



**College of Education**  
**Office of Educator Preparation**

**Year-Long Residency Handbook**  
**2025-2026**



*Photo Credit: “OEP on the Town” field trip to the Nashville Zoo at Grassmere  
on November 15, 2024*

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# Welcome

Congratulations Teacher Candidates! You have made it to your Year-Long Clinical Residency. 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 preparation of school professionals is a complex process. 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. Teacher preparation programs for undergraduate and graduate programs for the preparation of teachers and related professionals are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The education program at Tennessee State University provides such opportunities for candidates to learn and evaluate theories and principles of sound educational practice. Preparation in the university setting is augmented by the collaboration with classroom school-based mentor teachers and other professionals who guide prospective educators through many hours of practical application in real world settings. 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.

## Overview of the Teacher Education Program

The College of Education (CoEd) offers professional education courses and field experiences for pre-service and in-service early childhood, elementary, middle school, and secondary teachers, counselors, supervisors, administrators, and speech pathologists. The professional education component provided by the CoEd considers both practical and axiomatic knowledge while developing the competencies and confidence necessary for success as a professional educator. All courses, including field experiences, are guided by the Conceptual Framework. The general learning outcomes and the organized theme provide a structure for planning the courses, field experiences and clinical experiences.

## Office of Educator Preparation (OEP) Personnel

Website: <http://www.tnstate.edu/teachercertification>

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### Mission Statement:

Tennessee State University highly values life-long learning, diversity, and commitment to service. The TSU Educator Prep 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 Office of Educator Preparation (OEP)** 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

### Professional Assessments for Tennessee Educators

II. 2.a. (Pedagogical Assessment) Individuals applying for an initial teacher license shall submit qualifying scores on the applicable edTPA® assessment.

III. 4.a. (Specialty Area Content Assessments) **Beginning June 1, 2023**, the submission of qualifying scores on a specialty area content assessment is not required for individuals seeking a practitioner license if the educator has completed a State Board-approved educator preparation program.\*

*\*Biology, Chemistry, English, History/U.S. Government, and Math are excluded from specialty area content assessment.*

### Program Content/Completion

In order to be recommended for an initial teaching license, aspiring educators must successfully complete the program requirements, which include:

- Qualifying Praxis II specialized exam (*if required, for their endorsement area*)
- Coursework affiliated with the following degree program
- Clinical Practicum (one semester), consisting of
  - Four (4) TEAMS evaluations
  - Weekly Log Reflections
  - Submission of edTPA® performance assessment

## **Candidate Support Team**

Each aspiring educator will have a support team that is composed of, at minimum:

- Mentor Teacher
- TSU Master Clinician
- TSU Academic Advisor

In addition, candidates are encouraged to develop their own network of support which may include other teachers in the building and/or content area, professional networks, 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. 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 teacher or master clinician for immediate support. These individuals, or the candidate themselves, should also notify the OEP office. A support plan will then be created that will address the needs of the candidate.

## **Policies related to Residency**

Residency placement policies: The Office of Educator Preparation (OEP) at TSU offers a variety of student teaching placements within the counties that have a partnership/Memorandum of Understanding (MOU) with the university. Every effort is made to place student teachers in schools which best meet needs of student teaching and the Year-Long Residency requirements. Also, except in unusual circumstances, students will not be allowed to student teach in a school from which they have graduated or a school in which a relative is a student, staff member, or board member. Every effort will be made to place students in a location that is no more than 50 miles from their indicated place of residence during student teaching. Transportation to this placement is the responsibility of the student.

## **Special Problems: Withdraw from Teacher Education Program/Residency**

Tennessee State University Teacher Education Program assumes an obligation to the public schools and the students therein. Each Residency candidate is expected to conduct him/herself in a manner consistent with the university's mission and professional disposition of the college. The Mentor Teacher and Master Clinician/University Supervisor can submit a disposition deficiency form in the event **there are dispositional issues that impact the candidate's ability to have a positive impact during Residency. This allows a remediation plan to be established amongst the advocacy team, as a first attempt to eliminate concerns.**

Occasionally, a candidate's performance or other problems are so acute that there is a question concerning his/her continuance in the classroom. Any teacher candidate who fails to act accordingly will be subject to review by the Equity Council. The committee will make recommendations for intervention or disciplinary action, including removal from residency placement and/or the teacher education program.

# Year-Long Residency Overview

## The primary goals of the Year-Long 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. 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.

Our comprehensive, Year-Long Clinical Residency equips teacher education graduates to succeed in urban and rural public schools. The close partnership between university faculty and public-school faculty promotes professional development and innovation among all participants.

Teacher Candidates' tasks are aligned with identified school priorities and needs. Faculty work closely with school administrators and Mentor Teachers to implement meaningful experiences for Teacher Candidates.

**Field Experiences** and **Clinical Experiences** at Tennessee State University are designed based upon a four-tiered scheme, as shown below. This scheme applies to *all* programs, undergraduate post-baccalaureate, and graduate (advanced). Course instructors are expected to identify in course syllabi the experience level(s) for all school-based activities or community-based service-learning activities.

Level I	Level II	Level III	Level IV Clinical
<b>Focused observations</b> for which candidates are <b>not</b> expected to prepare in advance.	<b>Teacher-directed experiences</b> in school/classrooms (or service-learning settings) for which candidates are <b>not</b> expected to prepare in advance	<b>Pre-planned</b> activities with P-12 students, supervised and evaluated by TSU faculty and /or partner school personnel	<b>Student Teaching, Internships, or Practica</b> – supervised by TSU supervisor and classroom teachers, school administrators, or specialists

## Early Childhood Candidates:

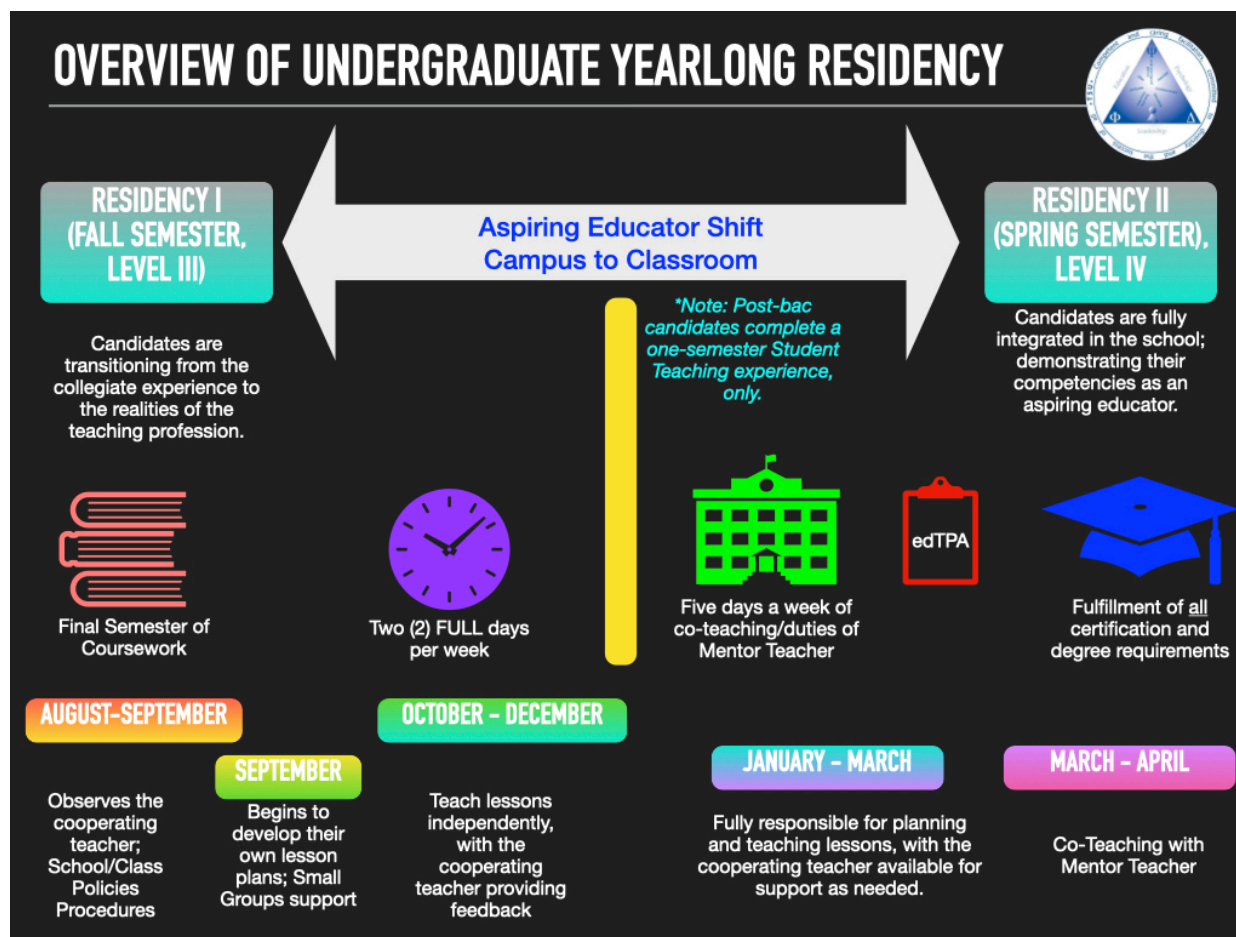
- Residency I and 2- K, 1st, 2nd, or 3<sup>rd</sup> grade inclusive classroom (Residency 1-130 hours; Residency II-15 Weeks full time)

## Elementary Candidates:

- Residency 1 and 2- K, 1, 2, 3, 4, or 5 grade inclusive classroom (Residency 1-130 hours; Residency II-15 Weeks full time)

## Secondary/K-12 Candidates:

- Residency 1 and 2- 6-12/*Secondary* grade classroom or lower and upper/*K-12* grade classroom - (Residency 1-130 hours/Residency II-15 Weeks full time)



## Residency I

The Residency Year is comprised of the final two semesters of the senior year. Candidates enter Residency I as a cohort and are engaged in authentic field-based experiences for **fifty percent** of their **semester credit load**. The remainder of the semester is designated for participation in professional studies and continued involvement in Problem-Based Learning and other effective instructional delivery methods. Candidates are engaged in coursework and experiences designed to develop general and content specific pedagogy. During Residency I, Candidates initiate efforts toward completion of Task 1(Planning), Task 2(Instruction), and Task 3 (Assessment) of the Teacher Performance Assessment (edTPA®).

During Residency I, candidates embark on 130 residential hours in a K-12 classroom. Candidates are placed with a classroom teacher, **2 full days a week**, who will serve as their Mentor Teacher during the year-long clinical placement. The program is structured such that it scaffolds greater responsibility, sequenced observations and participatory experiences, culminating in full time cohort teaching in Residency II.



## Objectives for Residency I

The following objectives serve as a guide for observation and participation activities during Residency I:

1. To become acquainted with the Mentor Teacher and Students.
2. To become familiar with classroom procedures, school policy, duties, and responsibilities of the Mentor Teacher.
3. To participate in individual and small group instruction focused on foundational literacy,
4. To administer (e.g. Oral Reading Fluency-ORF) and review assessment data as appropriate.
5. To assist the Mentor Teacher in grading papers, bus duty, hall duty, cafeteria duty, etc.
6. To begin dialogue relative to Context for Learning i.e., edTPA®, and develop lesson and unit plans.
7. To participate in classroom-based activities involving students' parents and/or family members (parent conferences, open house, etc.)
8. To attend selected school-wide functions (PTA/PTO events, faculty meetings, in-service activities, sports events, etc.)
9. To maintain a weekly reflective journal of observation/participation and organize evidence of performance.

**(Weekly Logs are to be submitted electronically to Master Clinician/University Supervisor and OEP Office throughout the year-long placement.)**

Residency I Candidates typically report to their first assignment within the first two weeks of the fall semester. Candidates are required to log their actual hours spent in service to their assigned classroom/school.

## Residency II / Student Teaching -

Residency II occurs in the spring semester of the senior year. It begins after *Mandatory Spring Orientation*. Candidates spend all day in the classroom five days a week co-teaching. They follow the same schedule as the mentor teacher and the calendar of the assigned school district.

Residency II provides candidates culminating opportunities on which to transition into the profession as competent and caring educators. Candidates are engaged in authentic experiences that will include co-teaching and problem-based learning.

## Objectives for Residency II

- 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.
- To model the standard Code of Ethics for educators at all times.
- To consistently submit all documents in a timely manner (Lesson Plans and Weekly Logs).
- To participate in individual and small group instruction focused on foundational literacy,
- To administer and review assessment data as appropriate (e.g. Oral Reading Fluency-ORF).
- To participate in IEP meetings for students with language disabilities, dyslexia, and other learning difficulties (when applicable)

## Residency Pacing Guide

The plan for Residency provides for the gradual induction of the candidate into teaching (supporting the “campus to classroom” transition). The development of the pacing guide should be a cooperative effort by the Mentor Teacher, Master Clinician/University Supervisor, and the candidate – recognizing that time **MUST** be designated to complete the components for edTPA®. Defined by months, the pacing guide may be modified to support the residents progress – move forward if candidates are ready **but consult master clinician if the resident is falling behind.**

### August - September

- A. Observation – Observe in Mentor Teacher’s classes, learning names and pertinent information about students, techniques used, and materials used.
- B. Teaching – Tutor one student or small group of students, teach one phase of lesson, etc.
- C. Participation – Assist Mentor Teacher in collecting papers, checking attendance, organizing groups, and be involved in some participation from the first day.
- D. Planning – Plans for next week’s teaching are developed cooperatively with the Mentor Teacher. The Mentor Teacher initial plans for teaching.
- E. Conferring – Confer daily with the Mentor Teacher regarding mutual expectations and plans.
- F. Daily Class Schedule – Provide a copy of your daily class schedule to your Master Clinician/University Supervisor on the first visit.

### October - March

- A. Observation – Observation is decreased as teaching responsibilities increase.
- B. Teaching – Teaching responsibility will **increase gradually**. Residency candidates are required to **teach a full schedule for a *minimum* of five (5) weeks in Residency II** to fulfill their edTPA® submission by the scheduled University deadline.
- C. Participation – Participating as necessary for increased responsibility.
- D. Planning – Planning as necessary for increased responsibility
- E. Conferring – Daily conferring with the Mentor Teacher for the purpose of planning and continuous evaluation.
- F. Daily Class Schedule – Provide a copy of your daily class schedule to your Master Clinician/University Supervisor on the first visit.

### April

Gradually return responsibility to the Mentor Teacher so the Residency candidate’s responsibility is concluded by the last day of Residency II (*refer to Appendix - OEP Calendar of Events*). Depending on district policy, candidates may assist with standardized testing as a proctor. In addition, observation in different grade levels and classrooms is recommended during Wednesday, Thursday, or Friday.

#### *Options:*

- a. Taking field trip to see other school(s) and teachers arranged by Mentor Teacher/University Supervisor or other school principal. \*Make sure you have approval from the school – send documentation to OEP office.
- b. Observing other highly recommended teachers in your school – arranged by Mentor Teacher and approved by principal.
- c. Following pull-out student to see how those support programs work in your school.

**At times when Residency candidates are not engaged in one of the approved activities, they are required to observe and assist in their placement classroom.**

# Candidate Assessment

## Residency II Semester Seminar

The Residency II 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. Guest Speakers are also included in the seminar program. Mentor Teachers are invited to attend any of the 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 Mentor Teacher, Master Clinician/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.

## Master Clinician/University Supervisor's Evaluation

*A minimum of seven formal visits is required during the Candidate's placement.*

 Candidates must email their lesson plan 24 hr. prior to each scheduled observation to their clinician.

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. A minimum of seven formal site visits will be scheduled for observation and evaluation. **In Residency I, Candidates will be evaluated three (3) times using the Tennessee Educator Acceleration Model (TEAM) evaluation process. In Residency II Candidates will be evaluated four (4) times using the TEAM evaluation process.** Additional visits include an introductory meeting with the Mentor Teacher and other school personnel to arrange the schedule for the Candidate's activities.

Following an observation, the Master Clinician/University Supervisor will confer with the Mentor Teacher and the Teacher Candidate relative to the Candidate'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 Teacher 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.*

## **Mentor Teacher's Evaluation**

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

*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 weekly conference times for planning and evaluation purposes.*

*The Mentor Teacher is encouraged to keep a log of conference meetings and discussions.*

**The Mentor Teacher will submit a Summative Assessment form at the end of the candidate's placement to the OEP Office (via Master Clinician or to the OEP office).**

## **Course Grades:**

A grade of A, B, C, D, F, W, or I may be assigned to Residency I or Residency II. Any Candidate who makes less than a grade of "B" in Residency II (the Enhanced Student Teaching course) will not be recommended for licensure. Candidates who received a grade of C in the Enhanced Student Teaching course and have met all other requirements including passing edTPA®, may graduate but will NOT be recommended for licensure.

A Teacher Candidate may be withdrawn from Residency II at any time for just cause. 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. However, Candidates who are 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 Master Clinician/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 Master Clinician/University after consulting with the Director of Teacher Education. *Also, the Director of Education reports /confirms the final grade – A, B, C, D, or F to the Records office.*

# Candidate Expectations

## Professional Liability Insurance

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

***\*At no time during the Year-Long Clinical Residency should the Candidate be alone with the student in the classroom.***

## District Calendars

While at the placement school, a Candidate should follow the **district calendar** for all holidays and vacation dates. When Candidates are not taking classes at Tennessee State University, they are expected to participate in their Residency assignment.

## Attendance and School Schedule

A general guideline for beginning the school day is that the Candidates required time of arrival coincides with the expectation for teachers. Two arrival times are important: (1) the time Candidates sign in the office and (2) the time Candidates are expected to be in their classroom. Before the first day in the school Candidates must contact Mentor Teachers to learn of these times. Similarly, the end of the school day will mirror the expectancy for teachers. Of course, there will be conferences and other after school activities that will require attendance at school beyond the typical departure time (i.e, math night, PTO, parent night, professional development sessions, etc.). The Candidates are highly encouraged to participate all after school functions that his/her Mentor Teacher is required to attend. Failure to participate may affect the final grade.

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, or bereavement 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 Mentor Teacher and the Master Clinician/University Supervisor.** Should the Candidate miss more than the two (2) consecutive days, the Office of Educator Preparation must be notified as well. In cases of prolonged or repeated absence, the Master Clinician/University Supervisor and the Office of Educator Preparation will, after consulting with the Mentor Teacher and School Administrator, determine whether the Candidate's clinical experience will be terminated or extended. (*Note:* The absolute limit for the total number of days away *(for any reason)* from an assignment is six (6) days; after 6 days the Candidate will be removed from Student Teaching. If school(s) are officially closed this does not count against the Residency II candidate.)



**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. The Candidate is expected to make arrangements to meet the required time needed to complete an assignment or duty.

**Tardiness and leaving the school early are not permitted.** Candidates 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. Candidates must discuss with their Principal and Mentor Teacher expectations about time of arrival and dismissal.

## **Absences and Holidays**

The Candidate should 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 Master Clinician/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 Master Clinician/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 removal from the program.**

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.*

## **Steps to follow when Candidates are absent**

When Candidates are absent, they must notify their Mentor Teacher and Master Clinician/University Supervisor not later than two hours before school starts. Contact each of the following in this order.

1. Candidate's Mentor Teacher at home or school;
2. Candidate's Master Clinician or University Supervisor at home or TSU;
3. The School Secretary (have that individual leave a message with the principal about Candidate's absence).
4. The Teacher Education & Student Services (OEP) Office.

## Establishing Norms

Candidates must attend the orientation session provided by the principal or Mentor Teacher. It is important for candidates to 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 the specific classroom management guidelines established and implemented by the Mentor Teacher. There will be fewer problems if the Candidate enforces the rules set forth by the Mentor Teacher. Candidates must practice consistency and fairness with students and avoid using discipline measures that have not been approved by the Mentor Teacher. If there are dispositional issues that impact the candidate's ability to have a positive impact during Residency, please complete a *disposition deficiency form* and return to the Office of Teacher Education (see *Appendix*). This allows a remediation plan to be established amongst the advocacy team.


## Reinforcing your Career Readiness Competencies


CAREER READINESS


# Competencies for a Career-Ready Workforce Overview


### Competencies


There are eight career readiness competencies, each of which can be demonstrated in a variety of ways.


 Career & Self Development


 Equity & Inclusion


 Teamwork

 Communication

 Leadership

 Technology

 Critical Thinking

 Professionalism


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### What is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core

[naceweb.org/career-readiness-](http://naceweb.org/career-readiness-)

view workplace and lifelong career management



NACE<sup>®</sup>  
NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

CAREER READINESS COMPETENCIES

The National Association of Colleges and Employers (NACE) is committed to academic programs connecting their experiences to those required in the workforce. In Pre-Residency, candidates focus on Career & Self Development, Equity & Inclusion, Teamwork, and Communication. As Residency, candidates are enriching their competencies in **Leadership, Technology, Critical Thinking, and Professionalism**.

# Definition of Roles

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

## Assistant Dean for Office of Educator Preparation

The Assistant Dean/Director of Teacher Education is responsible for all operations in the Office of Educator Preparation. 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.

<b>Name:</b> Dr. Nicole Arrighi	<b>Phone:</b> 615-963-5482	<b>Email:</b> <a href="mailto:nkendall@tnstate.edu">nkendall@tnstate.edu</a>
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## 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 OEP office Administrative Assistant facilitate and monitor all aspects of the clinical residency.

<b>Name:</b> Mrs. Linda Fair	<b>Phone:</b> 615-963-4885	<b>Email:</b> <a href="mailto:lfair@tnstate.edu">lfair@tnstate.edu</a>
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## 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 Educator Preparation.

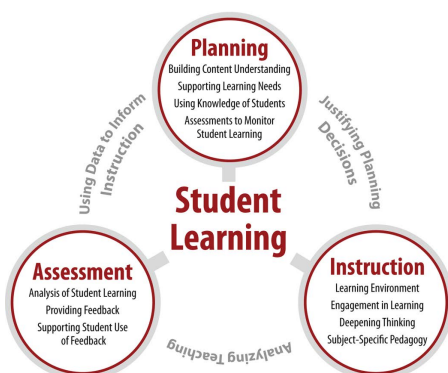
<b>Name:</b>	<b>Phone:</b>	<b>Email:</b>
<b>Name:</b>	<b>Phone:</b>	<b>Email:</b>

## Mentor Teacher (Cooperating Teacher)

The Mentor Teacher provides guidance in assisting the Candidate to develop his/her skills as a classroom teacher. However, this mentoring process requires the Mentor Teacher and the Candidate to work as a 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/University Supervisor collaborate to submit one summative evaluation from each semester on the Residency candidate. The Master Clinician/University Supervisor delivers the evaluation to the Director of Teacher Education program.

<b>Name:</b>	<b>Phone:</b>	<b>Email:</b>
<b>Name:</b>	<b>Phone:</b>	<b>Email:</b>

# 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.**

## edTPA® Professional Development Calendar

Residency candidates that must complete an edTPA® MUST attend the sponsored workshops to support their understanding and readiness for the required performance assessment. These sessions will be **in-person** to ensure candidates receive their handbooks and other support materials for their endorsement area.

AUGUST	FALL SEMESTER 2025
18	TSU Classes Begin
22 🍎	<b>Residency I, Fall Orientation</b>
25/26	<b>Residency I Begins</b> ( <i>Residency I</i> candidates report to their assigned schools)
SEPTEMBER	
12 🍎	<b>Residency I, PD Meeting</b> – “edTPA® : Wise to Get Organized”
OCTOBER	
24 🍎	<b>Residency I, PD Meeting</b> – “edTPA® : Making Good Choices”
NOVEMBER	
DECEMBER	
JANUARY	SPRING SEMESTER 2026
12 🍎	<b>Residency II Spring Orientation</b> , including PD Meeting – “edTPA® : Respect the Rubrics”
13	<b>Residency II Begins</b> (Residents report to their assigned schools)
FEBRUARY	
MARCH	
19 🕒	<b>edTPA® Submission Deadline (by 11:55pm; Residency II (UG) /Student Teachers (G))</b> >Scores reported to profile by April 9, 2026

*\*Dates subject to change*



Volunteers for TSU Kids Day on February 6, 2025.

From Left to right: Maliyah Rogers, Mariah Harper, Karrington Henry, & Cayla Williams.



# 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 \(MCEE\)](#)



# \*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><b>Co-Teaching is an Attitude...</b>  <b>An attitude of sharing the classroom and students</b></p> <p><b>Co-Teachers must always be thinking</b></p> <p><b>We're Both Teaching!</b></p>	<p><b>Data show Co-Teaching is a way...</b></p> <ul style="list-style-type: none"> <li>✓ to build stronger connections between universities and school partners;</li> <li>✓ to provide both support and professional development for cooperating teachers;</li> <li>✓ to increase opportunities for placements;</li> <li>✓ to better meet P-12 student needs;</li> <li>✓ for teacher Candidates to have more opportunities to teach;</li> <li>✓ for teacher Candidates and cooperating teachers to enhance their communication skills;</li> <li>✓ to induct and mentor teacher Candidates.</li> </ul> <p>✓ for teacher Candidates and cooperating teachers to build strong relationship;</p>
<p><b>Why Co-Teach?</b></p> <ul style="list-style-type: none"> <li>✓ Increases instructional options for all students</li> <li>✓ Addresses diversity and size of today's classrooms</li> <li>✓ Enhances classroom management</li> <li>✓ Provides mentoring and guidance throughout the experience</li> <li>✓ Creates an opportunity to plan, teach and evaluate as a team</li> <li>✓ Helps develop knowledge, skills and dispositions for teaching</li> <li>✓ Improves the academic performance of students in the classroom</li> </ul>	<p><b>Co-Teaching Strategies</b></p> <p><b>One Teach, One Observe</b> — 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><b>One Teach, One Assist</b> — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.</p> <p><b>Station Teaching</b> — 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><b>Parallel Teaching</b> — 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><b>Supplemental Teaching</b> — 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><b>Alternative/Differentiated Teaching</b> — 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><b>Team Teaching</b> — 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 &amp; Friend (1995)</small></p>
<p><b>Co-Teaching is NOT:</b></p> <ul style="list-style-type: none"> <li>✓ A less rigorous student teaching experience or easier for teacher Candidates;</li> <li>✓ One person teaching one subject or period followed by another who teaches a different subject or period;</li> <li>✓ One person teaching while another person prepares instructional materials or sits and watches;</li> <li>✓ When one person's ideas prevail regarding what will be taught and how it will be taught.</li> </ul>	<p><b>Co-Teaching Won't Happen Without PLANNING. Pairs Are encouraged to:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Designate a co-planning time.</b> 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.</li> <li>✓ <b>Try each co-teaching strategy.</b></li> <li>✓ <b>Adjust the lead role.</b> Lead of the planning shifts from the mentor teacher (early in the experience) to the teacher Candidate as the experience progresses.</li> </ul>
	<p><b>For more Information:</b>  <b>Office of Educator Preparation</b>        Room 350 Avon Williams Campus - Tennessee State University        330 10<sup>th</sup> Avenue North, Nashville, TN 37203        Office Phone: 615-963-5459        Email: <a href="mailto:teachercertification@tnstate.edu">teachercertification@tnstate.edu</a></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 2025-2026

## College of Education - Office of Educator Preparation (OEP)

JULY	SUMMER SEMESTER 2025
28 🍎	Graduate Orientation (Job-Embedded), Fall Orientation
AUGUST	FALL SEMESTER 2025
18 📖	TSU Classes Begin Mentor Teacher Orientation, 5pm
22 🍎	Pre-Residency I & Residency I, Fall Orientation
25/26	<b>Residency I Begins</b> ( <i>Residency I</i> candidates report to their assigned schools)
28	MNPS Mentor Teacher Institute
SEPTEMBER	
1	<b>Holiday – Labor Day</b>
5	
12 🍎	Residency I, PD Meeting – “edTPA: Wise to Get Organized”
15 📝	<b>Deadline:</b> Admissions to Instructional Leadership Application
19 👤	University Career Fair
26	
29 📝	<b>Deadline:</b> TEAMS evaluation #1 to OEP office
	<b>MIDTERM EXAMINATION WEEK (until October 4)</b>
30 ⚠️	<b>Residency I Late Deadline to Submit Qualifying Praxis II Scores</b>
OCTOBER	
3	
10	
12-18	🦊 <b>HOMECOMING WEEK</b> 🦊
20-21	<b>Fall Break</b> (Residency I Candidates will maintain their field placement schedule)
23 🕒	<b>edTPA Submission Deadline (by 11:55pm; Fall 2024 student teachers only!)</b> >Scores reported to profile by November 13, 2025
24 🍎	Residency I, PD Meeting – “edTPA: Making Good Choices”
30 🕒	<b>Residency II (UG)/Student Teaching (G) Application Deadline</b>
📝	<b>Deadline:</b> TEAMS evaluation #2 to OEP office
31	

*\*Dates subject to change*



<b>NOVEMBER</b>	
7	
10-13	<b>Interviews TEP – Res II / Grad Student Teachers</b>
14	
17-21	<b>AMERICAN EDUCATION WEEK</b>
21	<b>**Last Day for Residency I (UG)/Student Teaching (G)</b>
26-30	<b>Thanksgiving Holiday – No classes</b>
<b>DECEMBER</b>	
1 📝	<b>Master Clinician/University Supervisor Grades and Paperwork Deadline</b> <b>**Deadline</b> for Submission of <b>final grades</b> , travel forms, and TEAM Evaluation #3 from Clinicians and Supervisors
1-4	<b>Exit Interviews (graduate candidates only)</b>
6 🎓	Fall 2025 Commencement
16	Records Office releases all posted grades via “MyTSU”
24 – JAN 1	HOLIDAY BREAK - University Closed
30 🔔	Request official transcript from <a href="#">Parchment</a> to OEP (once degree has posted)
<b>JANUARY</b>	<b>SPRING SEMESTER 2026</b>
12 🍎	TSU Classes begins <b>Residency II/ Student Teaching, Spring Orientation</b> , including PD Meeting – “edTPA® : Respect the Rubrics” <b>Submit Housing Request for Spring Break</b>
13	<b>Residency II – Begins</b> (Student Teachers report to their assigned schools)
16 🍎	<b>Pre-Residency II, Spring Orientation</b> , including PD Meeting – “What is edTPA?”
29	<b>Holiday- MLK Day</b>
23	
30	<b>Deadline:</b> Admissions to Instructional Leadership Application
<b>FEBRUARY</b>	
6	
13	
20	
23-27	Mid-term Examination Week – all classes meet as scheduled <b>**Deadline for Mid-Term Grades March 4</b> <b>Deadline:</b> TEAMS evaluation #4 to OEP office
27	

*\*Dates subject to change*

<b>MARCH</b>	
2-7	TSU Spring Break ( <i>Student Teachers follow their assigned School District's calendar</i> ) <b>Xtreme Spring Break</b>
13	
19🕒	<b>edTPA Submission Deadline (by 11:55pm; Residency II (UG) /Student Teachers (G))</b> >Scores reported to profile by April 9, 2026
20📝	<b>Deadline:</b> TEAMS evaluation #5 to OEP office
27	
30	<b>Admissions to Teacher Ed. (UG)/ (G), Intent to Enter Residency I, Student Teaching (G) Application Deadline</b>
<b>APRIL</b>	
3	<i>Good Friday</i>
10📝	<b>Deadline:</b> TEAMS evaluation #6 to OEP office
13-17	<b>Admissions to Teacher Education Interviews</b>
22📝	<b>Deadline:</b> TEAMS evaluation #7 to OEP office
24	<b>** Last Day for Residency-II /Student Teaching</b> <b>Pre-Residency II Deadline to Submit Qualifying Praxis II Scores</b>
27-30🔊	<b>Exit Interviews: Residency II, Student Teaching, and Clinical Placements</b>
30📝	<b>Deadline</b> for Submission of <b>final Grades</b> , travel forms, all TEAM and Summative Evaluations from Clinicians and Supervisors.
<b>MAY</b>	
1🎓	Spring 2026 Graduate Commencement
2🎓	Spring 2026 Undergraduate Commencement
7	Faculty must have posted all grades via "MyTSU"
12	Records Office releases all posted grades via "MyTSU"
30🔔	Request official transcript from <a href="#">Parchment</a> to OEP Office (once degree has posted)

*\*Dates subject to change*

#### Contact Us:

<b>Dr. Nicole Arrighi</b>	<b>Assistant Dean</b>	<a href="mailto:nkendall@tnstate.edu">nkendall@tnstate.edu</a>	<b>615-963-5482</b>
<b>Mrs. Zora Bates</b>	<b>Program Coordinator</b>	<a href="mailto:zbates@tnstate.edu">zbates@tnstate.edu</a>	<b>615-963-5459</b>
<b>Mrs. Linda Fair</b>	<b>Field Experience/Placement Coordinator</b>	<a href="mailto:lfair@tnstate.edu">lfair@tnstate.edu</a>	<b>615-963-4885</b>

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Phone: (615) 963-5459  
Email: [teachercertification@tnstate.edu](mailto:teachercertification@tnstate.edu)





# 2025 TEACHING TIGERS SIGNING DAY

## MRS. NATALEE THOMPSON



2ND GRADE

Station Camp Elementary  
Sumner County



TSU-25-574(A)-7a-13306 - Tennessee State University is an AA/EEO employer.

### General Guidelines for Completing Residency Year

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 Educator Preparation only due to the most extenuating circumstances. If there are extreme extenuating circumstances a written request with specific reason(s) must be submitted to the Director of Teacher Education & Student Services.
4. Generally, teacher Candidates start their Residency II 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 placement.
6. During the Residency II semester, Candidates are not allowed to take classes other than Student Teaching and the Residency II / Enhanced Student Teaching Seminar.

7. Outside employment is discouraged during the Residency 2 semester. Candidates cannot be excused from their Residency II 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. **There are no excused absences during Residency II and any days missed due to illness, or bereavement must be made up.**
9. Teacher Candidates must go to 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 a 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 or University Supervisor when needed.

### **Teacher Candidates / Interns as Substitute Teacher (Guidelines)**

**\*Residency-II/Student Teachers ONLY**

#### **Policy:**

Teacher Candidates may substitute for their Mentor Teacher if their education institution chooses to participate in this arrangement under the following conditions. ***This policy is in effect until the teacher candidate completes the Teacher Education Program.***

#### **Steps:**

1. When the teacher candidate has completed a substitute application form, has attended a substitute teacher orientation workshop and has registered with the system, not earlier than the fourth week of student teaching; and when the Mentor Teacher, Master Clinician / University Supervisor, Principal and Teacher Candidate feel confident that the teacher candidate is ready to assume the responsibility; all parties should be involved in the decision,
2. Teacher candidate may only substitute for their Mentor Teacher while completing their student teaching experience,
3. Teacher candidates may be used as a substitute teacher **no more than five times** during their entire student teaching experience.
4. Finally, the decision must be approved by the Director of Teacher Education at Tennessee State University.



**Field Experience/Observation Location:** \_\_\_\_\_

[illegible]

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**TSU TEACHER EDUCATION PROGRAM**  
***YEAR-LONG RESIDENCY***

☒ **Admission to the Teacher Education Program (Pre-Residency)**

☒ **Admission to Year-Long (Residency – Junior Year)**

Admission typically occurs in the spring semester of junior year. Once admitted, candidates begin Residency in the fall semester of the senior year.

☐ **Residency I (Fall Semester):**

- Complete final semester of methods courses aligned with Field Study III
- Maintain the minimum 2.75GPA on a 4.0 scale
- **Submit all passing scores in your Praxis II endorsement area ⚠, due September 30, 2024.**
- Apply for to Enter into Residency II, **deadline: October 30, 2025**

☐ **Residency II /Student Teaching (Spring Semester):**

- Attend educational seminar
- Complete Senior Exit Exam
- File for Graduation in MyTSU
- Submit edTPA® portfolio by institutional deadline: **March 20, 2026**
- Complete teacher education exit survey and interview



## Admissions to Residency II (UG) Application

Deadline: **October 30** – *This form must be TYPED.*

This form is to serve as a declaration of my intent to enter **Residency II** during the \_\_\_\_\_ Semester of 20\_\_\_\_. I understand that I must have registered, taken, and received scores for the Praxis II Content Knowledge Exam that pertains to my area of sought licensure. I also understand that once admitted into Residency II, I must ***take and pass*** the edTPA performance assessment to be recommended for a practitioner-  
license in Tennessee.

**Major:**      ☐ Early Childhood      ☐ Elementary      ☐ Secondary/All Grades  
Subject: \_\_\_\_\_

\_\_\_\_\_  
**Student's Name (Print)**

\_\_\_\_\_  
**T#**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Email Address**

\_\_\_\_\_  
**Phone#**

☐ [Two \(2\) Disposition Assessment Form](#) – *Residency II/Student Teaching*

➤ #1 Disposition [Master Clinician/University Supervisor] \_\_\_\_\_

➤ #2 Disposition [Mentor Teacher] \_\_\_\_\_

**\*Please return this document to the Office of Educator Preparation. Clay Hall, 112 or via email at [teachercertification@tnstate.edu](mailto:teachercertification@tnstate.edu)**

**OEP Office Only**

**Date Received** \_\_\_\_\_ **By** \_\_\_\_\_

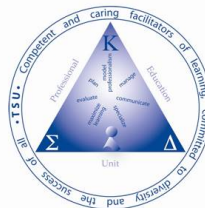
Application for Residency (Semester/Date): \_\_\_\_\_

Interview Date: \_\_\_\_\_

☐ Approved

☐ Denied

Reason for Denial:



## Process for Assessing Teacher Candidates' Disposition

Tennessee State University Teacher Education Program assumes an obligation to the PK-12 public schools and to the students therein. Therefore, each teacher education candidate is expected to conduct him/herself in a manner consistent with the university's mission and professional dispositions of the college.

The College of Education conceptual framework promotes the development of its teacher candidates as facilitators of learning—caring, competent professionals with a multicultural perspective. Candidates are expected to demonstrate behaviors that are indicative of dispositions characteristic of effective teachers and align with the INTASC standards.

Teacher candidates will be made aware of disposition expectations upon their admittance into the teacher education program. However, discussions on professional growth and etiquette will be reinforced in pre-requisite courses, student advising, and pre-professional student organizations.

In the TSU teacher education program, teacher candidates are expected to demonstrate professional dispositions throughout their program (refer to Disposition Matrix). Ten (10) courses have been targeted to assess student disposition: **EDCI 2010, EDCI 2100, EDSE 3330, EDCI 3120, EDCI 3500, EDCI 2200, EDLI 3500, EDCI 4190, EDCI 3220, EDLI 4500, EDCI 3870, EDLI 4910, EDCI 4550, EDCI 4600, EDCI 4620, EDCI 4705, EDCI 4706, and EDCI 4720.**

Post-baccalaureate candidates enrolled in the licensure courses are also subject to the same dispositional guidelines as undergraduate majors. The following courses have been targeted to assess student disposition at the post-baccalaureate: **EDCI 5000, EDCI 5840, EDSE 5530, EDCI 5190, EDLI 5610, EDCI 5715, EDCI 5290, EDCI 5830, EDCI 5820, EDCI 5270, and all EDSE courses under the Interventionist program.** These course instructors will check each candidate's proficiency and report any deficiencies for targeted dispositions.

Disposition deficiencies are not seen as weaknesses, but areas of improvement for teacher candidates. Once a disposition deficiency is reported, the instructor and/or PK-12 teacher will meet with candidate to discuss deficiency report and develop a remediation plan. Candidate will be given a copy of remediation plan and any other form requiring their signature.

College instructors and/or PK-12 teachers working with the teacher candidate can report disposition deficiencies (see DDF-1). Early deficiency reports can be provided to student on/before midterm week. Final reports will be submitted at the end of each semester (with any preliminary forms). The Professional Education Committee will monitor candidate's file for additional DDF forms. A candidate receiving a total of four (4) disposition deficiency forms may be subject to probation or removal from teacher education program.

### **Remediation Step 1:**

Upon receiving first disposition deficiency report (DDR), the candidate will complete remediation plan and adhering to recommendations provided by instructor and/or PK-12 teacher.

### **Remediation Step 2:**

*(Candidate has received a second DDR.)*

In addition to completing a remediation plan (as indicated in RS1), candidate will meet with advisor within seven (7) days for academic and portfolio analysis. Advisor may submit additional recommendations to the remediation plan to deter any future DDR.

### **Remediation Step 3:**

*(Candidate has received a third DDR.)*

Remediation Steps 1 and 2 are followed; however, candidate is *not* able to amend the timeframe for DDR.

Candidate will sign a form acknowledging that a fourth DDR may result in probation or removal from teacher education program. Candidate's name is submitted to Teacher Education Office (105 Clay Hall) to be compiled for further analysis of increased intervention services.

### **Remediation Step 4:**

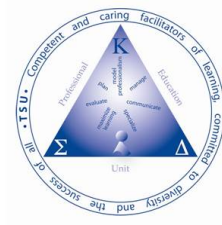
*(Candidate has received a fourth DDR.)*

Candidate is subject to dismissal from the Teacher Education program.

**Candidate has the right to appeal; however, request must be filed within seven (7) days.**



TENNESSEE  
STATE UNIVERSITY



**Disposition Deficiency Form  
Remediation Plan**

Candidate \_\_\_\_\_ Faculty/PK-12 Teacher \_\_\_\_\_

Candidate's Deficiency Report: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ Early/Midterm ☐ Final

*\*Any candidate receiving a total of four (4) deficiency reports may be subject to probation or removal from the teacher preparation program.*

Disposition Deficiency (check all that apply):

- ☐ Academic  
☐ Attendance  
☐ Clinical Performance  
☐ Professionalism

Explanation: \_\_\_\_\_

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Please explain disposition deficiency/deficiencies. \_\_\_\_\_

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In order to remedy noted deficiency/deficiencies, the candidate will \_\_\_\_\_

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Will candidate need to provide any documentation/artifact for proficiency ☐ Yes ☐ No. If yes, explain

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Candidate will be expected to address recommendation of this plan by \_\_\_\_\_.

I, \_\_\_\_\_, have reviewed my remediation plan and acknowledge that the noted recommendations will assist in my professional development. I agree to adhere to the expectations of this plan within the required timeframe. Furthermore, I am aware that any additional deficiency reports may require further remediation plans and possibly removal from the teacher education program.

Student Signature

Date

Faculty/PK-12 Teacher

Date

# 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.

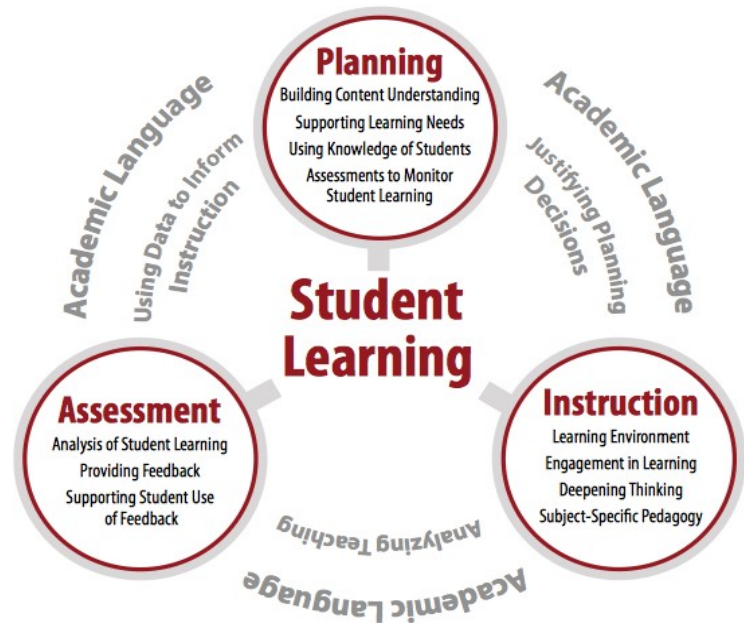
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

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 Educator Preparation**

**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. In the course of 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:** \_\_\_\_\_



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

## General Educator Rubric: Environment



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

## General Educator Rubric: Instruction



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






## General Educator Rubric: Instruction

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

## General Educator Rubric: Instruction



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

## General Educator Rubric: Instruction

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



## General Educator Rubric: Instruction

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

## Residency I Lesson Plan

<b>Candidate:</b>	<b>School:</b>	<b>Mentor Teacher:</b>	<b>Grade:</b>
<b>Lesson Title:</b>		<b>Lesson Number # out of # (e.g. 3 out of 5)</b>	

### Identify the Lesson Essentials to Achieve the State Standard

**Learning objectives** are observable, measurable, thoughtfully written, and aligned with the state academic standards for the appropriate subject and grade level. Each objective must have an assessment.

Use TLWBAT (The learner will be able to...) for each objective. You need a minimum of one objective for each lesson.

*Ask yourself:*

*What do I want the student to know/think/do after the lesson? How will I measure it? Do I need to modify the assessment to meet individual student needs?*

<b>Objective 1:</b>	Standard:	Assessment: <input type="checkbox"/> Formative <input type="checkbox"/> Summative <i>Description...</i>  <i>Evaluation Criteria:</i>	Modifications:
<b>Objective 2:</b>	Standard:	Assessment: (Attach assessments.) <input type="checkbox"/> Formative <input type="checkbox"/> Summative <i>Description...</i>  <i>Evaluation Criteria:</i>	
<b>Objective 3:</b>	Standard:	Assessment: <input type="checkbox"/> Formative <input type="checkbox"/> Summative <i>Description...</i>  <i>Evaluation Criteria:</i>	

### Information about the Students and Best Practice That Impacts Instruction and Assessments

**Context for Learning:** *Describe the students in the class (number, gender, ethnicity, IEPs/504s, English Language Learners). For students with IEPs/504s Plans, include type of supports, accommodations, modifications, and IEP goals. Describe the students with Language Needs including supports, accommodations, modifications. Describe the students with Other Learning Needs including supports, accommodations, modifications.*

**Prior Academic Knowledge and Requisite Skills:** *Considering the standards and objectives for this lesson, describe what students already know and can do before this lesson is attempted. What are they still learning to do?*

*Ask yourself:*

*What do my students already know about this topic? What skills and understandings are required for success with this lesson? What measure of student readiness, interest, learning profile, and cultural considerations can I use for the purposes of differentiating instruction?*

*What can I do to connect the lesson to the students' prior knowledge and experiences?*

**Theoretical Principles and/or Research Based Practices:** *Why are the learning tasks for this lesson appropriate for the students? What is the theory or research-based practice that serves as the guidance for this lesson and the activities?*

**Central Focus:** *What is the Central Focus of the Lesson? What content knowledge and skills will students develop in this lesson?*

### Lesson Procedures

#### **Set Purpose and Engage:**

*Ask yourself:*

*What can I ask to help point the students toward the objectives?*

*What can the students do to help themselves mentally prepare for the lesson?*

*How can I make the purpose of the lesson clear?*

*How can I engage/hook students in the lesson?*

#### **Instruction:**

Step-by-step presentation of the lesson, in which instruction uses the gradual release of responsibility to include modeling (“**I do**”), guided practice in assisting students with what they have just learned (“**We do**”), and/or independent practice (“**You do**”). Uses a variety of instructional strategies and formative assessments to scaffold and monitor student understanding. Create authentic learning experiences that mirror what professionals do in this discipline.



### **Differentiated Instruction & Targeted Supports (IEPs, 504s, ELLs, other learning needs)**

Planning strategies & supports to insure that all students receive instruction appropriate for their needs

*Ask yourself:*

*What differentiation will I provide for differences in readiness, interest, or learning profile?*

*How can I extend and enrich learning for students who demonstrate proficiency?*

*How can I assure learning for students who lack readiness for the skills or concepts being taught?*

*How will I provide access to the academic content and/or make modifications for specific students whose primary language is one other than English?*

*How will I provide access to the academic content and/or make modifications for specific students who have an IEP or other learning differences, including giftedness?*

### **Closure:**

To review, reinforce, summarize, and restate the objectives of the lesson

How will you ask your students to think about how they practiced the discipline in which you are teaching that day? (Example-How did you think like a mathematician in this lesson?)

**Cross-curriculum Connections & Disciplinary Literacy:** Intentional connection(s) within the lesson with shared grade level outcomes & integration of literacy of the discipline.

*Ask yourself:*

*How does this lesson connect with other content area standards?*

*How does this lesson make demands on reading, writing, speaking, listening, critical thinking, and problem solving?*

*How am I supporting students?*

### **Materials, Resources, and Technology**

List of student and teacher needs

*Ask yourself:*

*What books, supplies, handouts, supplementary items, technology/media resources, equipment, or other materials are used to interactively engage student learning?*

### Planning to Use and Support Academic Language Demands

**Language Function** *What is the language function that students will use in this lesson? (see resources provided by your instructor and/or your edTPA®handbook for suggestions). The language function is the purpose for using language. The content and focus of learning tasks are often represented by the overall active verb (or language function). The language function essential for students to develop in this lesson is \_\_\_\_\_.*

*For example, 1) Students will be to compare the (\_\_\_\_) of various (\_\_\_\_) in the classroom/lesson, 2) Students will be able to explain what strategy (ies) they used to (\_\_\_\_) a (\_\_\_\_), 3) Students will be able to describe the specific (\_\_\_\_) of a (\_\_\_\_).*

### Vocabulary

List and define Tier II (domain-specific or instructional vocabulary) and Tier III words (specialized terms), phrases and symbols used within this lesson. Describe how students will learn the meaning of and use these terms.

### Language Supports

How will you support the development and use of the language function and vocabulary? Consider modeling, providing examples, anchor charts, word walls, collaborative learning, and/or sentence starters. Describe how you will support the whole class and individuals and/or groups of students with similar needs.

## Analyzing Teaching

To be completed after the lesson has been taught.

**Describe one thing that you thought went well during the lesson (instruction time, structured practice, assessment) and explain why that was so.**

Describe one thing that you thought went well during the lesson (instruction time, structured practice, assessment) and explain why that was so. Describe one thing that could have been better? Explain why that would have been better aligned with educational/theory or theorist and practice.

### **Analyze the Assessment Data Collected in This Lesson:**

Explain what the students know, can do, and understand in relation to their performance on the assessment. Begin with the percentages of students or the number of students who answered with correct or incorrect responses. Then, describe the patterns of student learning that identifies specific content understandings or misunderstandings, or partial understandings that are evident in the quantitative differences.

For example, in a lesson focused on analyzing characters, "Most students are able to describe the characters and use evidence from the story to support their answers. They are also able to identify the physical characteristics; however, they struggle describing the character's actions and motives."

**Classroom Management:** What changes need to be made in classroom and behavioral management as you prepare for the next lesson?

**Proposed Changes and Justification:** *If you could teach this lesson to the same group of students again, what would you change about the engagement, instructional strategies, structured practice, closure, or assessment(s) for the whole class, small groups, or individuals, exceptional needs, and others?*

## Residency I Lesson Plan Rubric

Criteria	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Learning Objectives</b>  <b>CAEP R1.2</b>	Learning objectives are clear and measurable and connected to appropriate content standards	Learning objectives are somewhat measurable and connected to content standards.	Learning objectives are unclear and loosely connected to content standards	Learning objectives inappropriate for the subject area or developmental level of learners.
<b>Assessment</b>  <b>CAEP R1.2, 1.3</b>	Assessments are clearly aligned with stated objectives & language demands. Measurable evidence of all students' knowledge and progress will be gathered in multiple ways throughout the lesson, including student products requiring writing, speaking, and/or visual representation.	Assessments are aligned with objectives & language demands. Evidence of all students' progress will be collected in more than one way during the lesson including student products connected to writing, speaking and/or visual representation.	Assessments tangentially aligned with objectives & language demands. Evidence of some students' progress will be gathered during the lesson and include student work.	Assessments are not connected to objectives or language demands. Minimal evidence of student progress monitoring is present.
<b>Set and Engagement</b>  <b>CAEP R1.2, R1.3</b>	Uses a creative initiating activity or questions to stimulate interest in the lesson and to activate and build upon prior knowledge; explains the purpose(s) of the lesson and connects to students' lives, interests, culture, or background knowledge.	Implements an initiating activity or questions to start the lesson, determine & build upon prior knowledge; explains the purpose(s) of the lesson to stimulate interest.	Attempts to implement an initiating activity or questions; explains little about the purpose of the lesson. Minimal attempt in using the lesson to excite student interest or explain lesson's purpose.	Illogical introduction or has no initiating activity and does not explain the purpose of the lesson.
<b>Instruction and Scaffolding</b>  <b>CAEP R1.3</b>	Organizes lesson components that skillfully and logically build upon one another, providing time for modeling ("I Do"), guided ("We Do"), and/or independent practice ("You Do"). Lesson tasks are connected to theory and/or research based best practices.	Organizes activities to flow logically with time for modeling ("I Do"), guided ("We Do"), and/or independent practice ("You Do"). Lesson tasks are somewhat connected to theory and/or research based best practices.	Organizes activities include modeling and student practice but may be lacking key supports. Lesson tasks are loosely connected to theory and/or research based best practices.	Activities are not organized to include modeling and student practice.
<b>Closure</b>  <b>CAEP R1.3</b>	Clearly and effectively reviews, reinforces, and summarizes the learning objectives and purpose(s) of the lesson & gauges student understanding to inform future instruction. Students can show what knowledge has been gained as a result of the lesson.	Reviews, reinforces, and summarizes learning objectives and purpose(s) of the lesson; gauges student understanding to inform future instruction.	Attempts to review, reinforce, and/or summarize learning objectives and purpose(s) of the lesson, but does not gauge student understanding.	Does not review, reinforce, or summarize learning objectives and purpose of the lesson. No evidence of gauging student understanding.

<b>Differentiated Instruction and Culturally Responsive Teaching</b>  <b>CAEP R1.1, R1.2, R1.3, R1.4</b>	Instruction is designed to meet all students' individual needs; plans for remediation and extensions of learning (including modifications for ELL and students with special needs); uses flexible groups, centers, individualized instruction, or cooperative groups; gives students opportunities for choice.	Instruction includes some variety to meet students with different needs; (including modifications for ELL and students with special needs) plans for remediation and/or extensions of learning.	Instruction may provide different modes of instruction. If differentiation is used, students' learning abilities are not used to create groups or targeted activities.	Instruction does not acknowledge differences in students' abilities, provides one mode of instruction, and/or requires an abundance of independent student work without instruction.
<b>Texts, Resources, &amp; Technology</b>  <b>CAEP R1.2, R1.3, R1.4</b>	Texts & resources are engaging, relevant, authentic, and rigorous, requiring all students to showcase their comprehension Integrates technology as a learning tool for students.	Texts & resources are appropriate, challenging, and relevant to topic and promotes thinking in most students. Technology is integrated into the lesson.	Texts & resources are adequate but generic or lacking relevance to students and/or topic. Technology was used to prepare the lesson.	Texts & resources are lacking, of poor quality, or are not used. Technology is not used.
<b>Content &amp; Pedagogy Knowledge</b>  <b>CAEP R 1.2</b>	Lesson reflects in-depth knowledge of the subject matter & disciplinary literacy, related academic language/vocabulary, and how to appropriately teach it with relevance; applies research-based practices and strategies and intentionally explores connections with other disciplines	Lesson reflects a foundational understanding of the subject matter as well as related academic language/vocabulary and how to appropriately teach it; some research-based practices and strategies and cross-curricular connections are included.	Lesson reflects some gaps in understanding of the subject matter and related academic language/vocabulary and/or how to appropriately teach it; cross-curricular connections are lacking or irrelevant.	Lesson reflects a limited or incorrect understanding of the subject matter & related academic language/vocabulary and how to appropriately teach it to students; no cross-curricular connections.
<b>Writing of Lesson Plan</b>  <b>CAEP R1.4</b>	Follows required lesson plan format to produce a sequential, logical, detailed plan that could easily be taught by others. Consistently models clear writing with few spelling or grammatical errors. Uses professional tone and formal register.	Follows required lesson plan format to produce a focused plan with enough detail to be taught by others. Some spelling or grammatical errors. Tone reflects formal register.	Follows required lesson plan format, but lacks detail. Could not be easily taught by someone else. Frequent errors in spelling or grammar. Occasional lapses into casual register	Missing sections of the required lesson plan format or lacking completeness, clarity, or logic. Distracting errors in grammar and spelling. Tone of writing is overly casual in register.

Name of Teacher Candidate \_\_\_\_\_ Major \_\_\_\_\_ Course \_\_\_\_\_

Completed by (circle one):     *Mentor Teacher*     *University Supervisor*     *University Faculty*     *Other Qualified Observer*

## Residency II Lesson Plan (edTPA aligned)

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

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

<b>Central Focus</b>	What is the central focus for the content in this learning segment?
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<b>State Content Standards</b>	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 <b>highlight the part(s)</b> that are relevant.
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<b>Learning Objectives</b>	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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<b>Assessment:</b> 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)		

<b>Instructional Strategies and Learning Tasks:</b> Describe specifically what you and the students will be doing.	
Describe how you begin the lesson to engage and motivate students in learning.	

<p>Explain how you will introduce and develop students' understanding of the lesson objectives.</p> <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><b>Structured Practice</b></p> <p>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> <p>Describe how you will formally and informally know the students are meeting the intended learning objectives.</p>	
<p><b>Closure:</b> 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>	
<p><b>Materials:</b> List the materials, resources, equipment, and technology needed for this lesson. Detail what is used by the teacher and what students will use.</p>	
Teacher Materials	
Student Materials	

## Residency II Lesson Plan Rubric

Element	Exemplary—4	Proficient—3	Developing—2	Emerging—1
<b>Central Focus State Content Standards</b>	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.

<b>Learning Objectives</b>	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
<b>Instructional Strategies and Learning Tasks</b>	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 will know if the students are meeting the intended learning objective.	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 provides a closure of the lesson with a summary.	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 students; however, it is done	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. The candidate provides a very limited description of what the students will be doing.

	<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 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>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 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>
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> <p>Tells what type of assessment it is</p> <p>Provides a detailed description of the assessment and states if it is formative or summative in nature.</p> <p>Provides a rubric for the assessment.</p> <p>Describes how the assessment will be modified so that all students can demonstrate their learning of the content objective.</p> <p>Explains the evaluation criteria that will be utilized to determine if the student has met the learning objective.</p>	<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> <p>Provides a description of the assessment and states if it is formative or summative in nature.</p> <p>Describes how the assessment will be modified. Explains the evaluation criteria that will be utilized.</p> <p>The candidate determines if the assessment should be used again in the future.</p>	<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"> <li>States if it is formative or summative in nature</li> <li>Provides a brief description of how the assessment will be modified. Explains the evaluation criteria that will be utilized.</li> </ul>	<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:				



“The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.”

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