



TENNESSEE STATE UNIVERSITY

College of Education

Teacher Education & Student Services

Job-Embedded Candidate Handbook 2024-2025



Revised: July 2024

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ACKNOWLEDGEMENTS

The preparation of this handbook has been a collaborative contribution of faculty and administrators with the Colleges and Schools of Education, teacher education program coordinators, Metro-Nashville Public Schools, Sumner County Schools, graduate assistants, and administrative staff.

The first edition was prepared by Drs. Fannie Cathey, Mary B. Dunn, and Dean Roberts. A revised edition was prepared by Carol Stice, Robert Emans, James Head, Geraldean Johnson, Catana Starks, Katie White, Ada Willoughby, Herman Beasley, Leslie Drummond, Ruby Martin, Shirley Neal, Fannie Cathey, Mr. William Cummings, Ms. Rosetta Pride (graduate intern), Judith Presley, William Johnson, Mrs. Linda Fair and (Metro-Nashville Public Schools) Mrs. Ann Black, Belinda Jackson, Kathleen Mance, Sharon Nichols, Bobbie Williams, and Mr. Paul Bass, Melvin Bell, Leroy Lyle, and Michael Morgan.

Dr. Nicole Arrighi, Assistant Dean for Teacher Education and Student Services, revised current edition.



Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, specialist in education, and doctoral degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Tennessee State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).





Welcome

Welcome to Tennessee State University! We are so excited to have you as part of our teacher education program. It is imperative that the materials contained herein are reviewed thoroughly and carefully by you as well as your Mentor Teacher. We look forward to working with you to ensure that all your needs are met and that you are prepared to enter the workforce as *competent and caring facilitators, committed to diversity and the success of all*.

The job-embedded program is a unique opportunity to earn your teacher licensure while gaining valuable experience in the classroom. Prospective educators must acquire a body of general knowledge, professional knowledge, and content specific pedagogy. Education professionals must also develop skills and dispositions necessary for working effectively with diverse students and adults. The education program at Tennessee State University provides such opportunities for candidates to learn and evaluate theories and principles of sound educational practice. You will be paired with a mentor teacher who will provide you with support and guidance as you learn the ropes of teaching. You will also take coursework that will help you develop your teaching skills and knowledge. Without this partnership of university and local school personnel, a critical dimension of the educator preparatory program would be lost.

Although your advisor, along with other faculty and staff members will help you in any way possible, you are responsible for meeting the requirements associated with the teacher education program. Use this handbook to assist you in completing your goals. We hope you have an enriching and positive growth experience as you progress towards your professional aims of becoming an education professional.

Office of Teacher Education Representatives:

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Mission Statement:

Tennessee State University highly values life-long learning, diversity, and commitment to service. The TSU Educator Preparation Program (EPP) reflects that focus by fostering diversity of candidate teaching placements, intensive clinical experiences and support for participation in service activities. It is through these experiences that we prepare effective teachers and responsible global citizens.

The Teacher Education Student Services office (TESS) tracks the candidates' progress throughout the residency. Specifically, this unit

- Coordinates all processing of documents.
- Reviews admission packets to the Teacher Education program
- Oversees placement of teacher education candidates by the Field Placement and Clinical Experience Coordinator
- Submits required paperwork to the state for certification validation.

Job-Embedded Pathway

Job-embedded programs allow an individual to serve as a teacher of record in a Tennessee classroom while completing required educator preparation classes. Potential teachers who want to teach in a classroom while also completing their program may do so while holding a job-embedded practitioner license. Two broad areas of knowledge and skills have been established for prospective teachers in Tennessee: (1) Academic Major of Specialty Area and (2) Professional Education. For job-embedded candidates, the same standards are required, but the procedures are somewhat different.

Candidates for admission to a post-baccalaureate educator preparation program shall, at a minimum, meet the following criteria:

- a. Evidence of a bachelor's degree or higher from a regionally accredited IHE.
- b. A minimum overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited IHE.

For admission to programs that include job-embedded clinical practice, a degree with a major in the specialty area or qualifying scores on the required content assessment as defined in the State Board's Professional Assessments for Tennessee Educators Policy.

EPPs shall report all admitted candidates to the Department. EPPs shall also report to the Department any candidate who holds a practitioner license who is no longer enrolled in the preparation program or who has failed to make adequate progress towards completion of the program.

Program Content/Completion

In order to be recommended for an initial teaching license, job-embedded candidates must successfully complete the program requirements, which include:

- Qualifying Praxis II specialized exam (*if required, for admission to University*)
- Graduate coursework affiliated with the following master's degree:
 - Elementary Education (Grades K-5); 33 credit hours
 - Curriculum & Instruction, Secondary School Instruction (Grades 6-12 or K-12); 33 credit hours
- Participation in Alternative License Seminar (3 credit hours)
- Clinical Practicum (one semester), consisting of
 - Three (3) TEAMS evaluations
 - Weekly Log Reflections
 - Submission of edTPA® performance assessment*

* edTPA® performance assessment may be required for some job-embedded candidates.

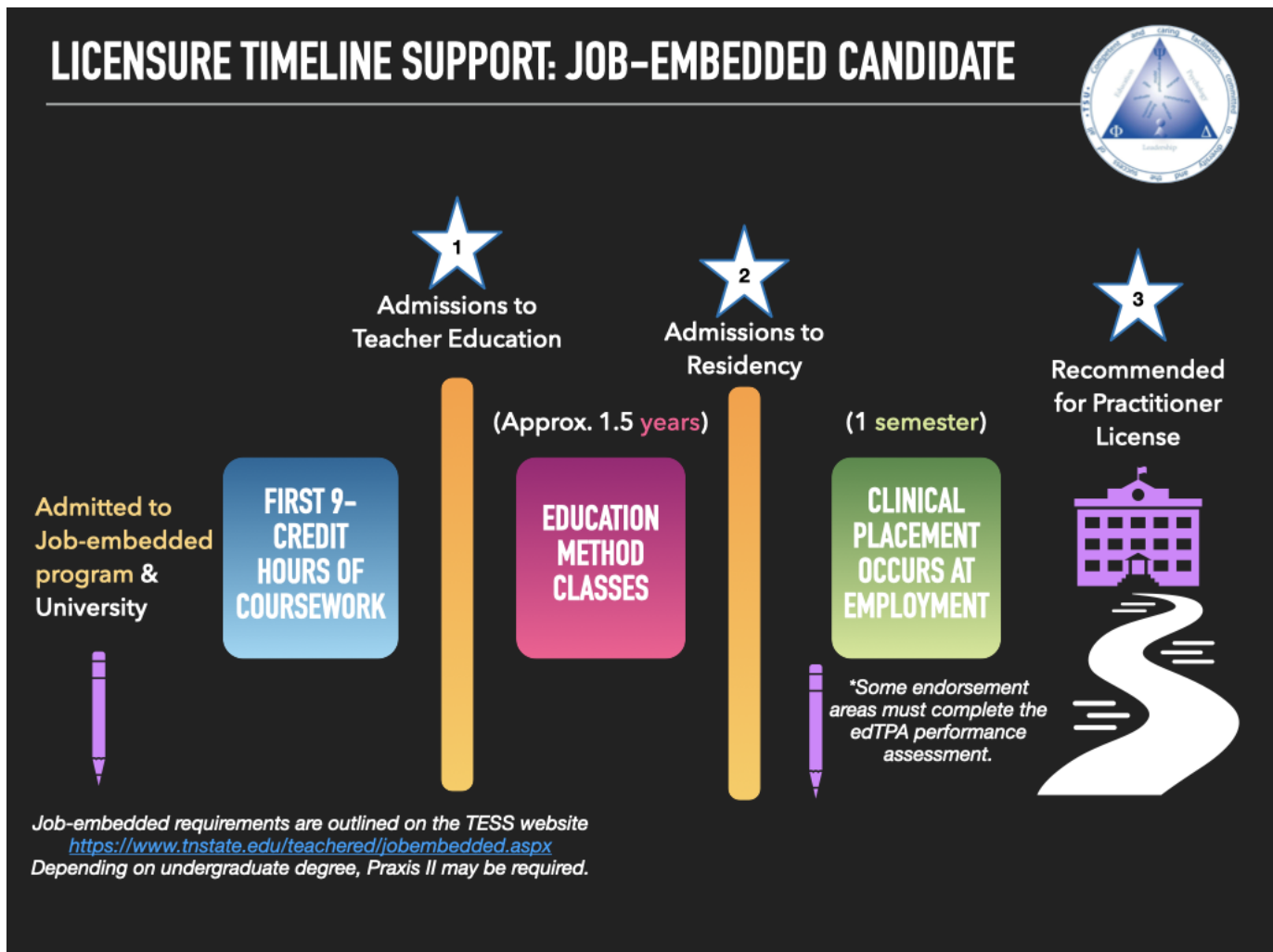
Candidate Support Team

Each job-embedded candidate will have a support team that is composed of, at minimum:

- School-based administrator
- TSU Master Clinician
- TSU Academic Advisor

In addition, job-embedded candidates are encouraged to develop their own network of support which may include other teacher in their building and/or content area, professional networks within their districts, and external professional organizations.

The first year of teaching can be overwhelming even when teachers complete a pre-service program prior to entering the classroom. As candidates in this program are teaching in addition to learning the skills, knowledge and content required to be an effective teacher, it is understandable that sometimes they may feel overwhelmed. Support is always available to program participants! If a candidate is in crisis, they should first turn to their mentor or building principal for immediate support. These individuals, or the candidate themselves, should also notify their master clinician. A support plan will then be created that will address the needs of the candidate.



Clinical Residency Overview

The primary goals of the Clinical Residency:

1. To work with public schools to prepare Teacher Candidates to have a positive impact on student performance from the first day of teaching.
2. To provide Teacher Candidates with the authentic experience of beginning and closing the school year.
3. To address the needs of schools.

The objective of the Clinical Residency is to produce graduates with strong academic content knowledge, effective instructional and classroom management skills, and data-driven assessment strategies. Our comprehensive, Clinical Residency equips teacher education graduates to succeed in urban and rural public schools. Further, the Clinical Residency aims to prepare candidates who adhere to professional standards and demonstrate a commitment to supporting the academic and social needs of all students. The close partnership between university faculty and public-school faculty promotes professional development and innovation among all participants.

Objectives for Clinical Residency

- Engage in effective long range and daily planning.
- Maintain an environment conducive to learning.
- Maximize the amount of time available for instruction.
- Manage learner behavior to provide productive learning opportunities.
- Effectively deliver instruction, while presenting appropriate content.
- Provide opportunities for student involvement in the learning process.
- Effectively assess student progress.
- Plan for professional self-development.
- Demonstrate professionalism and collegiality in interactions with colleagues.
- Model the standard Code of Ethics for educators at all times.
- Consistently submit all documents in a timely manner (Lesson Plans and Weekly Logs).



Candidate Assessment

Alternative Licensure (Preparation) Seminar

The Alternative Licensure Seminar (EDCI 5610 or 5620) is a **required course** completed *before* the Clinical Semester. The course is scheduled online and includes instructional modules and other experiences to enrich a candidate's practitioner development.

EDCI 5610 – Alternative Licensure (Job-Embedded) Seminar I

This is for endorsement areas that **DO NOT require the edTPA[®] performance assessment for certification.*

This seminar is designed to enhance the Tennessee state mandated mentoring program required for all students who are serving as "Teacher of Record" on a Practitioner License. The curriculum is designed to provide support to teacher candidates as they transition into their first years of teaching. The course will be "student driven" with a wide variety of topics and themes to address the multitude of needs, issues, and challenges encountered by novice teachers.

EDCI 5620 – Alternative Licensure (Job-Embedded) Seminar II

This seminar is designed to enhance the Tennessee state mandated mentoring program required for all students who are serving as "Teacher of Record" on a Practitioner License and **MUST complete the edTPA[®] performance assessment** as part of their certification requirements. The curriculum will be "student driven" with a wide variety of topics and themes, addresses the multitude of needs, issues, and challenges encountered by first and second-year teachers, and supports them in their edTPA[®] journey.

Master Clinician/University Supervisor's Evaluation

The Master Clinician/University Supervisor should make as many visits to a site as deemed necessary, based on the level of support needed to ensure the Candidate success. In Clinical Residency, job-embedded candidates will be evaluated **three (3) times** using the [Tennessee Educator Acceleration Model](#) (TEAM) evaluation process.

Following an observation, the Master Clinician/University will confer with the job-embedded candidate relative to the teacher's performance and progress. The TEAM Evaluation is a key component of this formative performance review. The Master Clinician/University Supervisor records his/her comments, suggestions, and recommendations on the TEAM Educator Observation form.

If the job-embedded candidate is unable to confer with the Master Clinician/University Supervisor immediately after the observation, the Candidate should be instructed to call the Master Clinician/University Supervisor for a telephone conference. For the teleconference, the Candidate must have the TEAM Observation Form available with the reflection portion of the lesson plan completed. Areas of strength and areas to be strengthened should be discussed 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.

Candidate Expectations

Professional Liability Insurance

All JEPs are responsible for obtaining appropriate liability insurance. Many professional organizations, like the [Tennessee Education Association](#), offer their members professional liability insurance at discounted rates.

Clinical Residency Calendar

Job-Embedded candidate should follow their **district calendar** during the Clinical Residency. It is vital to discussion observation dates with the Master Clinician/University so there is not conflict with scheduled holidays, professional development days, or other events in which the students do not report to school.

Davidson County (MNPS)	Macon County	Robertson County	Sumner County	Wilson County
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State of Tennessee – Professional Code of Ethics*

***Candidate must review and submit the signed agreement of the TN Teacher Code of Ethics (see below) and the NASDTEC Model Code of Ethics for Educators (MCEE).**

Tennessee Teacher Code of Ethics Preamble

An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

PRINCIPLE I Educator's Obligation to the Students

An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator must:

1. Not unreasonably restrain the student from independent action in the pursuit of learning.
2. Not unreasonably deny the student access to varying points of view.
3. Not deliberately suppress or distort subject matter relevant to the student's progress.
4. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Not intentionally expose the student to embarrassment or disparagement.
6. Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student.
 - d. Not use professional relationships with students for private advantage.
 - e. Not disclose information about students obtained in the course of professional service unless disclosure serves a compelling purpose or is required by the law.

PRINCIPLE II Educator's Obligation to the Education Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator shall not:

1. Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position.
2. Misrepresent his/her professional qualifications.
3. Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Assist a non-educator in the authorized practice of teaching.
6. Disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Knowingly make false or malicious statements about a colleague.
8. Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Links to review Codes of Ethics:

- [Tennessee Teacher Code of Ethics](#)
- [NASDTEC Model Code of Ethics for Educators \(MCEE\)](#)

Professional Responsibilities of Being a Mandatory Reporter

Everyone in Tennessee is a mandatory reporter of child abuse and neglect, as specified by Tennessee Code:

Tennessee Code Annotated 37-1-403(a)(1) Any person who has knowledge of or is called upon to render aid to any child who is suffering from or has sustained any wound, injury, disability, or physical or mental condition shall report such harm immediately if the harm is of such a nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonably appears to have been caused by brutality, abuse or neglect.

Tennessee Code Annotated 37-1-403(i)(1) Any school official, personnel, employee, or member of the Board of Education who is aware of a report or investigation of employee misconduct on the part of any employee of the school system that in any way involves known or alleged child abuse, including, but not limited to, child physical or sexual abuse or neglect, shall immediately upon knowledge of such information notify the Department of Children's Services or anyone listed in subdivision (a)(2) of the abuse or alleged abuse.

Print, sign and submit at Orientation the [Code of Ethics Agreement Form](#).

Definition of Roles

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

Assistant Dean for Teacher Education and Student Services

The Associate Dean/Director of Teacher Education is responsible for all operations in the Office of Teacher Education and Student Services. 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.

Field Placement and Clinical Experience Coordinator

The Field Placement and Clinical Experience Coordinator works collaboratively with University Instructors, Principals and the appropriate officials designated by each school system in placing Candidates. For each school site placement, the principal is forwarded a copy of the official placement and specifics regarding the field experience. The Field Placement and Clinical Experience Coordinator and the TESS office Administrative Assistant facilitate and monitor all aspects of the clinical residency.

Certification Analyst

The Certification Analyst reviews state department licensure policies to determine the appropriate requirements to fulfill endorsement requirements. Candidate will communicate with the certification analyst to ensure their profile is accurate in TNCompass – particularly when degrees have been awarded and qualifying scores have been obtained on certification exams.

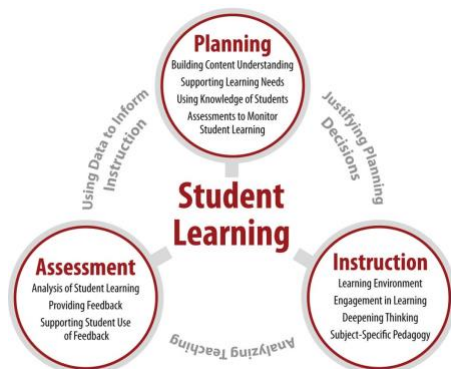
Master Clinician/University Supervisor

The role of the Master Clinician/University Supervisor is a critical component in the clinical residency process. The role is primarily one of mentoring the Teacher Candidate, supporting the Mentor Teacher, and building the Professional Learning Team. The Master Clinician/University Supervisor will serve as a liaison between the College of Education and the school system. In addition, the Master Clinician/University Supervisor will assume an active role in orientations, seminars, and evaluations. At all times the Master Clinician/University Supervisor is to portray the message that Tennessee State University supports co-teaching as the framework for student teaching. The Master Clinician/University Supervisor submits the three (3) TEAMS evaluation for each candidate to the Office of Teacher Education and Student Services.

Job-Embedded Candidate

The job-embedded candidate is the “teacher of record” employed by the school district on a teaching permit. The job-embedded clinical practice shall be for the full school year following completion of a baccalaureate degree. At least 100 days of the job-embedded clinical practice shall include direct teaching experiences.

Teacher Performance Assessment Overview



**Image and description courtesy of Pearson Education, Inc.*

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 from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers.

The design and review teams have included hundreds of university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K–12 teachers. Stanford University is the exclusive author and owner of edTPA®.

edTPA® is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA® is a subject-specific assessment that includes versions for 28 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA® requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA® builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

[Learn more About edTPA®.](#)

Tennessee edTPA® Requirements (effective score requirements: January 1, 2022)

Candidates must score a minimum of **40** out of 75 on the edTPA® portfolio to be recommended for licensure and, at the graduate level, receive your degree from the Tennessee State University Teacher Education Program. If a Candidate fails to achieve the minimum score, remediation is required before the Candidate resubmits the portfolio in part or total. **Candidates are required to pay all costs associated with resubmission.**

*Co-Teaching Overview

Co-Teaching is defined as two teachers (mentor teacher and teacher Candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

<p>Co-Teaching is an Attitude... An attitude of sharing the classroom and students</p> <p>Co-Teachers must always be thinking</p> <p>We're Both Teaching!</p>	<p>Data show Co-Teaching is a way...</p> <ul style="list-style-type: none"> ✓ 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 relationship; ✓ for teacher Candidates to have more opportunities to teach; ✓ for teacher Candidates and cooperating teachers to enhance their communication skills; ✓ to induct and mentor teacher Candidates.
<p>Why Co-Teach?</p> <ul style="list-style-type: none"> ✓ Increases instructional options for all students ✓ Addresses diversity and size of today's classrooms ✓ 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 	<p>Co-Teaching Strategies</p> <p>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.</p> <p>One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 in- formation, and available to assist students and answer questions.</p> <p style="text-align: right;"><small>Adapted from Cook & Friend (1995)</small></p>
<p>Co-Teaching is NOT:</p> <ul style="list-style-type: none"> ✓ 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. 	<p>Co-Teaching Won't Happen Without PLANNING. Pairs Are encouraged to:</p> <ul style="list-style-type: none"> ✓ Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how Candidates will teach collaboratively. Candidates 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 mentor teacher (early in the experience) to the teacher Candidate as the experience progresses.
	<p>For more Information:</p> <p>Teacher Education & Student Services Department Tennessee State University 3500 John A. Merritt Blvd., Box 9533 Nashville, TN 37209 Office Phone: 615-963-5459 Email: teachercertification@tnstate.edu</p>

**Adapted from St. Cloud State University's Academy for Co-Teaching and Collaboration (2017), and Friend, Cook, Hurley-Chamberlain and Shamberger (2010).*

APPENDIX

CALENDAR OF EVENTS AND IMPORTANT DATES 2024-2025

Teacher Education & Student Services (TESS OFFICE)








(Dates with 📅 indicate professional development events)

JULY	SUMMER SEMESTER 2024
23 📅	GYO/Job-Embedded/Student Teaching, Fall Orientation
AUGUST	FALL SEMESTER 2024
19	TSU Classes Begin
23 📅	Pre-Residency I & Residency I, Fall Orientation
26/27	Residency I Begins (Teacher Candidates report to their assigned schools)
28 📅	GYO/Job-Embedded/Student Teaching, PD Meeting – “What is edTPA?”
SEPTEMBER	
2	Holiday – Labor Day
5 (Thursday)	FREE Educator Nights at Nashville Children’s Theatre: <i>Best School Worst Year Ever</i>
6	
11 📅	GYO/Job-Embedded/Student Teaching, PD Meeting – “edTPA: Wise to Get Organized”
13 📅	Residency I, PD Meeting – “edTPA: Wise to Get Organized”
20	
25 📅	GYO/Job-Embedded/Student Teaching, PD Meeting – “edTPA: Making Good Choices”
27 📅	Deadline: TEAMS evaluation #1 to TESS office
27-28 📅	STEA Fall Conference (TEA Headquarters)
30 ⚠️	Residency I Late Deadline to Submit Qualifying Praxis II Scores
OCTOBER	
4 📅	Midterm Examination Week Field Trip – Country Music Hall of Fame 📅
11	📅 HOMECOMING WEEK 📅
14-15	Fall Break (Residency I Candidates will maintain their field placement schedule)
16 📅	GYO/Job-Embedded/Student Teaching, PD Meeting – “edTPA: Respect the Rubrics”
23 📅	GYO/Job-Embedded/Student Teaching, PD Meeting – “edTPA: Task Tips” Last Day to Withdraw from a course and/or the University
24 📅	edTPA Submission Deadline (by 11:55pm; Fall 2024 student teachers only!) >Scores reported to profile by November 14, 2024
25 📅	Residency I, PD Meeting – “edTPA: Making Good Choices”
27 (Sunday) 📅	Nashville Children Theatre – <i>The Wheels on the Bus</i> [Ages 0-5] (Price: \$17.50) Time: 11:30am CST 📅
30 📅	Residency II (UG)/Student Teaching (G) Application Deadline Deadline: TEAMS evaluation #2 to TESS office

*Dates subject to change

NOVEMBER	
1 📖👤	Field Trip – Nashville Public Library 📖 FREE Educator Nights at Nashville Children’s Theatre – <i>Pippi Longstocking</i>
8 🎵	Field Trip – Nashville Symphony 🎵 Concert Program: https://www.nashvillesymphony.org/tickets/concert/2024-2025-season/rachmaninoffs-second-piano-concerto/
11-21	Interviews TEP – Res II / Grad Student Teachers
13 🍷	GYO/Job-Embedded/Student Teaching, PD Meeting – “What is edTPA”, (for Spring 2025 student teachers)
15 🦒	Field Trip – Nashville Zoo at Grassmere 🦒
22	**Last Day for Residency I (UG)/Student Teaching (G)
26 📝	Master Clinician/University Supervisor Grades and Paperwork Deadline **Deadline for Submission of final grades , travel forms, and TEAM Evaluation #3 from Clinicians and Supervisors (Agriculture, History, Music).
27- DEC. 1	Fall Break/Thanksgiving Holiday – No classes
DECEMBER	
2-6	Exit Interviews (graduate candidates only)
7 🎓	Fall 2024 Commencement
12	Faculty must have posted all grades via “MyTSU”
17	Records Office releases all posted grades via “MyTSU”
24 – JAN 1	HOLIDAY BREAK - University Closed
30 🛎	Request official transcript from Parchment to Dr. Dianne Bryant (once degree has posted)
JANUARY SPRING SEMESTER 2025	
13 🍷	TSU Classes begins Residency II/ Student Teaching, Spring Orientation , including PD Meeting – “edTPA® : Respect the Rubrics” Submit Housing Request for Spring Break <u>And</u> GYO/MNPS Teacher Residency/Job-Embedded, Spring Orientation , including PD Meeting – “edTPA® : Wise to Get Organized?”
14	Residency II – Begins (Student Teachers report to their assigned schools)
17 🍷	Pre-Residency II, Spring Orientation , including PD Meeting – “What is edTPA?”
20	Holiday- MLK Day
24	
29 🍷	GYO/Job-Embedded/Student Teaching, PD Meeting – “edTPA: Respect the Rubrics”
30 📖👤 (Thursday)	FREE Educator Nights at Nashville Children’s Theatre – <i>Elijah Rocks! A Jubilee Battle</i>
31 📝	Deadline: TEAMS evaluation #4 to TESS office

**Dates subject to change*

FEBRUARY	
7 	Field Trip – <i>Nashville Public Library</i> (Special Collections) 
12	GYO/Job-Embedded/Student Teaching, PD Meeting – “edTPA: Task Tips”
14	
21	
24-28 	Mid-term Examination Week – all classes meet as scheduled **Deadline for Mid-Term Grades March 3 Deadline: TEAMS evaluation #5 to TESS office
MARCH	
3-7	TSU Spring Break (<i>Student Teachers follow their assigned School District’s calendar</i>) Xtreme Spring Break
14	
20 	edTPA Submission Deadline (by 11:55pm; Residency II (UG) /Student Teachers (G)) >Scores reported to profile by April 10, 2025
21	
28	
30	Admissions to Teacher Ed. (UG)/ (G), Intent to Enter Residency I, Student Teaching (G) Application Deadline
APRIL	
3 (Thursday)	FREE Educator Nights at Nashville Children’s Theatre – <i>Diary of a Wimpy Kid</i> 
4	
11	
15 	Deadline: TEAMS evaluation #7 to TESS office
14-17	Admissions to Teacher Education Interviews
18	
25	** Last Day for Residency-II /Student Teaching Pre-Residency II Deadline to Submit Qualifying Praxis II Scores
28-30	Exit Interviews: Residency II, Student Teaching, and Clinical Placements
30 	Deadline for Submission of final Grades , travel forms, all TEAM and Summative Evaluations from Clinicians and Supervisors.

**Dates subject to change*

MAY	
2 🎓	Spring 2025 Graduate Commencement
3 🎓	Spring 2025 Undergraduate Commencement
8	Faculty must have posted all grades via “MyTSU”
13	Records Office releases all posted grades via “MyTSU”
30 🔔	Request official transcript from Parchment to Dr. Dianne Bryant (once degree has posted)

**Dates subject to change*

District Calendars:

Davidson County (MNPS)	Macon County	Robertson County	Sumner County	Wilson County
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Contact Us:

Dr. Nicole Arrighi	Assistant Dean	nkendall@tnstate.edu	615-963-5482
Mrs. Zora Bates	Program Coordinator	zbates@tnstate.edu	615-963-2193
Dr. Dianne Bryant	Transcript Analyst	dbryant@tnstate.edu	615-963-5484
Mrs. Linda Fair	Field Experience/Placement Coordinator	lfair@tnstate.edu	615-963-4885

Office: 112 Clay Hall
Phone: (615) 963-5459
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TSU TEACHER EDUCATION PROGRAM *CLINICAL RESIDENCY*

Eligibility/Admission to the TSU Job-Embedded Program

Eligibility occurs when a prospective candidate submits his/her undergraduate transcript(s) for review to the TESS office, along with letter of intent. Once preliminary eligibility has been determined, the job-embedded candidate must submit application to enroll in the University.

Requirements

1. A baccalaureate degree or higher with a major in the specialty area to be taught.
2. Submit official copy of all transcript(s) to TSU's certification officer (dbryant@tnstate.edu).
3. A minimum overall **GPA of 2.75** from a completed baccalaureate or post -baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited institution.
4. Verification of content knowledge by the TSU's certification officer.
5. Qualifying Praxis II exam scores on the required content assessment specified by the Tennessee State Board of Education. **Note: Depending on endorsement area and undergraduate degree, Praxis II exam may not be required. Check with TESS certification officer before taking test.*
6. Admission to TSU Graduate School.
7. A letter of intent to hire from a school system indicating a job offer to TSU's certification officer (dbryant@tnstate.edu).

Admission to the Teacher Education Program (after the completion of 9-credit graduate hours)

Admission typically occurs in the 2nd semester of graduate studies. Once admitted, job-embedded candidates continue coursework and employment within their teaching position.

Requirements

1. TSU unofficial transcript, with minimum GPA - **2.75** on a 4.0 scale
2. Completed at least 9 semester hours of coursework, including EDCI 5000
3. Program of Study for initial licensure degree plan (Signed by Advisor)
4. Autobiography
5. Teaching Philosophy (*first draft*)
6. Professional Resume', including URL to LinkedIn page
7. [Two \(2\) disposition assessment forms](#) from your professors and/or employer

Clinical Residency

Semester Prior:

- Enroll in EDCI 5610 or EDCI 5620, *depending on endorsement requirements*
- Apply for admissions to Clinical Residency (Student Teaching)

Clinical Residency Requirement:

1. Minimum GPA - **2.75** on a 4.0 scale
2. Three (3) TEAMS evaluations
3. Passing score on edTPA®, *depending on endorsement area*

Recommendation for Practitioner License

Job-Embedded candidates can be recommended for a practitioner license after the successful completion of graduate coursework, qualifying scores are required certification exams, and maintaining the 2.75 GPA.

COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher Candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires Candidates to demonstrate what they can and will do in the classroom to help all students learn.

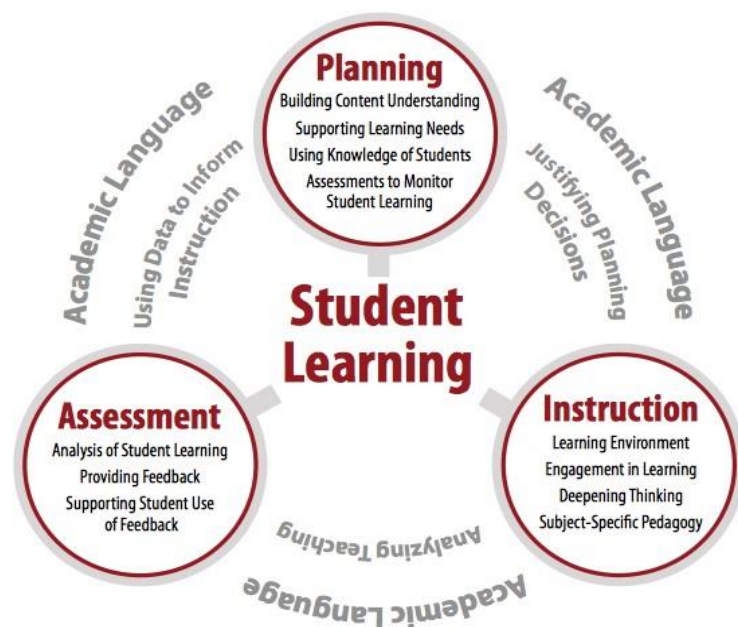
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P–12 teachers who supervise or support teacher Candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which Candidates teach. Teacher Candidates will develop lesson plans to engage students in learning consistent with the host school’s standards and curricula.

Evidence of Effective Practice

Teacher Candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the Candidate teaching, and commentaries on student learning and how the Candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning



edTPA®

SCALE

Stanford Center for Assessment, Learning, & Equity

**Tennessee State University
College of Education
Office of Teacher Education and Student Services**

Student Release Form

(to be completed the parents/legal guardians of minor students involved in this project)

Dear Parent/Guardian:

I, _____, am a teacher candidate at Tennessee State University completing my student teaching requirements in your child's classroom. As part of my student teaching experience, I am required to complete the edTPA®, Teacher Performance Assessment. The primary purposes of this assessment are to develop a nationally available assessment of teaching that can measure and lead to improvement of the performance of teacher candidates, and ultimately to the academic improvement of K-12 students.

This project will include submissions of short video recordings of lessons taught in your child's class. Although the video recordings involve both the teacher and various students, the **primary focus is on the teacher's instruction**, *not* on the students in the class. While taping, your child may appear on the video recordings. Also, I may submit samples of your student's work to a password protected electronic forum maintained by *Pearson edTPA®* and to TSU Course Instructors and Project Coordinators as evidence of teaching practice.

No student's last name will appear on any materials that are submitted. Tennessee State University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose TSU deems appropriate to further the mission of the project. The form below will be used to document your permission for these activities.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: _____ School/Teacher: _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by my child's classroom, and agree to the following:

(Please check the appropriate box below and return to the school)

☐ **I DO give permission** to you to include my child's image on video recordings as he or she participates in a class conducted at _____ (School) by _____ (Classroom Teacher) and _____ (Teacher Candidate) and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ **I DO NOT give permission** to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ **Date:** _____

Clinical Residency/Student Teaching Lesson Plan(edTPA® aligned)

Student Name: _____

School: _____

Lesson Title:	Grade:	Date:
Subject: What is the skill, content area, or domain addressed in this lesson?		

Central Focus	What is the central focus for the content in this learning segment?
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State Content Standards	What state standards are central to the learning goal(s)? Provide the standards and/or the grade level expectations and performance indicators to be covered by this lesson. Use the code numbers and the complete standard. If only a portion of a standard is being addressed, then highlight the part(s) that are relevant.
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Learning Objectives	What are the specific learning objectives associated with the standard(s) with this lesson? All objectives for this lesson must be assessed formally or informally. They should be subject-specific and associated with the content standards.
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Assessment: Describe how the assessments are associated with the standard and connected to the learning objectives.		
Type of Assessment (informal or formal)	Modifications—how will the assessment be modified so that all students can demonstrate their learning?	Evaluation Criteria—what evidence of student learning, related to the learning objective(s) and the central focus, does the assessment provide?
Description of the Assessment (formative or summative)		

Instructional Strategies and Learning Tasks: Describe specifically what you and the students will be doing.	
Describe how you begin the lesson to engage and motivate students in learning.	
Explain how you will introduce and develop students' understanding of the lesson objectives.	

<p>Explain how you are linking the new content to students' prior knowledge and their personal/cultural and community assets?</p> <p>Describe how you will introduce and explain academic language used in this lesson and how the students are learning the terms in order to master the learning objectives.</p> <p>Explain in detail how you are guiding the lesson using differentiated strategies and planned support for diverse student needs. Include when whole group, small group, or individual instruction is used.</p> <p>Describe how you are assessing the intended learning objectives during instruction.</p>	
<p>Structured Practice Describe how you give the students an opportunity to practice what you taught. Include how you plan to provide feedback</p> <p>Specifically describe the language function and language demands that the students are to use in applying what has been learned.</p>	

Describe how you will formally and informally know the students are meeting the intended learning objectives.	
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<p>Closure: Explain how you will you end the lesson and connect the completed lesson content with the upcoming lesson.</p> <p>Describe what assessment strategies or activities that will be used in whole group, small group, or individually as the lesson ends. Include the type of language demand expected from the student. Explain what students will do to rethink or revise their understandings/skills.</p>	
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Materials: List the materials, resources, equipment, and technology needed for this lesson. Detail what is used by the teacher and what students will use.	
Teacher Materials	
Student Materials	

Residency II Lesson Plan Rubric

Element	Exemplary—4	Proficient—3	Developing—2	Emerging—1
Central Focus State Content Standards	The candidate highlights the central focus for the lesson and provides a clear connection between content standards relevant to TN and the discipline.	The candidate highlights the central focus of the lesson and provides the connection between content standards relevant to TN and the discipline.	The candidate highlights the central focus of the lesson and simply states the TN and discipline-specific content standards. The learning goals/objectives are identified.	Although the candidate highlights the central focus for the lesson and provides the content standards relevant to TN and the discipline, it is unclear how the two are related.

Learning Objectives	The learning goals/objectives are appropriately identified with the skills/procedures used for the facilitation of learning, and the concepts and problem-solving strategies that will need to be employed are accurately identified.	The learning goals/objectives are identified with the skills/procedures used for the facilitation of learning.	The learning goals/objectives are identified.	The candidate has failed to provide appropriate learning goals/objectives. Rather, the candidate simply restates the standards. It is uncertain what problem-solving strategies will be employed to address the goals.
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Element Score with Comments:

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Instructional Strategies and Learning Tasks	The candidate specifically describes what the teacher and students are doing. The candidate begins by saying how they plan to engage and motivate the students in learning. The candidate describes in detail what will occur during the instructional phase. The candidate clearly explains how he/she will integrate technology in the lesson and how students will have the opportunity to demonstrate competence with technology. The candidate specifically addresses student prior learning, developing an understanding of the objective, how students are expected to respond, detailed account of what the students and teacher candidate will be doing, and an explanation of how the candidate	The candidate describes what he/she will be doing and what the students will be doing. The candidate mentions the engagement activity. The candidate describes the instructional phase of learning. The candidate explains how he/she will integrate technology in the lesson and how students will have the opportunity to demonstrate competence with technology. The candidate provides an engaging opportunity for the students to practice what they have learned.	The candidate describes the student activity. The candidate provides a brief description of what he/she will be doing at different phases of the lesson. The candidate describes briefly how he or she will deliver content. The candidate references that he/she will utilize technology in the lesson. The candidate makes the students complete a worksheet to assess understanding. The candidate closes the lesson. The candidate makes some accommodations/ modifications for	The candidate states the chosen activity for students. The candidate provides no differentiation between different phases of the lesson. The candidate provides a very sketchy description of what will occur throughout the class session. The candidate makes no reference to technology utilization. The candidate does not address students' prior learning, developing an understanding of the objective, or the expected response of students.

	<p>will know if the students are meeting the intended learning objective.</p> <p>The candidate explains the structured practice that students will be allowed to do to determine if they understand the lesson and are meeting the objectives.</p> <p>The candidate accurately captures how he/she intends to end the lesson and the transition to the next lesson.</p> <p>The candidate describes how he/she will provide access to learning for all students. He/she provides a detailed account of how the lesson will vary based upon the specific disability or needs of the students.</p>	<p>The candidate provides a closure of the lesson with a summary.</p> <p>The candidate provides appropriate accommodations/ modifications for students.</p> <p>The candidate describes the plan for group work and peer-to-peer interaction.</p> <p>The candidate discusses the materials that he/she will need as well as the students' need.</p>	<p>students; however, it is done holistically and not based on the students' exceptionalities.</p> <p>The candidate chooses either for students to work in groups or do peer-to-peer interactions.</p> <p>The candidate provides a list of materials needed for the lesson.</p>	<p>The candidate provides a very limited description of what the students will be doing.</p> <p>The candidate says nothing about closure for the lesson.</p> <p>The candidate makes no mention of how modification or differentiation will be handled for students.</p> <p>The candidate does not mention group work or student-to-student interactions.</p>
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Element Score with Comments:

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Assessments	<p>The candidate describes the tools/procedures that will be used in the lesson to monitor students' learning of the lesson objective(s). They attach a copy of the assessment and the evaluation criteria/rubric in the resource section at the end of the lesson segment.</p> <p>The candidate provides a detailed account of the type of assessment(s) that will be utilized. For each assessment, he/she:</p> <ul style="list-style-type: none"> Tells what type of assessment it is Provides a detailed description of the assessment and states if it is formative or summative in nature. Provides a rubric for the assessment. Describes how the assessment will be modified so that all students can demonstrate their learning of the content objective. Explains the evaluation criteria that will be utilized to determine if the student has met the learning objective. 	<p>The candidate describes the tools/procedures that will be used in the lesson to monitor students' learning of the lesson objective(s). They attach a copy of the assessment and the evaluation criteria/ rubric in the resource section at the end of the lesson segment.</p> <p>The candidate provides an account of the type of assessment(s) that will be utilized. For each assessment, he/she:</p> <ul style="list-style-type: none"> Provides a description of the assessment and states if it is formative or summative in nature. Describes how the assessment will be modified. Explains the evaluation criteria that will be utilized. The candidate determines if the assessment should be used again in the future. 	<p>The candidate provides a brief description of tools/procedures that will be used in the lesson to monitor students' learning of the lesson objective(s). They attach a copy of the assessment and the evaluation criteria/ rubric in the resource section at the end of the lesson segment.</p> <ul style="list-style-type: none"> States if it is formative or summative in nature Provides a brief description of how the assessment will be modified. Explains the evaluation criteria that will be utilized. 	<p>The candidate provides very little description of the tools/procedures to be used to monitor student learning progress.</p> <p>The assessments are simply provided with no accompanying detail besides instruction and the score. No rubric is provided and potential way for modification.</p>

Element Score with Comments:

Tennessee Educator Acceleration Model (TEAM)

Background

Teachers are the most important factor influencing student success. The goal of the Tennessee Educator Acceleration Model (TEAM) evaluation process is to provide educators with a model that helps them continuously improve their practice. A complete picture of what goes on in the classroom is essential to driving educator improvement; therefore, we want to look at how teachers deliver instruction and what students learn from those lessons. By using observations and data together, TEAM allows teachers and school leaders to have an ongoing dialogue about how what happens in the classroom impacts student performance. Ultimately, growth in a teacher's skills leads to growth in student achievement. Like the reflective practices the TEAM observation system promotes for educators, the Tennessee Department of Education is committed to reflecting on and refining the observation system through feedback loops and careful study over time. Educators were instrumental in the design of TEAM and will continue to have a hand in refining the system in the months and years ahead.

Guidance on Planning Observations

The planning domain is intended to assess how effectively a teacher plans for instruction. Evidence from the lesson plan and the observation should be used to rate the indicators in the planning domain. A written plan, multiple pages in length is not the focus of the planning observation. **The focus is how teachers plan for instruction.**

- **Purpose and Paperwork** – The observation process is intended to accurately assess every day classroom practice for the purposes of identifying strong classroom practices and areas of refinement. If submitted lesson plans are notably different from the planning a teacher does as a normal course of practice, then the feedback an educator receives on that plan is of limited utility. Educators should not submit, and evaluators should not accept, lesson plans that are excessive in length and/or only developed for review during the educator's evaluation.
- **Lesson Plan Requirements** – It is important to remember that specific requirements for the lesson plan itself are entirely a district and/or school decision. Furthermore, assessment of a teacher's planning should be driven by what is best for student learning. While most teachers will be assessed on planning only once during the year, districts have discretion as to any additional collection of lesson plans.
- **Unannounced Planning Observations** – For unannounced planning, evaluators may collect a lesson plan after the classroom visit. Since the planning domain is intended to assess how effectively a teacher plans for instruction, teachers should share the lesson plan that was used for the lesson observed. Districts and/or schools should provide the parameters for post-visit planning.
- **Resubmitting Lesson Plans** – While the evaluator may ask probing questions in the pre-conference, the educator may not resubmit the lesson plan for scoring purposes. The planning score should be based on the initial lesson plan submission and the observation associated with plan.

TEAM Educator Observation Form

Observer _____

☐ Announced ☐ Unannounced

Teacher Observed _____

School Name _____

Observation Number _____

Date: ____/____/____

Time: _____

Designing and Planning Instruction	Observer Score	Self Score
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		
Learning Environment	Observer Score	Self Score
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Instruction	Observer Score	Self Score
Standards and Objectives ((SO)		
Motivating Students (MS)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing ((LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		

Reinforcement Objective:

Indicator:

Notes:

Refinement Objective:




Indicator:

Notes:





Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):




General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, and provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> few goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards, are rarely logically sequenced, rarely build on prior student knowledge, and inconsistently provide time for student work, and lesson and unit closure; and little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work 	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it, draw conclusions and support them through writing, and connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information, rarely draw conclusions and support them through writing, and rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	Assessment plans: <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.



General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, and some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior but at other times stops the lesson to address it. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment 	<p>The classroom:</p> <ul style="list-style-type: none"> is welcoming to all members and guests; is organized and understandable to all students; has supplies, equipment, and resources easily and readily accessible; has student work on display that frequently changes; and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is welcoming to most members and guests; is organized and understandable to most students; has supplies, equipment, and resources that are accessible; has student work on display; and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting; is not well organized and understandable to students; has supplies, equipment, and resources that are difficult to access; has no student work on display; and is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).
Motivating Students 	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and relevant, coherent, or essential information.




General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent with a beginning, middle, and end. The lesson includes time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but it may be missing closure or introductory elements. Pacing is appropriate for fewer than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
Activities and Materials 	<ul style="list-style-type: none"> Activities and materials include all of the following: <ul style="list-style-type: none"> support the lesson objectives, are challenging, sustain students' attention, elicit a variety of thinking, provide time for reflection, are relevant to students' lives, provide opportunities for student-to-student interaction, induce student curiosity and suspense, provide students with choices, incorporate multimedia and technology, and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. The preponderance of activities demand complex thinking and analysis. Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> Activities and materials include most of the following: <ul style="list-style-type: none"> support the lesson objectives, are challenging, sustain students' attention, elicit a variety of thinking, provide time for reflection, are relevant to students' lives, provide opportunities for student-to-student interaction, induce student curiosity and suspense, provide students with choices, incorporate multimedia and technology, and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> Activities and materials include few of the following: <ul style="list-style-type: none"> support the lesson objectives, are challenging, sustain students' attention, elicit a variety of thinking, provide time for reflection, are relevant to students' lives, provide opportunities for student-to-student interaction, induce student curiosity and suspense, provide students with choices, incorporate multimedia and technology, and incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).

General Educator Rubric: Instruction



	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Questioning 	<ul style="list-style-type: none"> Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions require students to regularly cite evidence throughout lesson. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender. Students generate questions that lead to further inquiry and self-directed learning. Questions regularly assess and advance student understanding. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions usually require students to cite evidence. Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The teacher mostly calls on volunteers and high-ability students.
Academic Feedback 	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, high quality and references expectations. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge 	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in a disconnected manner.
Teacher Knowledge of Students 	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some students' anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking 	<ul style="list-style-type: none"> The teacher thoroughly teaches two or more types of thinking: <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives, analyze problems from multiple perspectives and viewpoints, and monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<ul style="list-style-type: none"> The teacher thoroughly teaches one or more types of thinking: <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives, and analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives, or analyze problems from multiple perspectives and viewpoints.
Problem-Solving 	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing



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