Austin Peay State University

Eriksson

College of Education

Clinical Teaching Experience

2026-2027 Handbook

Austin Peay State University

Welcome Students

Welcome to Austin Peay State University, a vibrant community where the expansive resources of a major institution seamlessly blend with the supportive, personal feel of a small college. Dedicated to treating every student as an individual, Austin Peay offers a diverse array of exceptional academic programs—spanning associate, bachelor's, master's, and doctoral levels designed to foster critical thinking and cater to the evolving needs of our regional and global workforce. Beyond the classroom, your university experience is enriched by a thriving campus life, unique undergraduate research initiatives, and dynamic student and community engagement, all set against the backdrop of the innovative and rapidly growing city of Clarksville. Here, you will find a collaborative environment where dedicated faculty mentor you closely, empowering you to explore your passions, achieve your professional goals, and proudly lead the way as an APSU Governor.

Austin Peay State University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. The university welcomes and inspires a community of learners to make a positive impact regionally and globally.

Austin Peay State University Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

The Austin Peay Experience
Strategic Experience Pillars

Rather than separate traditional "academic pillars," APSU structures its entire vision for excellence around four comprehensive foundational pillars that connect the academic experience to holistic success: https://www.apsu.edu/strategic-plan/

- **Pillar 1: The Academic Experience** Focuses on being a premier regional public university known for student-centered teaching excellence, high-quality innovative scholarship, evolving quality academic programs to match workforce needs, and optimizing institutional infrastructure.
- **Pillar 2: The Student Experience (Student Success & Well-being)** Emphasizes cultivating an inclusive, empowering community that supports all

student populations with the necessary resources, programming, and spaces to achieve educational and career goals.

- **Pillar 3: The Employee Experience & Development** Aims to empower faculty and staff by fostering a supportive campus culture where employees can grow, flourish, and build a culture of connectedness that ultimately influences student success.
- **Pillar 4: The Community Experience (Engagement & Partnerships)** Concentrates on developing mutually beneficial community partnerships, offering robust regional programming, and fostering a "Gov-for-Life" atmosphere for lifelong student and alumni engagement.

University Student Policies

Academic & Enrollment Policies

- Academic Integrity: Prohibits all forms of academic dishonesty, including plagiarism, cheating, fabrication, and collusion. Violations are processed through the Office of Student Affairs and can result in academic penalties or suspension.
- Class Attendance (Policy 2:035): Mandates regular attendance. Faculty members establish specific attendance guidelines in their syllabi, and excessive unexcused absences can negatively impact financial aid eligibility and final grades.
- Grade Appeal (Policy 2:045): Outlines the formal mechanism and strict timelines for students to contest a final course grade if they believe it was awarded capriciously or arbitrarily.

Conduct & Behavioral Standards

- Student Code of Conduct: Details behavioral expectations both on and off campus. It covers regulations regarding alcohol and drug use, disorderly conduct, property damage, and misuse of university technology.
- Nondiscrimination and Harassment: Aligned with federal regulations, these policies strictly prohibit discrimination, sexual misconduct, and stalking. Compliance is overseen by the Title IX Office.
- Hazing Prevention: Strictly prohibits any initiation actions that endanger the mental or physical health of a student, applying heavily to Greek life, athletic teams, and registered student organizations.
- Academic and Classroom Misconduct: Students are expected to always conduct themselves appropriately. Academic and classroom misconduct will not be

tolerated. Students must read the Code of Student Conduct in the Student Handbook to understand what is expected of them in the academic setting. *APSU Policy 3:005* Student Academic and Classroom Misconduct will be followed in reporting any suspected cases of academic misconduct.

Campus Life & Operational Policies

- Housing and Residence Life Rules: Specific regulations governing on-campus living, including visitation rights, quiet hours, room inspections, and safety protocols.
- Expressive Activity (Policy 1:014): Establishes guidelines for student speech, assemblies, and distributions of materials on campus property to balance free expression with orderly university operations.
- Student Grievance Procedure: Provides a non-academic avenue for students to file formal complaints regarding university services, staff treatment, or administrative processes.
- Policy on Minors: Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are participants. See APSU Policy 2:039, Policy on Minors, for more information.
- Service Animals in the Classroom: Students with disabilities who intend to bring a service animal onto campus are encouraged to notify the University of the need for the service animal's presence in advance of bringing the animal to campus by contacting the Disability Student Success Center (DSSC). For more information, see APSUPolicy 3:007, Animals on Campus.
- Students with Disabilities: Austin Peay State University is committed to providing an inclusive and accessible learning environment. The Disability Student Success Center (DSSC) works with students who have experienced disability-related barriers to determine reasonable accommodations. After completing the DSSC process (i.e., application, documentation, and intake meeting), students may request a Letter of Accommodation (LOA), which is shared with both the student and their instructors. Accommodations are not retroactive; students should request their LOA early in the semester and speak privately with instructors about how accommodations will be implemented. More information is available at www.apsu.edu/disability or by contacting DSSC at (931)221-6230 or dssc@apsu.edu.

Note on Compliance: For specialized programs (such as the Graduate Studies or the Eriksson College of Education), students are often required to review program-specific handbooks and submit a signed acknowledgment page confirming their compliance with both university-wide and departmental policies. These program-specific policies are outlined in the next section.

For the full text of individual policies, you can access the APSU Policy Library or consult the current edition of the *Student Handbook & Calendar*.

University Student Resources

Campus Life: https://www.apsu.edu/campus-life/index.php

Felix G. Woodward Library: http://library.apsu.edu Library Hours: 7:00 am-5:00 pm Phone: 931-221-6186

Boyd Health Services: https://www.apsu.edu/health-and-counseling/boyd-health-services/index.php The mission of Boyd Health Services is to ensure the delivery of high-quality, holistic health care that is accessible, affordable, and that emphasizes and promotes healthy lifestyles and behaviors that lead to lifelong wellness for the APSU community. Hours of Operations Physician Monday, Wednesday, Friday 7:00 a.m. - 8:30 a.m. and Nurse Practitioner Monday – Friday 7:00 a.m. - 4:30 p.m. Phone: (931) 221-7107

Center for Academic Support & Enrichment (CASE): https://www.apsu.edu/case/
We are committed to the success of the students at Austin Peay State University. Our peer tutoring, SI program, and Testing Center provide support for our community as you work hard to achieve your academic goals. Marks Building, Room 124, P.O. Box 4396, Clarksville, TN 37044
Phone: 931-221-6550 Email: case@apsu.edu

International Student Services: https://www.apsu.edu/international/current-students/

APSU Student Counseling Center: counselingservices@apsu.edu For students needing to schedule an initial appointment or explore self-help resources, the Counseling Services Resources page provides direct access to their online scheduling portal and crisis hotline information. **Hours:** Monday – Friday, 8:00 AM – 4:30 PM

Community Belonging and Success:
https://www.google.com/search?q=https://www.apsu.edu/diversity/ This office leads institutional efforts to foster an inclusive campus environment, supporting student retention and success through multicultural programs and community-building initiatives.

Adult, Nontraditional, and Transfer Student Center: https://www.apsu.edu/student-life/ants

APSU Career Services: https: https://www.apsu.edu/careers/ This office assists students with resume building, interview preparation, internship placements, and hosting campus career fairs.

English Language Institute (ELI): https://www.apsu.edu/eli/ The ELI provides intensive English language instruction, cultural immersion resources, and academic preparation for international students and non-native English speakers.

APSU SOS Food Pantry:
https://www.google.com/search?q=https://www.apsu.edu/volunteer/food-pantry/

The Office of Community Engagement & Sustainability manages the APSU food pantry. Here are the quick details if you or a student needs to visit or contact them:

- **Location:** 322 Home Avenue (right next to the Wilbur N. Daniel African American Cultural Center) **Phone:** (931) 221-6590 **Email:** sos@apsu.edu

The pantry is open to any currently enrolled Austin Peay student in need of supplemental food assistance. Students can find current operating hours and fill out the online food request form.

Austin Peay State Student Centers

Adult, Non-Traditional, and Veteran Student Center (ANTVSC):
https://www.apsu.edu/mva/
Located in the MUC, this space is specifically tailored to support adult learners, commuters, and military-affiliated students. It offers a computer lab, a lounge, and tailored programming to help non-traditional students connect.

Wilma Rudolph Cultural Center: https://www.apsu.edu/aacc/ A space dedicated to fostering multicultural awareness, supporting diverse student organizations, and hosting inclusive campus cultural events.

Newton Military Family Resource Center: https://www.apsu.edu/mva/nmfrc/ As Tennessee's largest provider of enrollment for military-affiliated students, this state-of-the-art center provides veterans, active-duty service members, and their families with a dedicated computer lab, study spaces, a lounge, and direct access to veterans' benefits support.

The Wilbur N. Daniel African American Cultural Center (WNDAACC):
https://www.apsu.edu/aacc/ This center provides a welcoming environment that promotes an understanding of African American heritage, culture, and achievements through educational programming, a student computer lab, and leadership development resources.

Latino Cultural Center: https://www.apsu.edu/lcc/ The Latino Cultural Center provides a nurturing environment where all students, staff, faculty, and community members, regardless of race or ethnicity, can gain an appreciation for Latin heritage and experience.

Austin Peay State University

Eriksson

College of Education:

Clinical Teaching Experience

2026-2027 College Handbook Section

Introduction

The Eriksson College of Education at Austin Peay State University prepares candidates to teach Prekindergarten through secondary school. The Department of Teaching and Learning, housed in the Eriksson College of Education, offers a variety of degree programs at both the undergraduate and graduate levels. Those who hold an undergraduate degree that are seeking teaching licensure will have the opportunity to interact in classes with peers who are pursuing similar licenses and with instructors who have had extensive classroom teaching experience.

Vision, Mission, and Commitments

Vision Statement

The Eriksson College of Education prepares dynamic teachers and educational leaders to positively impact communities and schools in the 21st century.

Mission Statement

The mission of the Eriksson College of Education at Austin Peay State University is to prepare educators who are ethical, engaged, and effective leaders. We do so by modeling reflective practice and connecting theory to student-centered learning. We leverage the strengths of our community to foster continuous improvement to reimagine how schools can work.

Eriksson College of Education Key Contacts

Dr. John McConnell, Dean, Dept. of Educational Specialties,
Claxton 304-A, 931.221.7757, mcconnellj@apsu.edu

Dr. Bobette Bouton, Chair, Dept. of Teaching and Learning, Claxton Building Room CX 304B, 931-221-7311, boutonb@apsu.edu

Dr. Amy Barrett, Director of Teacher Education and Partnerships, Dept. of Teaching and Learning, 931.221.7441, barrettam@apsu.edu

Dr. Laura Barnett, Associate Dean, Dept. of Teaching and Learning, barnettl@apsu.edu, 931-221-7752, Claxton Building Room CX 208

Ms. Anna Ortega, Administrative Assistant to Dept Chair, College of Education,
Claxton 304A, 931-221-7696, ortegaa@apsu.edu

Ms. Dustie Boxx, Administrative Assistant, Dean's Office
Claxton 210-A, 931.221.7511, dezellemt@apsu.edu

Mr. Kevin Fee, Coordinator, Certification and Licensure
Claxton 228, 931.221.6182, feek@apsu.edu

Dr. Bing Xio, Associate Professor, Dept. of Teaching and Learning, xiaob@apsu.edu, 931-221-7749, Claxton Building Room CX 317

Dr. Charles Gonzales, Assistant Professor, Dept. of Teaching and Learning, Claxton Building Room CX 219, gonzalezc@apsu.edu, 931-221-1114

Dr. Charmaine Lowe, Associate Professor, Dept. of Teaching and Learning, Claxton Building CX 221, 931-221-1313, lowec@apsu.edu

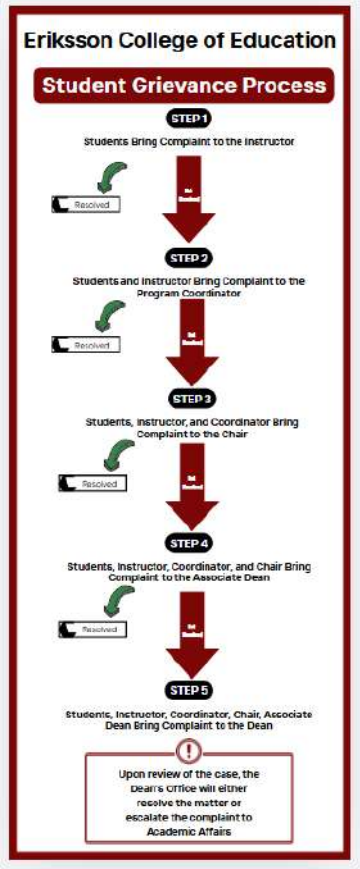
Policies

Student Rights

Anyone enrolling at Austin Peay State University is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law. Apart from those rights and duties enjoyed by nonstudents, enrollment in the University carries with it special privileges and imposes special responsibilities. The University has established regulations and certain due process procedures essential to an atmosphere of mutual respect which is sensitive to the rights of all individuals. A list of student rights can be found at www.apsu.edu/handbook/student-code/student-rights.php. If you have questions, please contact the Office of Student Affairs at 931-221-7341.

Student Grievance Process

https://canva.link/491elcahvr56kc1



University Policies

APSU policies enhance the University's mission, promote operational efficiencies, reduce institutional risk, and provide an understanding of the University's expectations for operation. Access the numerical or alphabetical policy index by visiting this link: https://www.apsu.edu/policy/. Policies addressing the APSU Code of Conduct for students may be found by visiting this link:

https://www.apsu.edu/handbook/student-code/.

Graduate Bulletin

Material presented in the graduate bulletin is for informational purposes only and should not be construed as the basis of a contract between a student and Austin

Peay State University. Bulletins may be accessed by visiting this link: https://www.apsu.edu/registrar/bulletins.php

Student Handbook

You may access a digital or hard copy of the student handbook by visiting this link: https://www.apsu.edu/handbook/ The policies, procedures, and programs of APSU are continually reviewed. Every effort is expended to ensure the handbook represents accurate information at the time of publication, but it cannot be guaranteed that information contained herein will not change. The handbook does not constitute a contract between the University and the student. APSU may cancel or revoke any part of this handbook without notice. The University reserves the right to make changes as required or as needed to date, programs, events, policies and regulations, and rules, as well as determine the effective date for such changes. Failure to read the handbook does not exempt students from following regulations, requirements, procedures, and policies described herein.

Artificial Intelligence (AI) Use Policy

Austin Peay State University recognizes the growing role of Artificial Intelligence (AI) tools in education and professional practice. Students are expected to use AI responsibly, ethically, and in accordance with university policies, instructor expectations, and academic integrity standards. The use of AI for coursework may vary by program, course, and instructor; therefore, students must review course syllabi carefully for specific guidance regarding permitted or prohibited AI use. To better understand APSU's expectations, policies, and best practices related to AI, students are required to review the official university guidance by accessing the link provided below.

Please review the APSU AI Guidance and Expectations here:
https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true

Course Syllabus Policy

Students should refer to the syllabus for each individual course for specific information regarding course requirements, assignments, grading policies, attendance expectations, required materials, deadlines, and instructor-specific procedures. While this handbook provides an overview of program requirements and expectations, the course syllabus serves as the official guide for all course-specific information. In the event of any discrepancy, the course syllabus shall take precedence for matters related to that course.

Nondiscrimination Statement

Austin Peay State University (APSU) does not discriminate against students, employees, or applicants for admission or employment based on race, color, religion, creed, national origin, sex (including pregnancy), disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by APSU. Inquiries or complaints regarding Title IX, should be directed to the Chief of Institutional Culture and Title IX Coordinator, williamslr@apsu.edu , 931-221-7690, Office of Institutional Culture, 601 College Street,
Browning 140, Clarksville, TN 37044. Other inquiries or complaints regarding non-discrimination policies may be directed to the Director of Equal Opportunity, Title IX Deputy Coordinator, Sheila
Bryant, bryantsm@apsu.edu, 931-221-7178. The Austin Peay State University policy on nondiscrimination can be found at Policy 6:001.

Accreditation

The Eriksson College of Education at Austin Peay State University has been accredited over sixty years. Our last accreditation was in Spring 2021 by the Council for the Accreditation of Educator Preparation (CAEP).
Accreditation is the seal of approval that verifies quality in educator preparation.

Conceptual Framework

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Austin Peay State University is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, “Preparing Professionals Through Standards-Based Practices,” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address:

Knowledge: Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Also enables the use of technological knowledge and collaborative techniques to foster active inquiry, problem-solving, and performance skills among learners.

Skill: Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences.

Disposition: Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for the practice of behaviors that meet ethical and professional standards while striving for continual personal improvement.

Standards of Educator Preparation Program

Candidates of the Martha Dickerson Eriksson College of Education follow a specific degree program, which addresses the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Learn more at https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf.

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these

aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Professional Commitments and Dispositions

Candidates in initial licensure programs at Austin Peay State University are expected to demonstrate the following positive professional dispositions. Failure to meet the dispositions may result in dismissal from the teacher education program. These dispositions are evaluated by university professors and classroom teachers and are aligned with InTASC and CAEP standards.

	Highly Effective 3	Effective 2	Developing 1	Ineffective 0
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC 1(h)-(k)	Indicators. The candidate: • respects learners' differing strengths and needs and is committed to using this information to further each learner's development • is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning • takes responsibility for promoting learners' growth and development • values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development			
	Candidate demonstrates **3 or more indicators.**	Candidate demonstrates **2 indicators.**	Candidate demonstrates **1 indicator.**	Candidate demonstrates **0 indicators.**
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC 2(l)-(o)	Indicators. The candidate: • believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential • respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests • makes learners feel valued and helps them learn to value each other • values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning			
	Candidate demonstrates **3 or more indicators.**	Candidate demonstrates **2 indicators.**	Candidate demonstrates **1 indicator.**	Candidate demonstrates **0 indicators.**
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and selfmotivation. InTASC 3(n)-(r)	Indicators. The candidate: • is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments • values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning • is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning • seeks to foster respectful communication among all members of the learning community • is a thoughtful and responsive listener and observer			
	Candidate demonstrates **4 or more indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **2 indicators.**	Candidate demonstrates **1 or fewer indicators.**

	Highly Effective 3	Effective 2	Developing 1	Ineffective 0

<table>
<tr><td>Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content. InTASC 4(o)-(r)</td><td colspan="4">Indicators. The candidate:
realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever-evolving. S/he keeps abreast of new ideas and understandings in the field
appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives
recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias
is committed to work toward each learner's mastery of disciplinary content and skills</td></tr>
<tr><td></td><td>Candidate demonstrates 3 or more indicators.</td><td>Candidate demonstrates 2 indicators.</td><td>Candidate demonstrates 1 indicator.</td><td>Candidate demonstrates 0 indicators.</td></tr>
<tr><td>Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. InTASC 5(q)-(s)</td><td colspan="4">Indicators. The candidate:
is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues
values knowledge outside his/her own content area and how such knowledge enhances student learning
values flexible learning environments that encourage learner exploration, discovery, and expression across content areas</td></tr>
<tr><td></td><td>Candidate demonstrates all indicators.</td><td>Candidate demonstrates 2 indicators.</td><td>Candidate demonstrates 1 indicator.</td><td>Candidate demonstrates 0 indicators.</td></tr>
<tr><td>Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decisionmaking. InTASC 6(q)-(v)</td><td colspan="4">Indicators. The candidate:
is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning
takes responsibility for aligning instruction and assessment with learning goals
is committed to providing timely and effective descriptive feedback to learners on their progress
is committed to using multiple types of assessment processes to support, verify, and document learning
is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs
is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth</td></tr>
<tr><td></td><td>Candidate demonstrates 5 or more indicators.</td><td>Candidate demonstrates 4 indicators.</td><td>Candidate demonstrates 3 indicators.</td><td>Candidate demonstrates 2 or less indicators.</td></tr>
<tr><td>Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as</td><td colspan="4">Indicators. The candidate:
respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction
values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community
takes professional responsibility to use short- and long-term planning as a means of assuring student learning
believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances</td></tr>
</table>

knowledge of learners and the community context. InTASC 7(n)-(q)	Candidate demonstrates **3 or more indicators.**	Candidate demonstrates **2 indicators.**	Candidate demonstrates **1 indicator.**	Candidate demonstrates **0 indicators.**
	Highly Effective 3	**Effective 2**	**Developing 1**	**Ineffective 0**
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8(p)-(s)	Indicators. The candidate: • is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction • values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication • is committed to exploring how the use of new and emerging technologies can support and promote student learning • values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs			
	Candidate demonstrates **3 or more indicators.**	Candidate demonstrates **2 indicators.**	Candidate demonstrates **1 indicator.**	Candidate demonstrates **0 indicators.**
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. InTASC 9(l)-(o)	Indicators. The candidate: • takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice • is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families • sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice • understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy			
	Candidate demonstrates **all indicators.**	Candidate demonstrates **4 indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **2 or less indicators.**
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10(p)-(t)	Indicators. The candidate: • actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success • respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals • takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning • takes responsibility for contributing to and advancing the profession • embraces the challenge of continuous improvement and change			
	Candidate demonstrates **4 or more indicators.**	Candidate demonstrates **3 indicators.**	Candidate demonstrates **2 indicators.**	Candidate demonstrates **1 or fewer indicators.**

Austin Peay State University

Eriksson

College of Education:

Clinical Teaching Experience

2026-2027 Program Handbook Section

Clinical Practice at Austin Peay State University

APSU meets all criteria of clinical practice required for teacher licensure by the state of Tennessee. It is the final phase of the teacher education program. Clinical Teaching is at least 15 weeks and includes full day teaching combined with observation activities; each under the direction of an experienced, licensed teacher.

For student teaching, the teacher candidate earns ten semester hours of credit. Grades for student teaching are on a Pass (P) or Fail (F) basis. The teacher candidate must also be enrolled in Student Teaching Seminar (EDUC 4950/5940) for two semester hours of credit. Possible grades for the Seminar are A, B, C, D, or F.

The clinical teaching assignment provides opportunities for the candidate to develop competencies through observation, teaching, conferencing, assessment, and reflection. The teacher candidate, mentor teacher, university supervisor, and school administrator must work as a team in order to make the experience as valuable as possible. The collaborative involvement of school personnel and university personnel are essential to the success of the clinical experience.

Eligibility for Student Teaching

Candidates for clinical teaching in Student Teaching will request application to student teach during the semester preceding the clinical semester (typically during Practicum semester). Deadlines for submission of the completed application are February 15 for students wishing to student teach the following Fall Semester and by September 15 for students wishing to student teach the following Spring semester.

Candidates must provide evidence that all requirements for Transition 3 have been met. These requirements are:

- GPA minimum: 2.75 overall, in the major, and in the minor
- Minimum grade of “C” in all professional Education courses
- Pass all required Praxis II exams
- Pass all Transition 3 requirements
- Completion of **all** courses required for licensure/degree
- No serious infractions on disciplinary record and no adverse dispositions on file
- Completion of Security Clearance by TBI/FBI

Successful evaluations by 4080 instructor, clinical teachers in field observations, disposition reports, and a review of university disciplinary record must also be submitted to the Office of Teacher Education before permission to student teach is granted.

Once Transition 3 has been approved, teacher candidates will be eligible to begin their Student Teaching clinical placements (fifteen weeks). All coursework should be completed before this time. Taking additional courses with student teaching and the teaching seminar is prohibited.

Clinical Teaching Policies and Requirements

Placements:

- Teacher candidates will not be assigned to schools where members of their immediate families are staff members or students, to high schools where they attended as students, or to schools where they have worked on a full-time basis. Failure to disclose these relationships will result in cancellation of the clinical placement.
- Once assignments are confirmed by school districts, teacher candidates must respect their assignments as they would teaching contracts.
- Requests for changes must be made in writing and addressed to the Director of Teacher Education, who will decide if the change can be justified.
- Candidates who withdraw after receiving assignments must notify the Office of Teacher Education of their intent to withdraw in writing.

Conduct: All teacher candidates must conduct themselves in a professional manner at all times and demonstrate positive dispositions. The teacher candidate must follow the rules of the school system or organization where placed, in addition to the University's policies.

- **Cell phones:** Teacher candidates must follow the policy at their placement. Cell phones are not permitted for personal use during time in the field.
- **Technology:** Teacher candidates should only bring and use laptop/tablets for use during class lessons if approved by the mentor teacher. Teacher candidates are not allowed to use devices for personal use or to work on coursework while at their placement. Teacher candidates must adhere to the technology usage policy followed by the school district.
- **Social Media:** Teacher candidates are not allowed to use social media for any communication with minors or parents of minors while at their placement. Teacher candidates should not post comments about their clinical experience, pictures of mentor teachers, students, or events at their placement, or have any communication with parents or guardians. In addition, teacher candidates are cautioned to remove any inappropriate pictures or commentary on their personal social media sites. Teacher candidates should make all social media accounts private during their placement. Information on any social media accounts will be reviewed for professionalism. Postings on your social media sites (i.e. Facebook, , Instagram) deemed inappropriate or unprofessional by the Office of Teacher Education or placement site can lead to removal from the clinical experience placement.
- **Professional Ethics:** The teacher candidate must model moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity. The teacher candidate must model a commitment to intellectual, moral and professional virtues. Defamatory comments about the clinical placement, its students, staff, community, the Office of Teacher Education, or the College of Education's faculty and staff, will not be tolerated.

Background Check and Liability Insurance: Prior to being allowed to begin any clinical experience, a current, clean Tennessee background check must be on file with the Office of Teacher Education.

A background check is required to be completed and documented results on-file in the COE prior to any clinical experience. At no time, may a teacher candidate be involved in a clinical experience unless it has been confirmed by the COE that the background check results are clear. Results are valid for four years so as long as the teacher candidate remains consecutively enrolled in the College of Education.

Liability insurance is provided free of cost to student teachers assigned to public schools. The coverage is automatically provided to student teachers – there is no paperwork required to enroll.

Attendance: During student teaching, candidates are required to follow the schedules set by the placement and the course syllabus. Tardiness and early departures are not permitted and accurate documentation of clinical experience hours must be maintained. Documentation of the placement must follow the guidelines per the related syllabus. Work or family/personal commitments cannot be excused for failing to meet the commitments of student teaching.

Any more than three days missed must be made up. Teacher candidates are expected to follow the calendar of the schools to which they are assigned. Therefore, university days off (example: spring break, fall break, etc.) are received only if your placement location is also off those days.

Required notifications: If at any time, a candidate will not be at the placement, the teacher candidate must notify the university supervisor and mentor teacher. If the teacher candidate is scheduled to teach during the day he/she is absent, the teacher candidate must provide the lesson plans, materials and all information for the lessons to the mentor teacher. In cases of prolonged or repeated absence, the university supervisor, the Director of Teacher Education, after consulting with the mentor teacher, will determine whether the teacher candidate's placement will be terminated or extended. It is highly recommended that teacher candidates do not work during student teaching.

Teacher candidates participating in student teaching will be required to attend mandatory orientation and a midpoint meeting and all scheduled seminars. These dates will be determined prior to the start of the semester and will be listed in the student teaching syllabus. Attendance at these sessions is mandatory. Important information such as licensure forms, job interview info, roles and responsibilities will be discussed. Additional requirements and information are found in the corresponding syllabus for the course.

Dress Code and Personal Hygiene: Teacher candidates are expected to present themselves in a professional manner during student teaching in regard to personal hygiene and appearance. At minimum, the teacher candidate must adhere to the dress code at the placement site, but the following are examples of attire that are not permitted at any time: yoga pants, anything see-through, short, tight, or low-cut clothing, flip-flops, strapless shirts, tights and sweater dresses, leggings worn as pants, or faded or ripped clothing. Teacher candidates are also required to maintain a high level of personal hygiene. Due to some individual's smell sensitivity, strong

odors are not allowed. Strong smelling perfume and/or deodorant is also discouraged due to the distraction it may cause. Teacher candidates who violate dress code or are asked to leave due to inappropriate attire may be dismissed from the program.

Legal Issues:

- Teacher candidates may not participate in or serve as the only witness in the administration of corporal punishment.

- A substitute teacher must be present in the classroom with a teacher candidate when the mentor teacher is absent, unless the candidate has been approved as the substitute of record for the day. Subbing in classrooms other than the assigned classroom will not be permitted. A teacher candidate can serve as a sub no more than 5 days during the entire student teaching semester.

- Teacher candidates may not participate in school district work stoppages.

- School board and local school regulations are the deciding criteria for contingencies not specifically covered by APSU policies. Teacher candidates cannot legally assume responsibility for activities in or out of the classroom not specifically covered by laws of the state of Tennessee.

- The teacher candidate's name, email, telephone number and home address may be provided to school districts upon request.

Expectations for Teacher Candidates

1. Keep the contractual schedules/hours of their mentor teachers and to be on time. Be punctual and attend each class daily, whether teaching or not. Inform the school in advance of anticipated absences, or as early as possible on the day that an emergency arises.
2. Become familiar with school policies and practices and work in a manner consistent with them.
3. Become thoroughly acquainted with classroom facilities and learn the procedures used by the mentor teacher.
4. Become acquainted with instructional materials available in the school and district.
5. Become familiar with the community and its relationship to the educational program.
6. Teach in a gradual sequence with opportunities to observe and learn from their mentor teachers.
7. Share the pacing guide with mentor teachers and plan thoroughly, in writing, for all teaching responsibilities.

8. Spend the time necessary outside of school to prepare for their teaching responsibilities.
9. Develop and have in writing an acceptable lesson plan for every lesson to be taught.
10. Act professionally and ethically.
11. Dress professionally according to the dress codes of the schools to which they are assigned.
12. Ascertain permission from their mentor teachers for all the activities they do on the school site.
13. Be observed in their assigned classrooms by university supervisors, mentor teachers, and other district or APSU faculty.
14. Participate in conferences where they will receive feedback from supervisors, and to participate in the performance evaluation process with their supervisors.
15. Attend all student teaching seminars, if applicable.
16. When appropriate, observe other teachers in other grade levels or subjects.
17. Complete assigned work for the edTPA according to published deadlines.
18. Notify university supervisor, mentor teacher, or Director of Teacher Education of any persistent problems in their student teaching.

Co-Teaching Model

APSU College of Education suggests the Co-Teaching Model as an effective model for most student teaching placements. This model allows the mentor teacher and the teacher candidate an opportunity to work collaboratively with groups of students, sharing the planning, organization, implementation, and assessment of instruction and the classroom. Together, this should be an opportunity to engage in a partnership that allows the sharing of resources and mutual support and learning, whereas the students benefit by being able to work in small groups, receive more individualized attention, have fewer classroom disruptions, and have a faster response time. There are a variety of co-teaching strategies that have shown to be effective when both the mentor teacher and the teacher candidate co-plan and co-teach. Studies have shown that implementing a variety of different co-teaching strategies have a benefit for the mentor teacher, teacher candidates, and students.

- One Teach, One Observe – Either the mentor teacher or teacher candidate has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has the primary instructional responsibility.
- One Teach, One Assist – Either the mentor teacher or teacher candidate has primary instructional responsibility while the other assists students, monitors student behaviors, or corrects assignments.
- Station Teaching – Both mentor teacher and teacher candidate split the instructional content into sections and students are divided into groups.
- Parallel Teaching – Both mentor teacher and teacher candidate instruct half of the students. Both address the same instructional content and use the same teaching strategies while reducing the student to teacher ratio.

- Alternative or Differentiated Teaching – Either the mentor teacher or teacher candidate work with students at their expected grade level, while the other works with students who need extension or remediation.
- Team Teaching – Both mentor teacher and teacher candidate are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.

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Expectations for University Supervisors

As a representative of the College of Education and the Office of Teacher Education, the university supervisor serves as a liaison between the College of Education and the personnel of the schools through visits to the teacher candidate. They support and guide the mentor teacher and the teacher candidate. They articulate university requirements regarding clinical teaching. They observe and evaluate teacher candidates. They serve as mentors, coaches, and critics for the teacher candidate. Typically, the university mentor is a "generalist" – a person responsible for the evaluation of all teacher candidates within a given territory or group of schools.

Requirements:

1. Evaluation as a highly competent role model for teachers.
2. Appropriate professional experience for grade levels supervised.
3. Ability to demonstrate effective teaching strategies and methods.
4. Willingness to assume the roles expected of a mentor.
5. Willingness to stay current with the latest research on teaching and learning.
6. Ability to work as a team member and facilitate professional learning.
7. Willing and able to utilize computer technology consistently and competently.

The university supervisor's responsibilities are to:

- Provide pertinent materials to teacher candidates, mentor teachers, and building administrators.
- Facilitate understanding of the clinical teaching experience. Help teacher candidates, mentor teachers, and building administrators develop an understanding of performance-based clinical teaching.
- Assist in the teacher candidate's growth. Assist in the improvement of the teacher candidate's instructional, management, and discipline skills through observations and conferences.
- Maintain files. Keep an individual file (electronic or hard-copy) on each candidate's progress throughout the length of the clinical teaching experience.

- Collaborate with the mentor teacher. Work as a team with the mentor teacher, drawing on his or her expertise and daily presence in the classroom with the teacher candidate.
- Conduct formative and summative evaluations. Observe the teacher candidate on three occasions in order to provide formative evaluations of the candidate's performance. Conduct a summative evaluation at the end of each teacher candidate's experience.
- Participate in assessment conferences. Participate in the formative conferences with mentor teachers and teacher candidates. Facilitate discussion, especially during these conferences, about the candidate's strengths and areas of improvement.
- Conduct weekly seminars with assigned group of teacher candidates.
- Report any serious problems to the Director of Teacher Education immediately.
- Recommend final grade to the Director of Teacher Education.

Expectations for School Administrators

Participation by the principal or designee in the clinical teaching experience is of great importance to the teacher candidate, the mentor teacher, and the APSU College of Education. The principal plays a key role in selecting qualified mentor teachers who will assume mentoring roles and who will orchestrate, in cooperation with higher education faculty, the activities of the candidate in the classroom. Likewise, the principal helps the candidate become a welcomed addition to the teaching staff in the school. As a resource person and observer, the principal can effectively aid the candidate during the final phase of pre-service training. The specific responsibilities of the principal include:

- Assist in selecting qualified mentor teachers for each teacher candidate.

An effective mentor teacher is a competent instructor who is willing to share students, classroom responsibilities, and professional expertise with a teacher candidate. Mentor teachers must hold a professional license in the area in which the teacher candidate is seeking licensure. They must be able to demonstrate effective teaching strategies and be willing to conference regularly with the candidate and the university mentor to provide feedback on the progress of the teacher candidate.

- Welcome the teacher candidate.

Teacher candidates tend to be nervous when beginning the clinical teaching assignment, even after completion of the pre-clinical field experience. Taking time for a brief tour of the building and introducing the candidate helps her/him feel a part of the school and aids in the important transition from "college student" to "teacher".

- Orient the teacher candidate to school policies.

An overview of the staff and student handbooks and staff member expectations will help the teacher candidate become familiar with policies and procedures. This

orientation will also help teacher candidates better understand their role in the school.

- Maintain communications with the mentor teacher and the university supervisor.

Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate.

Clinical Teaching Seminars

Clinical Teaching Seminars are an integral part of the clinical semester; all teacher candidates must participate to receive the two credit hours for EDUC 4950/5940. Candidates enrolled in EDUC 4950 will meet with the Director of Teacher Education and Partnerships, and candidates enrolled in EDUC 5940 will meet with the Associate Dean of Recruitment and Partnerships. Licensure requirements are not fulfilled until all seminar requirements have been satisfied and a grade of "C" or better is awarded for the course. Seminar grades are determined by the summative assessment related to clinical teaching evaluations, the edTPA, and by attendance and participation in the seminar.

An orientation seminar is held for two days on the APSU campus at the beginning of each semester. A midsemester seminar and an end-of-semester seminar will also be held on the APSU campus. University supervisors will meet with teacher candidates throughout the placements for approximately one hour with the clinical students under their supervision; the dates and location for seminars with the supervisors will be announced. In addition, seminars related to the edTPA will also be held throughout the semester. Attendance at all seminars is mandatory for all teacher candidates.

Clinical Teaching Evaluation Process

Effective teaching is the goal of the evaluation process. The evaluation process is comprised of selfevaluation by the student teacher and formal and informal evaluations by the mentor teacher and the university supervisor. Evaluation is an ongoing process with formative evaluations conducted by the mentor teacher and university supervisor throughout each assignment. At the end of the clinical teaching experience, summative evaluations are completed by both the mentor teacher and the university supervisor.

Evaluation of students at Austin Peay is standards-based and uses the NIET Aspiring Teacher Rubrics (ATR). These 12 indicators describe the key skills and abilities that aspiring teachers must have to be prepared for the classroom.

The teacher candidate is required to submit a complete, detailed lesson plan to the university supervisor and mentor teacher when being formally observed. The university supervisor and the mentor teacher will both complete 4 formal

observations during the student teaching semester. They are encouraged to share their evaluations, and each should review their evaluation with the teacher candidate in a reflective conference.

The university supervisor and the mentor teacher will conduct the summative evaluation in collaboration.

Termination of Clinical Teaching Assignment

The clinical teaching program is a collaborative relationship between APSU, cooperating school districts, mentor teachers, and the teacher candidate. Each candidate is to be made aware that her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally there are circumstances that warrant the candidate's termination of the clinical teaching experience. When such action is deemed necessary, there are specific procedures that should be taken into consideration cooperatively by all parties involved.

Teacher candidates are expected to adhere to all policies and procedures set forth by APSU's Code of Conduct, the Eriksson College of Education, as well as partnering school districts and organizations. Teacher candidates who breach protocol for any of the following reasons may be dismissed from the Teacher Education program:

- The appropriate school authority requests that the candidate be removed.
- Unethical behavior exhibited by the candidate (e.g., plagiarism, sexual harassment, inappropriate use of technology/social media, use of alcohol and drugs).
- Failure by the candidate to establish and maintain a satisfactory performance level in classroom instruction and management.
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of the candidate are evident.
- Unprofessional conduct toward university personnel, school personnel or students.

At the time of removal, the teacher candidate must meet with the Director of Teacher Education to determine if remediation is an option. The remediation will be documented on the action plan form. If the teacher candidate does not satisfactorily follow the plan, the teacher candidate will be removed from the teacher education program and not allowed to continue with the program in the future. If remediation is not an option, the teacher candidate will receive an F; a course grade of Pass or Withdraw shall not be granted.

If the teacher candidate is to be dismissed from student teaching, she/he will be given a letter stating the decision made, the reasons for that decision, and whether or not an opportunity for application to student teach again at a later date will be permitted.

The final decision to terminate a student teacher is the responsibility of the Director of
Teacher Education with the consensus and approval of the Dean of the College of Education. This decision will be based upon input from the school principal, the mentor teacher, and the university supervisor.

Applying for Licensure

In order to obtain a teaching license, a candidate must be recommended for the license by Austin Peay State University. A recommendation is forwarded to the Tennessee Department of Education when a candidate successfully completes the following:

✓ Specialty Area Praxis II Exam(s) in the major

✓ All Graduate/Undergraduate Degree Requirements (if applicable) including edTPA

✓ Successful Completion of Student Teaching

✓ Submission of all necessary paperwork to the College of Education's Coordinator of Teacher Licensing, Claxton 232.

The candidate for licensure is responsible for making sure that all necessary paperwork is submitted to the Licensure Office including the following:

✓ Official transcripts from other universities, regardless of relevance to certification (Transcripts sent to the Admissions office for admittance to the university, cannot be released to the Certification Office). This is a Tennessee Department of Education requirement for your teaching license. Please send official transcripts to: Mr. Kevin Fee, Licensing Coordinator, PO Box 4477, Clarksville, TN 37044

✓ Official Praxis II Examination Scores

✓ Application for licensure forms

Application for teaching licensure in other states is the responsibility of the student. Completion of the Tennessee application process is an absolute requirement, even if there is no intent to seek employment in Tennessee Schools.

Individual questions regarding licensure should be addressed to Coordinator of Teacher Licensure, Mr Kevin Fee. Email: feek@apsu.edu Phone: 931.221.6182.

Outgoing Courtesy Placements

A teacher candidate's request to complete the clinical teaching requirement under the supervision of another university (a "courtesy placement") will be granted only in exceptional cases, such as transfer of spouse for military duty. Placements in Tennessee schools outside the APSU service area is not an option.

If the request is approved, the Director of Teacher Education will arrange the courtesy placement at the university nearest to the candidate's place of relocation. Candidates should be aware that there is no guarantee that another university in the area of relocation will agree to accept an APSU student. Candidates may not arrange their own courtesy placements, but may be asked to facilitate the process if they are already relocated to the region of the requested placement.

It should be noted that a request for a courtesy placement may delay your placement and subsequent completion of clinical teaching. APSU students requesting a courtesy placement must:

- Submit a timely courtesy placement request in writing to the Office of Teacher Education. This request must identify the licensure area, reason(s) for the request, and all necessary documentation to support the request. Deadlines for applying for courtesy placements are the same as for all student teaching placements (September 15 for spring placements and February 15 for fall placements).
- Be fully admitted to the teacher education program, including successful completion of all Praxis II exams prior to student teaching. Courtesy placements will NOT be granted to candidates who do not FULLY meet eligibility requirements.
- Enroll in twelve hours of clinical teaching coursework and seminar at APSU.
- Accept responsibility for all additional fees required by the host university.
- It is the candidate's responsibility to pay the host university directly.
- Agree to follow the policies and procedures pertaining to enhanced clinical teaching as outlined in the APSU Clinical Teaching Handbook.
- Participate in all meetings and seminars required of teacher candidates at the host university.
- Submit evaluations (preferably APSU forms but those of the host university will be accepted) from the mentor teacher(s) and university mentor(s) at the end of the fifteen-week assignment.
- Submit and successfully pass the edTPA.

Incoming Courtesy Placements

As a courtesy to other universities, the APSU College of Education will consider placing and supervising clinical students from other institutions outside of Tennessee (in-state courtesy placements will not be honored). Requests for such placements must come from the university that will recommend the candidate for licensure. The written request must outline the reasons for the request and must affirm that the candidate has completed all prerequisites for clinical teaching and is in good standing with the licensing university.

The visiting teacher candidate will register with the licensing university. However, an $850 fee is charged by Austin Peay to cover the costs of supervision and travel. A check for $850 should be made out to Austin Peay State University. The fee is due to the Office of Teacher Education at the beginning of the clinical teaching semester.

All incoming candidates are required to have an Austin Peay background clearance, even if the candidate has a positive clearance from their home institution.

The Director of Teacher Education will find placements for the incoming candidate and will assign a university mentor to observe and evaluate the candidate. The visiting clinical student is expected to participate in the clinical teaching seminars held on campus, as well as weekly seminars with the university supervisor. At the completion of clinical teaching, all evaluation materials will be sent to the licensing institution.

Visiting teacher candidates must meet all requirements of the home institution. However, such requirements cannot conflict with policies and procedures outlined in this handbook.

Requests for clinical teaching placements must be no later than February 15th for placement for the fall semester, and no later than September 15th for placement for the spring semester.

Student Handbook Acknowledgement

I acknowledge that I have received, reviewed, and understand the information contained in this program handbook. I understand that this handbook outlines important policies, procedures, expectations, and program requirements. I recognize that it is my responsibility to remain informed of program and university updates and to review all course syllabi for specific course requirements, assignments, and expectations. After reviewing this handbook, please complete the Student Handbook Acknowledgement form using the link provided below. My submission confirms my understanding and agreement to adhere to the policies and expectations outlined herein.

Please follow the link provided: APSU College of Education: Handbook Acknowledgement – Collaboration