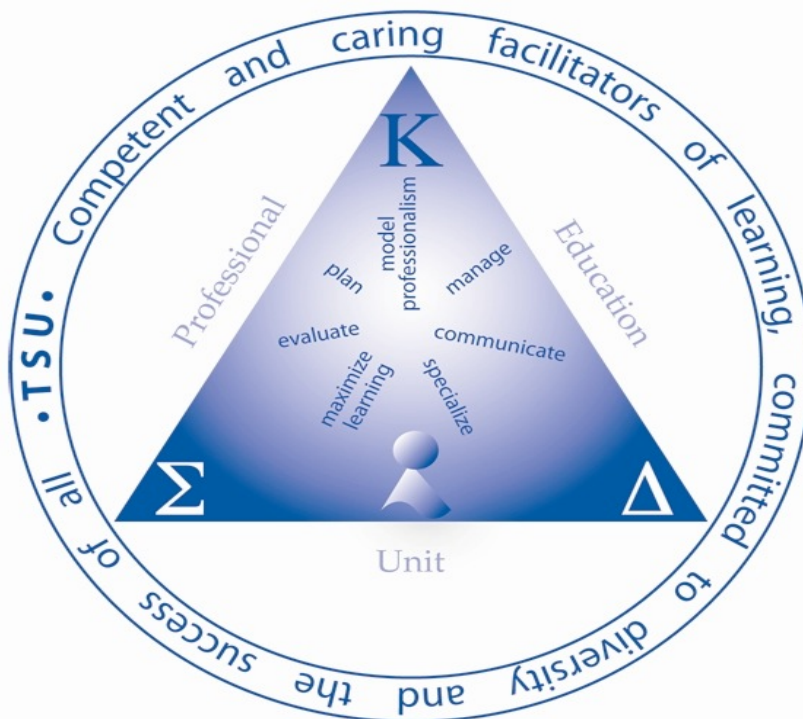




College of Education
Office of Teacher Education and Student Services
Residency II / Student Teacher Handbook



3500 John Merritt Boulevard, Box 9533
Clay Hall, Suite 112
Nashville, Tennessee 37209
Office: (615) 615 963-5459

2014-2015 Academic Year

Table of Content

Affirmative Action Statement	3
Welcome Letter	4
Vision, Mission, & Goals	5
Conceptual Framework	6
Candidate Expectations	8
Field Experience Faculty	10
School Principal	
University Supervisor	
Mentor / Cooperating Teacher	
Candidate Assessment	12
Appendix	15
Ready2Teach Overview	
Teacher Performance Assessment Overview	
Co-Teaching Overview	
General Guidelines for Completing Residency II	22
Acknowledgement of Handbook Review	21
(Remove and submit form to Master Clinician / University Supervisor)	

Affirmative Action Statement

Tennessee State University is an affirmative action university. Applicants and candidates will be considered for program participation without discrimination for any non-merit reason such as race, color, national origin, sex, religion, age, or handicap.

Further, it is the policy of Tennessee State University not to discriminate on the basis of sex in the education programs or activities which it operates, including employment therein and the admission of students thereto; and Tennessee State University is required by Title IX of the Education Amendments of 1972, and regulations issued pursuant thereto (45 C. F. R. Part 86) and by Sections 799A and 845 of the Public Health Service Act, and regulations issued pursuant thereto not discriminate in such manner.

Inquiries concerning the application of the Acts and the regulations to Tennessee State University may be referred to:

Office of Equity, Diversity, and Compliance

Tennessee State University

Nashville, Tennessee 37209-1561

Tennessee State University is committed to educating a non-racially identifiable student body.

TSU-14-0029(A)-13b-13306 – Tennessee State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability or age in its program and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Ms. Tiffany Baker-Cox, director of Equal Opportunity and Affirmative Action, 3500 John A. Merritt Boulevard, Nashville, TN 37209, (615) 963-7435.



Welcome Letter

Dear Candidates:

Welcome to Residency 2 (Student Teaching)! You have arrived at the last leg of your journey in your quest to become a teacher. Residency 2 requires you to demonstrate all the knowledge and skills you have attained over the course of the program. Your successful completion of the requisite coursework, competency exams, and disposition reviews indicate that you are ready to teach as part of a team, equally responsible for the instruction of the students in your classroom.

This semester you will be engaged in full-time teaching with your Mentor Teacher, who will assist you in developing your skills as a competent and caring facilitator of learning for all your students. In this co-teaching experience, both you and the Mentor Teacher will share the planning, organization, delivery and assessment of instruction. This means providing mutual feedback, resolving issues together, and supporting each other in order to maximize student learning.

Over the course of the semester, a Master Clinician / University Supervisor will observe your performance in the classroom at least four times to provide you with helpful feedback. The Master clinician, who has a wealth of experience in classroom teaching, will also serve as a resource for guidance and effective teaching strategies. Feel free to call on the Master Clinician for advice and support.

Please remember to exhibit professionalism at all times. Be mindful of the three A's—attendance, attire, and attitude. You represent not only yourself, but also Tennessee State University. On behalf of the Office of Teacher Education and Student Services, I congratulate you on achieving this milestone. Have a great Residency 2!

Heraldo Richards, Ph.D.
Associate Dean

Vision

The College of Education aspires to be a place where students at both initial and advanced levels exposure current research as they prepare to become competent and caring professionals who are able to work effectively with diverse populations.

Further, The College of Education seeks to provide students with global education opportunities, to inspire them toward a demonstrated commitment to service for others, and to provide them with the knowledge, skills, and dispositions necessary to excel in their chosen professions.

Mission

The mission of the College of Education is to prepare teachers, counselors, psychologists, and administrators to work effectively with schools and communities.

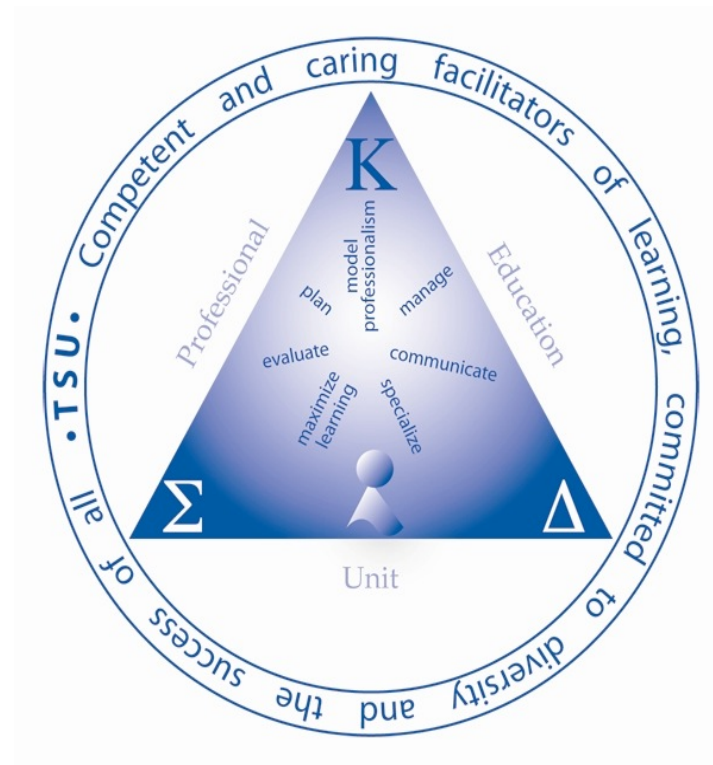
Additionally, the College of Education provides all students with the technological skills, knowledge and commitment to diversity necessary for the provision of global and community service, and demonstration of professional excellence.

Goals

1. To prepare elementary and secondary teachers, counselors, supervisors, administrators, school psychologists, counseling psychologists, special educators, and recreation workers, and wellness experts.
2. To provide opportunities for faculty and students to pursue research and its use in solving the problems of education, mental and physical health.
3. To provide students with opportunities for knowledge and understanding of the multicultural society in which they live and their relationship and responsibility in such a society.
4. To provide a sound program of guidance and to work cooperatively with other departments and colleges of the University in implementing the program.

Conceptual Framework

College of Education has developed a conceptual framework in collaboration with the professional community that articulates the shared vision of the unit's efforts to prepare educators to work in K–12 schools. The conceptual framework provides our philosophical foundation and serves as a guide for decision making within the professional education unit.



Critical Components

- 1) Competent and Caring Facilitators of Learning. . .
- 2) Committed to Diversity and Success for All . . .

Competent and Caring Facilitators of Learning. . .

The goals of the TSU teacher education program at both initial and advanced levels are to prepare teachers who are: a) competent, i.e., knowledgeable in a wide variety of areas in general and in their own subject matter in particular, as well as effective with their students, and b) caring, i.e., individuals whose values are well defined and evident in their treatment of others,

their care for the world around them, and the care with which they support the intellectual, emotional, and spiritual lives of the learners with whom they work. Teachers provide for many if not most students their only model of what it means to be an educated person. Therefore, teachers need a broad curriculum closely connected to the essentials of life and to their own personal interests.

This in turn enables them to provide an **INTELLECTUAL** approach to the legitimate educational needs and questions of the students in their care. Teachers express an ethic of caring through caring thoughtfulness. To care as a teacher is to be ethically bound to understand one's student. When a caring teacher asks a question in class and a student responds, she receives not just the response but the student. What he says matters, whether it is right or wrong, and she probes gently for clarification, interpretation, and contribution? Noddings, N, (1992). *The Challenge to Care in Schools*. NY: Teachers College Press

Teachers who are **FACILITATORS** of learning create classroom environments that make learning as safe and accessible as possible for all students. As facilitators, teachers focus on integrating subject matter and on learning in social contexts. They focus on creating a classroom curriculum that emphasizes direct experience, active learning, learner inquiry and individual interests in multiple modes of self-expression, collaborative experiences, and independent achievement. They develop programs where the teacher becomes less of a transmitter of information and more of a manager of information resources; print, technological, and human. Facilitators of learning help learners achieve their own goals and their own potential.

Committed to Diversity and Success for All . . .

Our goal is also to enable teachers to respond to the educational needs of diverse groups by planning and delivering a culturally responsive curriculum and using instructional methods that are based on knowledge about how culture influences cognitive learning styles and social interactions. Therefore, our teacher education program involves:

- a) teaching about cultural groups, most of which are represented in the rural and urban communities in which the candidates will teach,
- b) sharing theory and research findings concerning these selected groups, and
- c) involving both pre-service and in-service teachers in processes and procedures that enable them to see for themselves and with different eyes the learning and the strengths of various cultural groups of students.

Candidate Expectations

***At no time during the Full-Year Residency should the Candidate be alone in the classroom. This includes both the Mentor Teacher as well as Substitute Teachers.**

School Calendar

While at the placement school, a Candidate should follow the district calendar for all holidays and vacation dates. However, during Residency I, due to the limited amount of time spent in the classroom, the Candidate will follow the TSU Academic Calendar.

Attendance and School Schedule

A general guideline for beginning the school day is that your required time of arrival coincides with the expectation for teachers. However, there are actually two arrival times that are important: (1) the time at you are to sign in the office and (2) the time that you are expected to be in your classroom. Before your first day in the school, contact your Mentor Teacher to learn of these times. Similarly, the end of your school day will mirror the expectancy for teachers. Of course, there will be conferences and other after school activities that will require your attendance at school beyond the typical departure time (i.e, math night, PTO, parent night, professional development sessions, etc.).

During Residency II, Candidates are expected to be at their assigned school every day of the placement for the entire teacher workday, including faculty meetings, open-house, parent-teacher conferences and other assigned duties. **There are no excused absences during Residency II** and any days missed due to illness, bereavement and other special situations must be made up. If illness or emergency should require a Candidate to be absent for any period of time, the Candidate must notify the school, the School-Based Mentor and the University Supervisor. Should the Candidate miss more than 2 consecutive days, the Office of Teacher Education and Student Services must be notified as well. In cases of prolonged or repeated absence, the University Supervisor and the Office of Teacher Education and Student Services will, after consulting with the Mentor Teacher and School Administrator, determine whether the Candidates experience will be terminated or extended. (note: the absolute outside limit for the total number of days away *(for any reason)* from your assignment is 6, after 6 you will be removed from student teaching.)

Residency II is a full-day, every-day experience for a full semester (15 weeks/ 75 days). The Teacher Candidate is expected to follow the arrival and dismissal times established by the school for its regular teaching staff and follow the Mentor Teacher's daily schedule, including any assigned lunch, bus, or playground supervision. The Candidate is expected to be at his/her assigned school at the appointed hour. Arrival and departing times should be the same. The Candidate is expected to make arrangements to meet the required time needed to complete an assignment or duty.

Tardies and leaving the school early are not permitted. You are expected to arrive early and depart beyond established dismissal times. It is possible, depending on the practice of the

Mentor Teacher, Teacher Candidates will be expected to arrive at least 30 minutes early and leave at least 30 minutes beyond the dismissal time for Mentor Teachers. Candidates cannot avail themselves of the Mentor Teacher's expertise and assistance unless extra time is spent at the school. Please discuss with your Principal and School-Based Mentor his/her expectations about time of arrival and dismissal.

The Candidate should attend all after school functions that his/her Mentor Teacher is required to attend. This includes, but is not limited to PTA, faculty meetings, parent conferences, bus duty, club and sports activities, etc. Failure to participate may affect the final grade.

Steps to follow when you are absent

Notifying others when you are absent is vital. Please make contact in the following order. Obviously, if you can't make contact with one, go on to the next. However, each person identified is to be contacted. When you are going to be absent, contact each of the following as soon as possible:

1. Your School Based Mentor at home or school;
2. Your University Supervisor at home or TSU;
3. The School Secretary (have that individual leave a message with the principal about your absence).

Absences and Holidays

The Candidate should, if at all possible, not be absent from Residency II. Work or family/personal commitments **cannot** be excuses for failing to meet the commitments of Residency II and Clinical Seminar. If such interference occurs, the Candidate will be given the choice of withdrawing from Residency II or making the personal adjustments necessary to give full attention to the program. However, should circumstances require an absence; the Candidate must notify the Mentor Teacher and the University Supervisor as far in advance as possible. It is the responsibility of the Teacher Candidate to make sure that lesson plans and materials are available for use by the Mentor Teacher. Illness, professional activity and professional development seminars may be acceptable justifications for an absence. The Candidate will notify the Mentor Teacher and University Supervisor of any professional activity and developmental seminars that will require the attendance of the Candidate.

Absences in excess of six days during the total Residency II experience may result in extension of the Residency II experience or removal from the program. Tardiness is not allowed.

The Candidate will observe the same holiday and faculty in-service schedule as the school district in which he/she is student teaching, **not the University Academic Calendar or**

Holiday Schedule. *If allowed, participation in district in-service activities is required, even if the Mentor Teacher does not attend.*

Student Discipline

Attend the orientation session provided by the principal or Mentor Teacher. Read the school handbook and become familiar with all rules and regulations of the school and abide by not only the general rules and regulations of the school but also specific classroom management guidelines established and implemented by the cooperating teacher. There will be fewer problems if the student teacher enforces rules set forth by the classroom teacher. Candidates look for consistency and fairness. Avoid using discipline measures that have not been approved by the Mentor Teacher.

Field Experience Faculty

Individual responsibilities for all personnel involved in the clinical semester are described below.

Associate Dean for Teacher Education and Student Services

Placement of candidates for field experiences is a collaborative effort between the Office of Teacher Education and Student Services, University Instructors, Principals and the appropriate officials designated by each school system. Placement requests involving public school settings are made through the Office of Student Services and Teacher Education. Local school systems provide lists of approved schools and teachers. Building principals have the final word in selecting teachers who meet the qualifications for serving as cooperating teachers for both field experiences and student teaching placements. A final list of all placements are compiled and submitted to the appropriate local school system designee. For each school site placement, the principal is forwarded a copy of the official placement and specifics regarding the field experience. The Associate Dean for Teacher Education and Student Services, the Field Experience Coordinator, and the TESS office Administrative Assistant, facilitate and monitor all aspects of the clinical (Residency 2) semester.

School Principal

The principal (or designee) works closely with the Field Experience Coordinator and/or Associate Dean for Teacher Education and school system officials in the placement of student teachers. He/She selects and names teachers who meet the qualifications for participation in the program and who have signed a letter of intent to participate. A list is compiled and forwarded to the appropriate official at the central office (school board). In many cases the principal interprets school policies to student teachers and plans for their participation in faculty meetings and other in-service training. In some cases the principal conducts an orientation session for all student teachers in his/her building. Principals are asked to observe, evaluate, and provide feedback to the student teachers. Some principals use the first year evaluation form for beginning teachers to evaluate student teachers. In some instances, the

principal will write a letter of evaluation/recommendation for the student teacher. This letter becomes a part of the candidate's evaluation package.

University Supervisor

The role of the University Supervisor is a critical component in the student teaching process. The role is primarily one of mentoring the Teacher Candidate, supporting the Cooperating Teacher, and building the Professional Learning Team. The University Supervisor will serve as a liaison between the College of Education and the public school system. In addition, The University Supervisor will assume an active role in placement, orientation, seminars, communication, evaluation, and recommendation. At all times the University Supervisor is to portray the message that Tennessee State University supports co-teaching as the framework for student teaching.

Mentor Teacher

The Mentor Teacher (Cooperating Teacher) provides guidance in assisting the candidate to develop his/her skills as a classroom teacher and serves as a model of effective teaching. However, this mentoring process requires the Mentor Teacher and the candidate to work as partners. Following a co-teaching framework, the Mentor Teacher and the candidate share the planning, organization, delivery and assessment of instruction. Additionally, the Mentor Teacher and Master Clinician collaborate in the evaluation of the candidate for the purpose of providing constructive feedback to the candidate.

Candidate Assessment

Clinical Semester Seminar

The Clinical Semester Seminar (EDCI 4705/4706) meets once weekly during the fifteen (15) week enhanced student teaching experience (Residency II). The seminar provides an opportunity for Candidates to critically examine their ongoing practicum experience. Journal entries are discussed in the seminar. This process assists Teacher Candidates in focused reflective thinking. The seminar is a required course that accompanies Residency II. The course is scheduled after school hours and meets at the university. Guest Speakers are also included in the seminar program. Mentor Teachers are invited to attend any and all sessions. *A Teacher Performance Assessment (edTPA) portfolio of performance evidence will be required by the seminar instructor; use of an electronic platform or portal may be required for housing and submitting the edTPA and other key assignments.*

In addition to the maintenance of written records of evaluation, evidence of daily collaboration and verbal discussions of the Candidate's performance serve to document progress in the residency. Evaluation of the candidate's professional growth is a continuous, systematic, honest, and comprehensive process involving the School Based Mentor, University Supervisor, Clinical Seminar Instructor, the Teacher Candidate, and at times, the School Principal.

Candidate In-Residence Self-Evaluation

Candidates should keep an electronic journal and /or an activity log. Reflective thinking should be an integral part of the Candidate's self-evaluation. Discussions of journal notes and other self-assessments are also used in the Clinical Seminar.

University Supervisor's Evaluation

A minimum of six formal visits is required during the Candidate's placement

The University Supervisor should make as many visits to a site as deemed necessary, based on the level of support needed to ensure Candidate success. A minimum of six formal site visits should be scheduled for observation and evaluation. Additional visits include an introductory meeting with the mentor teacher and other school personnel to arrange the schedule for candidate's activities.

Following an observation, the University Supervisor will confer with the Mentor Teacher and the Teacher Candidate relative to the Candidate's performance and progress. The Teacher Performance Observation form (TPO) is a key component of this formative performance review.

The University Supervisor should record his/her comments, suggestions, and recommendations on the Formative Teacher Performance Observation forms and subsequently, on the Summative Assessment forms.

If the Teacher Candidate is unable to confer with the University Supervisor immediately after the observation, the candidate should be instructed to call the Supervisor for a telephone conference. For the teleconference, the Candidate must have the Teacher Performance Observation form

available with the reflection portion of the lesson plan completed.. Areas of strength and areas to be strengthened should be discussed at the “Indicator” level with the candidate, especially with respect to knowledge of subject matter, classroom management, teaching strategies, planning, etc.

A copy of the form for each formal evaluation must be maintained and available for submission electronically.

Mentor Teacher’s Evaluation

The primary role of the School-Based Mentor is one of mentor. As such the evaluation tools and forms serve primarily as an aid or benchmark and formative documentation for daily debriefing sessions with the student teacher regarding their professional growth, (i.e., lesson plans, teaching strategies, and classroom management).

A Candidate Professional Development Progress Form is required to be completed by the School-Based Mentor for each month that the Candidate is in Residency II. All daily lesson plans must be approved and initialed by the Mentor Teacher prior to implementation. The Mentor Teacher and the Teacher Candidate are expected to arrange a weekly conference time for planning and evaluation purposes. The conference should be used to provide feedback to the Candidate regarding his/her performance, and to plan the upcoming lessons and activities.. The School-Based Mentor is encouraged to keep a log of conference meetings and discussions. The School-Based Mentor should use the log when communicating Candidate development and conferencing with the University Supervisor.

A Candidate Professional Development Progress Form is required to be completed by the School-Based Mentor for each month that the candidate is in Residency II.

All daily lesson plans must be approved and initialed by the Mentor Teacher prior to implementation

The School-Based Mentor and the Teacher Candidate are expected to arrange weekly conference time for planning and evaluation purposes.

The School Based Mentor is encouraged to keep a log of conference meetings and discussions.

Course Grades:

A grade of A, B, C, D, F, W, or I may be assigned to Residency II. Any Candidate who makes less than a grade of “B” in EDCI 4705/4706 will not be recommended for licensure. A course grade report of “C” will allow for graduation without recommendation for license.

A Teacher Candidate may be withdrawn from Residency II at any time. Generally, Candidates who are withdrawn from Residency during Residency I are allowed to reapply to be placed in a subsequent semester, after they have demonstrated that all deficiencies have been resolved. A

Candidate, who is withdrawn from their placement during Residency II, may be dismissed from the program and may not be eligible for future placements.

Both the Mentor Teacher and the University Supervisor are to assign a recommended grade to the Teacher Candidate. Each must discuss the given grade with the Candidate. In accordance with Tennessee EdCode, the final decision of a grade is the responsibility of the University Supervisor after consulting with the Director of Teacher Education.

All Candidates who receive a —satisfactory grade (A or B) for Residency II become eligible for recommendation for a teaching license if all other requirements are fulfilled. Also, the Director of Education reports /confirms the final grade – A, B, C, D, or F to the Records office. Therefore, a Candidate whose performance is such that he/she cannot fulfill the duties normally expected of teachers will receive a grade of C, D, or F.

Candidates who received a grade of C in student teaching may graduate but will NOT be recommended for licensure.

APPENDIX

Ready2Teach Overview



The Tennessee Board of Regents (TBR) is the sixth-largest state university and community college system in the United States and prepares more than half of all Teacher Candidates in the state. We have redesigned all Teacher Preparation Programs within the Tennessee Board of Regents system, which includes 6 universities and 13 community colleges. Our redesign is called Ready2Teach as our focus is on preparing Teacher Candidates who are ready to teach from day one.

The primary goals of Ready2Teach are to:

1. Work with public schools to prepare teacher candidates so that they, in turn, have a positive impact on student performance from day one.
2. To address the needs of schools.

Ready2Teach will produce graduates with strong academic content knowledge aligned with Tennessee high school curriculum standards, strong skills in instruction, assessment, and management, and well-developed skills in meeting the academic and social needs of all students.

Our comprehensive, progressive year-long school-based clinical residency equips Teacher Education Graduates to succeed in challenging urban and rural public schools. The close partnership between university faculty and public school faculty also promotes professional development and innovation among all participants. Education components of the curriculum are organized in modules, within which candidates learn by working through targeted real-world situations. We use a Problem Based Learning model for structuring these situations. Our redesign focuses on demonstration of learning and best practice.

Teacher Candidates' tasks are aligned with identified school priorities and needs rather than only with traditional teacher education program requirements. Faculty work closely with school administrators and mentor teachers to implement meaningful experiences for Teacher Candidates that allow schools to meet their needs and the goals identified in their school improvement plans. This means that our university faculty will spend more time in P-12 schools and classrooms engaging in co-teaching with both Mentor Teachers and Candidates.

TSU is in partnership with Stanford University, the Council of Chief State School Officers and the American Association of Colleges for Teacher Education (AACTE) along with Vanderbilt and UT Knoxville as part of the Teacher Performance Assessment Consortium, TPAC-TN. Our Ready2Teach program is a four-year program, as opposed to other teacher preparation programs being fifth-year.

Teacher Performance Assessment Overview



edTPA is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

* Courtesy of the American Association of Colleges for Teacher Education (AACTE)

One of the most important challenges facing public education is to ensure that the nation's increasingly young and inexperienced teacher workforce is prepared to meet the academic needs of all students. Teachers must be ready to teach, with the necessary skills needed to support student learning, from the first day they enter the classroom.

That is why Stanford University and the American Association of Colleges for Teacher Education formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment. For the first time, edTPA will give teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.

Recognizing the need for a uniform and impartial process to evaluate aspiring teachers, Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. They received substantive advice and feedback from teachers and teacher educators, and drew from experience gained over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards, the InTASC Standards portfolio, and the Performance Assessment for California Teachers). The more than 120 design and review team members included university faculty, national subject-matter organization representatives, and K-12 teachers.

Demand for edTPA grew so rapidly that Stanford University engaged Pearson as an operational partner to help deliver it to the wide educational audience that asked for it. Involvement with edTPA is endorsed by AACTE and the Teacher Performance Assessment Consortium (TPAC), comprised of 24 states and the District of Columbia and more than 160 teacher preparation programs participating in edTPA activities. edTPA was field tested in Spring 2012. Stanford University is the exclusive owner of edTPA.

edTPA is transformative for prospective teachers because the process requires candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is intended to be used for teacher licensure and to support state and national program accreditation. edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. It is comparable to the licensing exams that demand applications of skills in other professions, such medical licensing exams, the architecture exam, or bar exam in law. edTPA is subject-specific with separate versions for Early Childhood, Elementary, Middle Childhood and Secondary licensure fields. edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students.

Co-Teaching Overview

Co-Teaching is defined as two teachers (*cooperating teacher and teacher candidate*) working together with groups of students, sharing the planning, organization, delivery and assessment

Co-Teaching is an Attitude...

An attitude of sharing the classroom and students

Co-Teachers must always be thinking

We're Both Teaching!

Data show Co-Teaching is a way...

To build stronger connections between universities and school partners;;

To provide both support and professional development for cooperating teachers;;

To increase opportunities for placements;;

To better meet P-12 student needs;;

For teacher candidates and cooperating teachers to build strong relationships;;

For teacher candidates to have more opportunities to teach;;

For teacher candidates and cooperating teachers to enhance their communication skills;;



Why Co-Teach?

Increases instructional options for all students

Addresses diversity and size of today's classrooms

Increases instructional options for all students

Enhances classroom management

Provides mentoring and guidance throughout the experience

Creates an opportunity to plan, teach and evaluate as a team

Helps develop knowledge, skills and dispositions for teaching

Improves the academic performance of students in the classroom

Co-Teaching is NOT:

A less rigorous student teaching experience or easier for teacher candidates;;

One person teaching one subject or period followed by another who teaches a different subject or period;;

One person teaching while another person prepares instructional materials or sits and watches;;

When one person's ideas prevail regarding what will be taught and how it will be taught.

Co-Teaching Strategies

One Teach, One Observe – One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

One Teach, One Assist – One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

Station Teaching – The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of- ten an independent station will be used.

Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

Supplemental Teaching – This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

Alternative/Differentiated Teaching - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.

Team Teaching – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Adapted from Cook & Friend (1995)

Co-Teaching Won't Happen Without PLANNING. Pairs Are encouraged to:

Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. You will be responsible for additional planning beyond this planning time;; the focus is on planning for co-teaching.

Try each co-teaching strategy.

Adjust the lead role. Lead of the planning shifts from the cooperating teacher (early in the experience) to the teacher candidate as the experience progresses.



General Guidelines for Completing Residency 2

1. Teacher candidates **must not** be assigned to schools where members of their immediate families are staff members or students, or to high schools where they attended as students.
2. Once assigned to a school, teacher candidates must adhere to all rules and regulations of that school and district, and treat their assignment as a contract to fulfill the prescribed responsibilities of a teacher candidate / student teacher at the selected site.
3. Any changes in a teacher candidate's placement can only be done through the Office of Teacher Education and Student Services only due to the most extenuating circumstances.
4. Generally, teacher candidates start their Residency 2 experience when University classes begin, and end their residency in the schools during the Final Exam Week. However, for the most part, candidates follow the calendar of the school district where they have been assigned (e.g., holidays, breaks, etc.).
5. Professionalism must be exhibited in work and attitude at all times. Unprofessional conduct may result in dismissal from Residency 2.
6. During the Residency 2 semester, candidates are not allowed to take classes other than Student Teaching and the Residency 2 / Enhanced Student Teaching Seminar.
7. Outside employment is discouraged during the Residency 2 semester. Candidates cannot be excused from their Residency 2 requirements because of employment responsibilities.
8. If a candidate has a legitimate absence (i.e., illness of the candidate or a family member, or death of a family member), the candidate must notify the Mentor Teacher and Master Clinician / Supervisor as soon as possible. Any lesson plans required during the period of the absence should be submitted to the Mentor Teacher and Master Clinician.
9. Teacher candidates must go their sites fully prepared at all times, including having completed lesson plans and applicable materials for conducting the class.
10. Teacher candidates may not participate in or serve as the only witness in the administration of corporal punishment.
11. Teacher candidates must provide evidence of comprehensive general liability insurance.
12. Teacher candidates should not hesitate to ask for assistance or guidance from the Mentor Teacher or Master Clinician when needed.



**TENNESSEE
STATE UNIVERSITY**

Acknowledgement of Handbook Review

I _____, Mentor Teacher to Residency II / Student
Teacher Candidate _____, have reviewed this and
booklet along with the Student Teacher Candidate and understand the expectations of both
myself and the Student Teacher Candidate.

Print Name (Mentor Teacher)

School

Signature (Mentor Teacher)

Date

Signature (Residency II / Student Teacher Candidate)

Date