**The heading of the document is a logo with two gold interlocking links, and blue and gold text reading, "ThinkAchieve: Beyond the Classroom".  
Application for ThinkAchieve:*Beyond the Classroom (BTC)* Experiential Learning Designation**

*Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.*

**APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF**

Please complete the application and submit to [think@utc.edu](mailto:think@utc.edu). More information on ThinkAchieve, UTC’s platform supporting Experiential Learning is at [www.utc.edu/think](http://www.utc.edu/think). If you have questions, please call Bengt Carlson at (423)-425-5825.

**Application Content Requirements**

1. Complete the General Information section
2. Select the *Beyond the Classroom* experience category most applicable
3. Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
4. Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

**GENERAL INFORMATION**

**Faculty/Staff Name:**  Renee Murley

**Course/Experience Title (if course, please include course number):**  EDUC 4320: Residency I, and EDUC 4405, 4435, 4445, 4455, 4465, 4470, 4485: Student Teaching Residency II

**Department or Office**: School of Education

**First Semester the Course/Experience will be Offered**: Every semester

**How often do you plan to offer this Course/Experience?** Every semester

***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories.* More information is available at [www.utc.edu/think](http://www.utc.edu/think).

**\_\_\_\_ Creative:** Articulate, implement, and reﬂect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

**\_\_\_\_ Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application aﬀorded by the speciﬁc oﬀ-campus setting

**\_\_x\_\_ Internship**: Practice skills or methods related to their ﬁeld of study through supervised work in a professional or organizational setting

**\_\_\_\_ Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination

**\_\_\_\_ Service Learning:** Articulate, implement, and reﬂect on a substantive application of their academic foundations to a real-world service setting and/or need

**\_\_\_\_ Leadership:** Articulate, implement, and reﬂect on a substantive application of their academic foundations to develop skills for leadership

***BEYOND THE CLASSROOM* DESCRIPTION PROMPTS**

Specifically and concisely respond to the following. You may attach your responses if desired.

1. Describe the experiential element of this course/experience (opportunity). This should include a discussion of the ways the opportunity incorporates:

**Student Teaching Residency II is “Student Teaching” and is required for all students seeking licensure. It is a 10 credit hour class and requires a minimum of 15 weeks, beginning when the school, rather than UTC, begins classes. In Residency II students learn to teach and apply theory and skills into classroom settings. They are working alongside a highly effective teacher to learn these skills. This teacher also serves as their primary mentor. Throughout Residency II, the student becomes the leader and acquires more responsibility to move from being a student of learning to being a teacher. There are 7 sections of Residency II, and each of them represent a specific focus. The delineation of the name of the class is for the transcript, but the content of each section is exactly the same. Residency I uses all of the same materials, but is only two days per week of in-service training, rather than five as in the case of Residency II.**

1. **Regular mentorship, supervision, and feedback:** which, taken together with the opportunity itself constitutes **¼** of the entire course or experience. Mentorship entails responding regularly to student work; supporting student reﬂection(more description below), integrating learning through the activity and goal-setting for future involvement or inquiry

**There are two mentors in this process, the Pre-Service Mentor (PIM)who is a UTC Faculty member, and Clinical In Service (CS) Mentor, who is the teacher in the classroom the student will be performing the service. The CS receives mentorship training from the UTC School of Education, Tennessee Department of Education and the State Board of Education. The CS and PIM evaluate the students, giving feedback daily on lessons collaborate to determine Summative Evaluation ratings**  **prepared by the students with the goal of teacher preparation.**

1. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes

**Students must have success through a series of observations, demonstrating effective dispositions in a variety of classroom contexts. They have to complete the Education Teaching Performance Assessment, which includes videotaping and analyzing their own instruction. This assessment is over 60 pages and is nationally scored. The largest responsibility that students in Residency II have is the planning and implementation of lesson plans and overall management of a classroom.**

1. Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reﬂects on the activity; articulates personal, civic/social, and/or academic learning; identiﬁes values and attitudes developed through the activity.) More information on Critical Reflection is at <http://www.utc.edu/think-achieve/critical-reflection.php>

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| **Description of pre-experience reflection activities** | |  | | --- | | One of the Dispositions of Effective Educator (in the attached document of the same name) includes Self-Reflection: which is defined by  • Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience  • Using analysis and reflection to assess and plan for student learning  This disposition, as well as the student’s reflections in both the daily, informal and formal evaluations are part of a reflective process that is integral to every stage of Residency II. | |
| **Description during the experience reflection activities** | The CS and PIM both evaluate the Teacher Candidates Notebook, which documents all elements of proposal, execution and reflection on modules and responsibilities. The Residency Reflection Rubric also helps guide TCs through an effective Reflection Process. |
| **Description of post-experience reflection activities** | The Livetext Porfolio (found in the Grading Notes document) is a way that TCs reflect after each observation and evaluation. There is also a reflective TEAM Summative Evaluation in this same document used after completion of the modules. |