

**Policy Title:** Commitment to Teacher Preparation

**Policy Type:** Academic **New/revised:** Revised

**Old Policy #:** A-O45

**Approval level:** ☐ Board of Trustees  
☒ President  
☐ Vice President  
☐ Other (specify here)

**Purpose:** The purpose of this policy is to set forth operational guidelines which address the commitment of the University to teacher preparation programs.

**Policy:**

- I. Assessment and Placement Procedures
  - A. Assessment
    1. ETSU teacher preparation programs will have periodic formal performance and disposition assessments based on state and national standards. These assessments will, at a minimum, occur at entry, mid-point, and exit.
    2. Performance-based assessments will be reliable, valid, fair, actionable, and representative.
  - B. Placement
    1. Placement of teacher candidates will be managed collaboratively between ETSU and P-12 Partners.
    2. Teacher candidates will be placed only in settings that conform to appropriate state and national standards, with evidence-based practices being the foundation for training and interaction with the mentor teachers.
  - C. Recruitment and selection
  - D. Formal, aggressive recruitment plans and activities will be implemented to recruit, select, and retain teaching candidates who meet or exceed benchmarks set by the state as well as appropriate national accreditation standards. Particular focus will be on developing a more diverse teacher candidate pool and increasing the number of completers in Tennessee's high demand endorsements.
- II. Program Elements and Design
  - A. The Teaching Quality Initiative is an integral part of ETSU's mission and academic programs. Teacher education programs are founded on an authentic, competency-based model that emphasizes development of content expertise and active learning in school settings.
    1. Close Partnerships with Public Schools.
      - a. ETSU will develop ongoing partnerships with P-12 school and community partners. These partnerships will require consistent, systematic collaboration and communication. Partners will establish mutually agreeable expectations for candidate entry, preparation, and exit.

- b. Partners will co-select, prepare, evaluate, support, and retain high quality clinical educators who demonstrate a positive impact on candidates' development and P-12 student learning and development.
    - c. Formal mutually-beneficial agreements between the parties are necessary components of the partnership. Agreements outline procedures and delineate responsibilities of and benefits to both sides.
  - 2. School-based Residency
    - a. A comprehensive teaching residency will occur primarily during the senior year. Clinical experiences prior to residency will be developed to develop candidates' pedagogical, assessment, and technology skills.
    - b. Preparation for teaching will occur primarily in school settings, under collaborative supervision of university faculty and mentor teachers, and structured around authentic problem-based experiences to attain learning outcomes.
    - c. Residents will work closely with mentor teachers as they merge theory and practice.
  - 3. Integration of Content Coursework and Professional Educational Component
    - a. Professional education faculty, content faculty, and mentor teachers will collaborate to implement and model evidence-based best practices in content courses, pedagogy preparation, and applied experiences.
    - b. Professional education faculty, content faculty, and mentor teachers will collaborate systematically concerning programmatic decision-making and evaluation of student status and progress.
- III. Faculty and Staff Selection and Development
  - A. Faculty and Staff Selection
    - 1. University faculty and mentor teachers from Local Education Agencies collaboratively plan, implement, supervise, and evaluate experiences for residents.
    - 2. Residents will be placed only with university faculty and mentor teachers who demonstrate a positive impact on candidates' development and P-12 student learning and development.
  - B. Professional Development
    - 1. Systematic professional development and training of faculty and mentor teachers is essential to program success.
    - 2. Professional development will be based on needs identified based on program assessments, P-12 partner feedback, and state and national professional association recommendations.
- IV. Program Evaluation and Research
  - A. Program Evaluation
    - 1. Program quality will be based on state and national standards for the various teacher preparation programs. At a minimum these measures will include impact on P-12 learning and development, indicators of teaching effectiveness, results of employer surveys (including retention and employment milestones), results of completer surveys.
    - 2. Program outcomes will be based on state and national expectations including graduation rates, ability of completers to meet licensure requirements, ability of completers to be hired for positions for which they were prepared and other elements of the Tennessee Teacher Preparation Report Card.

3. Program evaluation components and outcomes will be coordinated with and complementary to Council for the Accreditation of Educator Preparation (CAEP) and state standards and requirements.
  4. Program evaluation will be routine and continuous and structured with performance indicator data provided to appropriate college, department, and program personnel on an established and regular basis in order that each program may make appropriate improvements as needed.
- B. Research
1. ETSU faculty will be supported in their efforts to research the effectiveness of various program elements and characteristics so as to contribute to the knowledge base on effective teachers and teaching practices.
  2. ETSU will collaborate with other state and local education agencies to explore characteristics of effective teachers and teaching.

3/24/2017 – approved by the Board of Trustees.