the week-long learning event that generated “out of this world” student excitement as it integrated math, science and English/Language Arts content in planetary exploration and learning.

PBL facilitation is only one element of the strategic support CUAI is providing ITIS as the school works toward attainment of the Tennessee STEM School designation.

“PBL elicits deeper student engagement, resulting in more meaningful learning.”

—Dr. Aimee Govett

UP TO THE CHALLENGE

Another successful edTPA Upload Day!

Preliminary edTPA test scores for CUAI teacher-candidates indicate another year of stellar performance on the national assessment. Hard work and preparation culminated in March as teacher-candidates submitted via upload the required videos of their classroom teaching along with reflections.

From left: Kellie Sargent, Anna Norman, Rachel Wallace.

From left: Savannah Caldwell, Samantha Crusenberry, Courtney Burgess, Liea Brown, Allison Ball, Master Clinician Nancy Hedberg. Seated: Suzanne Watson.