



TENNESSEE STATE UNIVERSITY

College of Education

Office of Educator Preparation

Job-Embedded Candidate Handbook 2025-2026



Revised: July 2025

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Dr. Nicole Arrighi, Assistant Dean for Office of Educator Preparation, revised current edition.



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

Welcome

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

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

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

Office of Educator Preparation Representatives:

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Mission Statement:

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

The 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.

Job-Embedded Pathway

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

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

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

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

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

Program Content/Completion

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

- Qualifying Praxis II specialized exam (*if required, for admission to university*)
- Graduate coursework affiliated with the following master's degree:
 - Elementary Education (Grades K-5); 33 credit hours
 - Curriculum & Instruction, Secondary School Instruction (Grades 6-12 or K-12); 33 credit hours
- Participation in Alternative License Seminar (3 credit hours)
- Clinical Practicum (one semester*), consisting of
 - Four (4) TEAMS evaluations, *effective June 1, 2025*

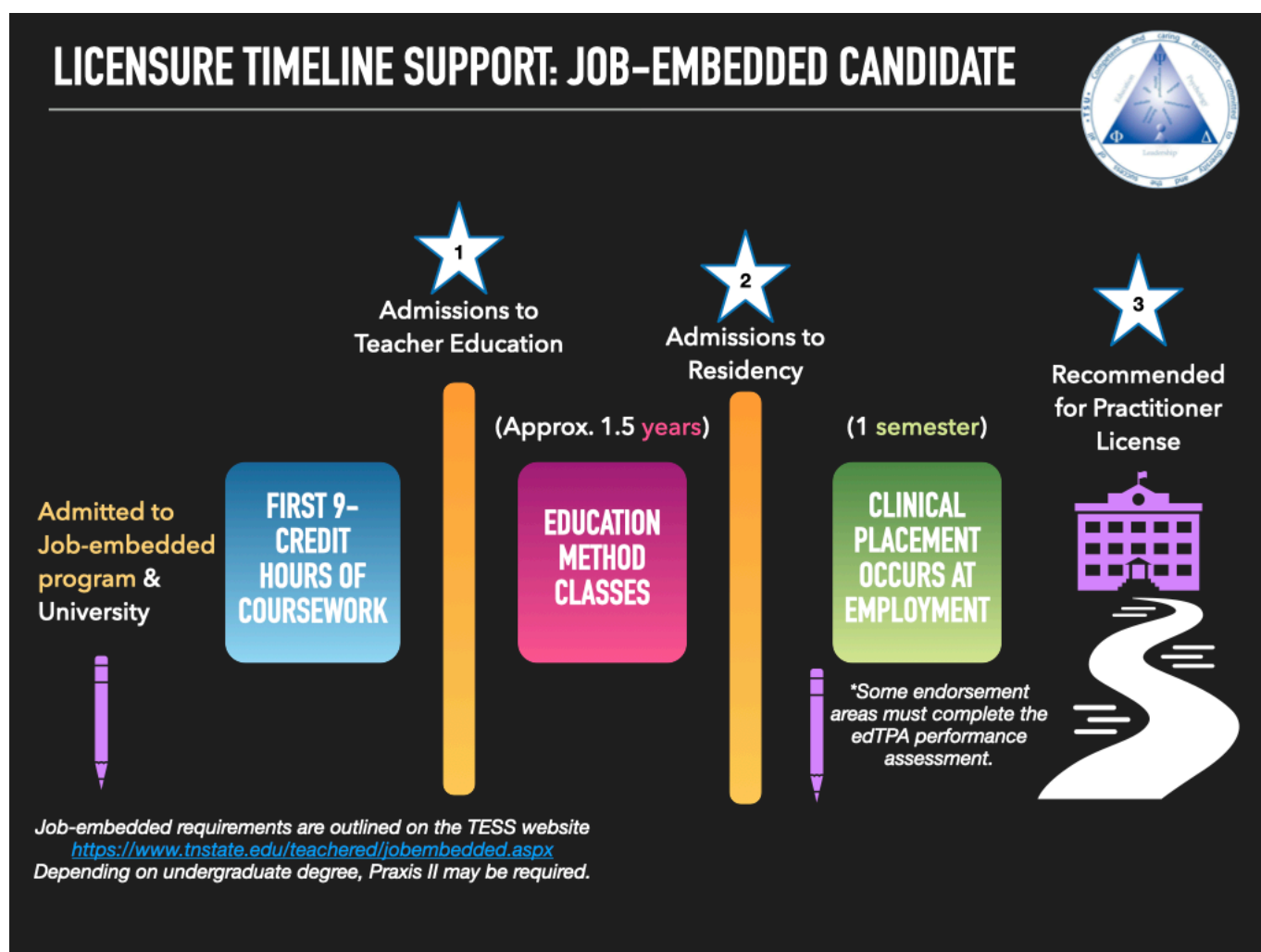
Candidate Support Team

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

- School-based administrator
- TSU Academic Advisor

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

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



Clinical Residency Overview

The primary goals of the Clinical Residency:

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

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

Objectives for Clinical Residency

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



Candidate Assessment

Clinical Semester (Alternative Licensure) Seminar

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

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

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

TEAMS Observation Evaluation

In Clinical Residency, job-embedded candidates will be evaluated **four (4) times** using the [Tennessee Educator Acceleration Model](#) (TEAM) evaluation process. The TEAMS Evaluation is a key component of this formative performance review. 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. Your school administrator will conduct your evaluation and provide your rubrics to the Office of Educator Preparation within one week of your post-conference.

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

Candidate Expectations

Professional Liability Insurance

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

Clinical Residency Calendar

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



State of Tennessee – Professional Code of Ethics*

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

Tennessee Teacher Code of Ethics Preamble

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

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

PRINCIPLE I Educator's Obligation to the Students

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

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

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

PRINCIPLE II Educator's Obligation to the Education Profession

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

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

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

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

Links to review Codes of Ethics:

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

Professional Responsibilities of Being a Mandatory Reporter

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

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

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

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

Definition of Roles

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

Assistant Dean for Office of Educator Preparation

The Associate Dean/Director of Teacher Education is responsible for all operations in the Office of Educator Preparation and Student Services. Placement requests involving public school settings are made through the Office of Student Services and Teacher Education. Local school systems provide lists of approved schools and teachers.

Field Placement and Clinical Experience Coordinator

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

Certification Analyst

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

Job-Embedded Candidate

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

APPENDIX

CALENDAR OF EVENTS AND IMPORTANT DATES 2025-2026

Office of Educator Preparation (OEP)

JULY	SUMMER SEMESTER 2024
28 🍎	Graduate Orientation (Job-Embedded), Fall Orientation
AUGUST	FALL SEMESTER 2024
18	TSU Classes Begin
SEPTEMBER	
1	Holiday – Labor Day
29 📝	MIDTERM EXAMINATION WEEK (until October 4)
OCTOBER	
12-18	🦁HOMECOMING WEEK 🦁
30 📝	Deadline: TEAMS evaluation #1 to TESS office
NOVEMBER	
26-30	Thanksgiving Holiday – No classes
DECEMBER	
1 📝	Deadline: TEAMS evaluation #2 to TESS office
1-4	Exit Interviews (graduate candidates only)
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 Parchment to OEP (once degree has posted)
JANUARY	SPRING SEMESTER 2026
29	Holiday- MLK Day
FEBRUARY	
27 📝	Deadline: TEAMS evaluation #3 to OEP office
MARCH	
APRIL	
22 📝	Deadline: TEAMS evaluation #4 to OEP office
MAY	
1 🎓	Spring 2026 Graduate Commencement
7	Faculty must have posted all grades via “MyTSU”
12	Records Office releases all posted grades via “MyTSU”
30 🔔	Request official transcript from Parchment to OEP Office (once degree has posted)

**Dates subject to change*

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Mrs. Linda Fair	Field Experience/Placement Coordinator	lfair@tnstate.edu	615-963-4885

Office: Room 350, Avon Williams Campus
Phone: (615) 963-5459
Email: teachercertification@tnstate.edu



TSU TEACHER EDUCATION PROGRAM *CLINICAL RESIDENCY*

Eligibility/Admission to the TSU Job-Embedded Program

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

Requirements

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

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

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

Requirements

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

Clinical Residency

Semester Prior:

- Enroll in EDCI 5610
- Apply for admissions to Clinical Residency (Student Teaching)

Clinical Residency Requirement:

1. Minimum GPA - **2.75** on a 4.0 scale
2. Four (4) TEAMS evaluations

TNCompass Program Completion Status

Job-Embedded candidates will be marked as a “completer” in TNCompass upon the submission of official transcripts verifying the completion of all licensure coursework and clinicals (TEAMS) observations. If a candidate is completing a master's degree, the transcript MUST reflect that the date in which the degree was awarded.

Tennessee Educator Acceleration Model (TEAM)

Background

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

Guidance on Planning Observations

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

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

TEAM Educator Observation Form

Observer _____

☐ Announced ☐ Unannounced

Teacher Observed _____

School Name _____

Observation Number _____

Date: ____/____/____

Time: _____

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

Reinforcement Objective:

Indicator:

Notes:

Refinement Objective:




Indicator:

Notes:





Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):




General Educator Rubric: Planning

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



General Educator Rubric: Environment

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



General Educator Rubric: Instruction

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




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

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

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



General Educator Rubric: Instruction

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



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