



TENNESSEE STATE UNIVERSITY

College of Education

Office of Educator Preparation

Mentor Teacher Handbook 2025-2026



Revised: July 2025

Dr. Nicole Arrighi, Assistant Dean/Director

Email: nkendall@tnstate.edu

Phone: 615-963-5482

Office: Room 350 Avon Williams Campus, 330 10th Avenue North, Nashville, TN 37203

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



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

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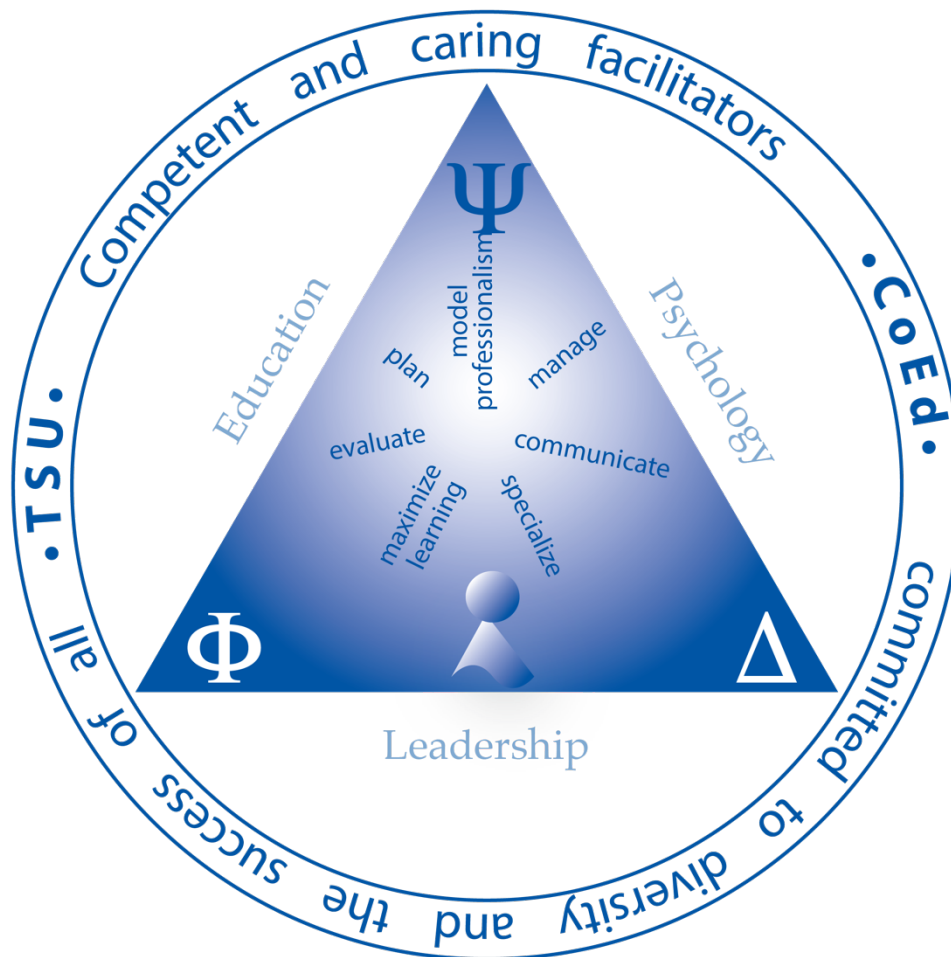
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Residency I Lesson Plan Rubric

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

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



Introduction

Thank you for agreeing to be a mentor teacher for Tennessee State University and our aspiring educators in their field placement. This handbook is designed to provide you with information about the role of a mentor teacher, the expectations for mentor teachers, and tips for providing effective mentorship. It is imperative that the materials contained herein are reviewed thoroughly and carefully by you as well as your Residency/Student Teacher candidate. We look forward to working with you to ensure that candidates are ready to *Think, Work, and Serve* as “Teaching Tigers” upon the completion of their studies.

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.

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.



Unit Theme and Learning Outcomes

The teacher education “unit” at Tennessee State University is bigger than the College of Education because academic majors that lead to licensure are offered through the Colleges of Agriculture, Health Sciences, Liberal Arts, and Life and Physical Sciences. The overarching theme of the teacher education unit is

*“Competent and Caring Facilitators,
Committed to the Success for All”*

Guided by this theme, the conceptual framework, and associated learning outcomes, faculty in the various TSU colleges, schools, and departments that offer majors leading to teaching licenses have developed courses and experiences that produce graduates who are well-prepared for success in Tennessee schools.

Office of Educator Preparation (OEP)

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

 Nicole K. Arrighi, Ed.D. Assistant Dean (615) 963-5482 Nkendall@tnstate.edu	 Zora Bates, OEP Program Coordinator (615) 963-2193 ZBates@tnstate.edu	 Linda Fair, M.Ed. Field Placement Coordinator (615) 963-4885 Lfair@tnstate.edu	 Samantha Graves, M.Ed. Data Analyst (615) 963-5045 Sgrave11@tnstate.edu
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The Teacher Education Student Services office 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.

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*

**edTPA® performance assessment will no longer be a requirement for licensure after July 2026.*

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.



Tennessee State University Mentor Teachers

A mentor teacher is a certified classroom teacher who supports:

- Aspiring teachers participating in yearlong residencies
- New teachers
- More experienced teachers who need support

Mentors may co-teach with yearlong undergraduate or post-baccalaureate residents or may support teachers without co-teaching.

The Role of a Mentor Teacher

The Mentor Teachers 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 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 collaborate to submit one summative evaluation from each semester on the Teacher Candidate. The Master Clinician/University Supervisor delivers the evaluation to the Director of Educator Preparation.

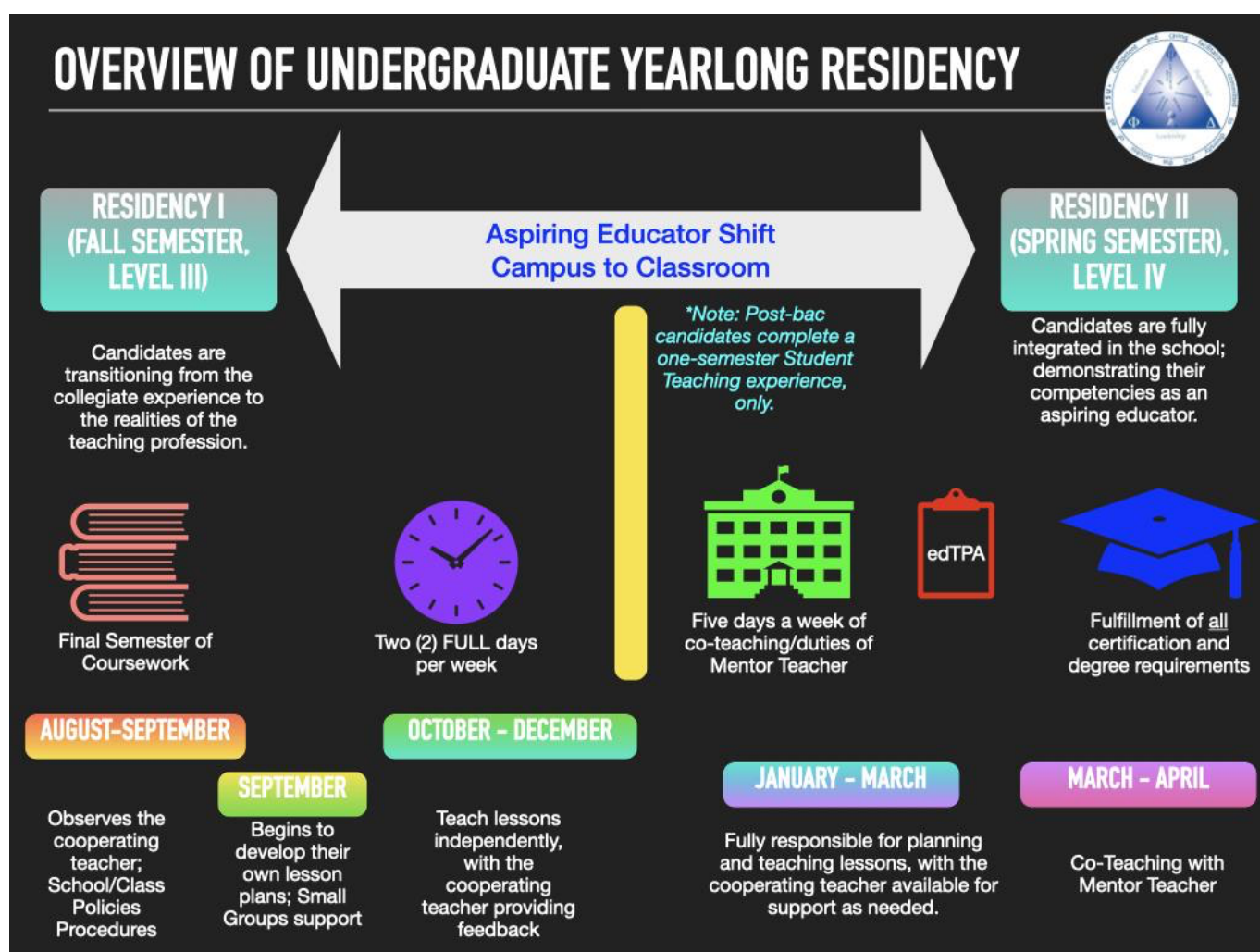
Expectations for Mentor Teachers

The expectations for mentor teachers vary from program to program, but there are some general expectations that all mentor teachers should meet. These expectations include:

- Being a role model for the student teacher
- Providing regular feedback on the student teacher's teaching
- Helping the student teacher develop their lesson plans
- Supporting the student teacher in their professional development
- Being available to answer the student teacher's questions
- Being supportive and encouraging

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



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.

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.

Tips for Providing Effective Mentorship

Here are some tips for providing effective mentorship to college students in their field placement:

- Be clear about your expectations. At the beginning of the field placement, meet with the student teacher to discuss your expectations for their teaching, their lesson plans, and their professional development.
- Be supportive and encouraging. The student teacher is likely to be nervous and unsure of themselves at the beginning of the field placement. Be patient and supportive and offer encouragement when they need it.
- Provide regular feedback. Don't wait until the end of the field placement to give the student teacher feedback on their teaching. Provide regular feedback throughout the placement, so that they can make improvements along the way.
- Be a role model. The student teacher is watching you closely, so it's important to be a role model for them. Demonstrate effective teaching practices and model the behaviors that you want to see in the student teacher.
- Be available. The student teacher should feel comfortable coming to you with questions or concerns. Make sure you are available to answer their questions and support them in their learning.



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. 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.

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®). In addition, Candidates successfully submit a minimum of one Signature Formative)] Assessment (SFA) as a requirement for admission to Residency II.

During Residency I, candidates embark on 90-100 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.
4. To assist the Mentor Teacher in grading papers, bus duty, hall duty, cafeteria duty, etc.

5. To begin dialogue relative to Context for Learning i.e., edTPA®, and develop lesson and unit plans.
6. To participate in classroom-based activities involving students' parents and/or family members (parent conferences, open house, etc.)
7. To attend selected school-wide functions (PTA/PTO events, faculty meetings, in-service activities, sports events, etc.)
8. 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 mid-way through 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).

Candidate Assessment

Clinical Semester Seminar

The Clinical Semester Seminar (EDCI 4705/4706) meets once weekly during the fifteen (15) week enhanced student teaching experience (Residency II). The seminar provides an opportunity for Candidates to critically examine their ongoing practicum experience. Journal entries are discussed in the seminar. This process assists Teacher Candidates in focused reflective thinking. The seminar is a required course that accompanies Residency II. The course is scheduled after school hours and meets at the university. Guest Speakers are also included in the seminar program. Mentor Teachers are invited to attend any 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.

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).



Master Clinician/University Supervisor's Evaluation

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

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.

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

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.

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.***

Calendar

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

If possible, 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. Tardiness is not allowed.

The Candidate will observe the same holiday and faculty in-service schedule as the school district in which he/she is student teaching, **not the University Academic Calendar or Holiday Schedule**. *If allowed, participation in district in-service activities is required, even if the Mentor Teacher does not attend.*

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.

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

Definition of Roles

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

Assistant Dean for Teacher Education and Student Services

The 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.

Name: Dr. Nicole Arrighi	Phone: 615-963-5482	Email: nkendall@tnstate.edu
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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.

Name: Mrs. Linda Fair	Phone: 615-963-4885	Email: lfair@tnstate.edu
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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.

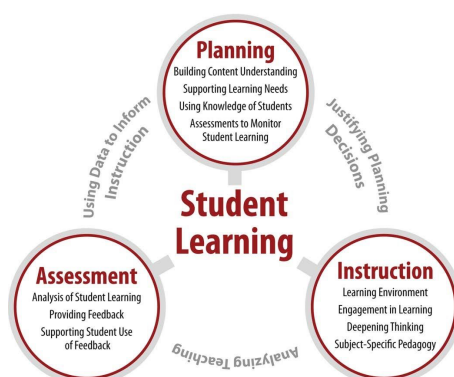
Name:	Phone:	Email:
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Residency Candidate

The Residency candidate is practicing under the supervision of the Mentor Teacher and a master clinician/university supervisor. S/he gradually assumes full classroom responsibility during the field placement. During Residency, candidates should view their time in the schools as an opportunity to demonstrate what they can do as an educator. Actions, attendance, and attire during Residency should carefully be considered, as they may affect both the student teaching evaluation and the written and verbal recommendations given for the candidate by the Mentor Teacher, School Administrators, and Office of Educator Preparation. Candidates should expect informal and formal feedback from the Mentor Teacher and Master Clinician/University Supervisor. **Candidates demonstrating behaviors and dispositions unbecoming a teacher may be subject to termination from Residency and the Teacher Education Program at the Tennessee State University.**

Name:	Phone:	Email:
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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

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

*Co-Teaching Overview

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

<p>Co-Teaching is an Attitude... An attitude of sharing the classroom and students</p> <p>Co-Teachers must always be thinking</p> <p>We're Both Teaching!</p>	<p>Data show Co-Teaching is a way...</p> <ul style="list-style-type: none"> ✓ to build stronger connections between universities and school partners; ✓ to provide both support and professional development for cooperating teachers; ✓ to increase opportunities for placements; ✓ to better meet P-12 student needs; ✓ for teacher Candidates and cooperating teachers to build strong relationship; ✓ for teacher Candidates to have more opportunities to teach; ✓ for teacher Candidates and cooperating teachers to enhance their communication skills; ✓ to induct and mentor teacher Candidates.
<p>Why Co-Teach?</p> <ul style="list-style-type: none"> ✓ Increases instructional options for all students ✓ Addresses diversity and size of today's classrooms ✓ Enhances classroom management ✓ Provides mentoring and guidance throughout the experience ✓ Creates an opportunity to plan, teach and evaluate as a team ✓ Helps develop knowledge, skills and dispositions for teaching ✓ Improves the academic performance of students in the classroom 	<p>Co-Teaching Strategies</p> <p>One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.</p> <p>One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of- ten an independent station will be used.</p> <p>Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.</p> <p>Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.</p> <p>Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.</p> <p>Team Teaching — Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in- formation, and available to assist students and answer questions.</p> <p style="text-align: right;"><small>Adapted from Cook & Friend (1995)</small></p>
<p>Co-Teaching is NOT:</p> <ul style="list-style-type: none"> ✓ A less rigorous student teaching experience or easier for teacher Candidates; ✓ One person teaching one subject or period followed by another who teaches a different subject or period; ✓ One person teaching while another person prepares instructional materials or sits and watches; ✓ When one person's ideas prevail regarding what will be taught and how it will be taught. 	<p>Co-Teaching Won't Happen Without PLANNING. Pairs Are encouraged to:</p> <ul style="list-style-type: none"> ✓ Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how Candidates will teach collaboratively. Candidates will be responsible for additional planning beyond this planning time; the focus is on planning for co-teaching. ✓ Try each co-teaching strategy. ✓ Adjust the lead role. Lead of the planning shifts from the mentor teacher (early in the experience) to the teacher Candidate as the experience progresses. <p>For more Information: Office of Educator Preparation Room 350 Avon Williams Campus - Tennessee State University 330 10th Avenue North, Nashville, TN 37203 Office Phone: 615-963-5459 Email: teachercertification@tnstate.edu</p>

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



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.







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

**Dates subject to change*

NOVEMBER	
7	
10-13	Interviews TEP – Res II / Grad Student Teachers
14	
17-21	AMERICAN EDUCATION WEEK
21	**Last Day for Residency I (UG)/Student Teaching (G)
26-30	Thanksgiving Holiday – No classes
DECEMBER	
1 	Master Clinician/University Supervisor Grades and Paperwork Deadline **Deadline for Submission of final grades , travel forms, and TEAM Evaluation #3 from Clinicians and Supervisors
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
12 	TSU Classes begins Residency II/ Student Teaching, Spring Orientation , including PD Meeting – “edTPA® : Respect the Rubrics” Submit Housing Request for Spring Break
13	Residency II – Begins (Student Teachers report to their assigned schools)
16 	Pre-Residency II, Spring Orientation , including PD Meeting – “What is edTPA?”
29	Holiday- MLK Day
23	
30	Deadline: Admissions to Instructional Leadership Application
FEBRUARY	
6	
13	
20	
23-27	Mid-term Examination Week – all classes meet as scheduled **Deadline for Mid-Term Grades March 4  Deadline: TEAMS evaluation #4 to OEP office
27	

**Dates subject to change*

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

**Dates subject to change*

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.

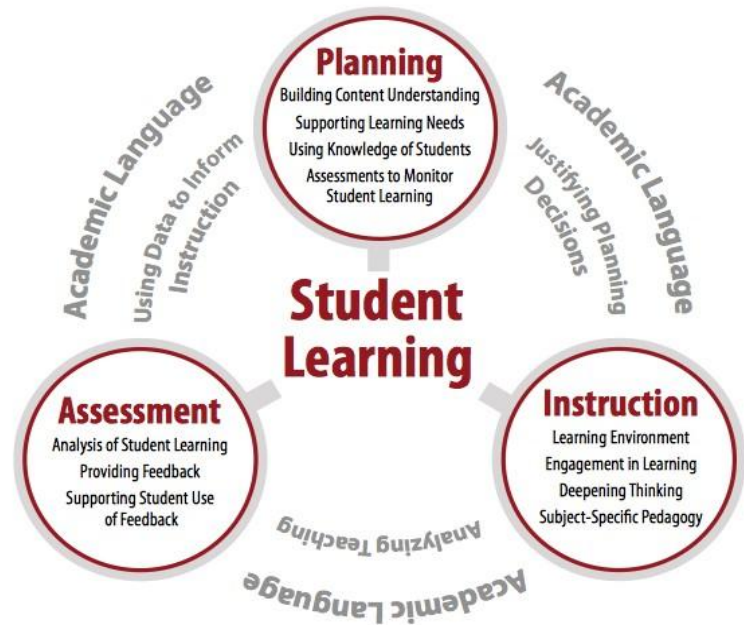
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

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



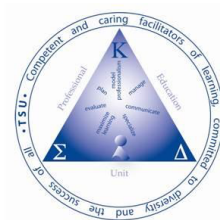
edTPA®

SCALE

Stanford Center for Assessment, Learning, & Equity



TENNESSEE
STATE UNIVERSITY



**Disposition Deficiency Form
Remediation Plan**

Candidate _____ Faculty/PK-12 Teacher _____

Candidate's Deficiency Report: ☐☐☐☐☐☐☐☐☐☐ ☐☐ 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: _____

Please explain disposition deficiency/deficiencies. _____

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

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

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

*Email the OEP office (teacher certification@tnstate.edu) to submit your form or request a digital version.

Residency I Lesson Plan

School:	Mentor Teacher:	Grade:
Lesson Title:		Lesson Number # out of # (e.g. 3 out of 5)

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?

Objective 1:	Standard:	Assessment: <input type="checkbox"/> Formative <input type="checkbox"/> Summative <i>Description...</i> <i>Evaluation Criteria:</i>	Modifications:
Objective 2:	Standard:	Assessment: (Attach assessments.) <input type="checkbox"/> Formative <input type="checkbox"/> Summative <i>Description...</i> <i>Evaluation Criteria:</i>	
Objective 3:	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 ensure 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 student 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)
Learning Objectives CAEP R1.2	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.
Assessment CAEP R1.2, 1.3	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.
Set and Engagement CAEP R1.2, R1.3	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.
Instruction and Scaffolding CAEP R1.3	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.
Closure CAEP R1.3	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.

Differentiated Instruction and Culturally Responsive Teaching CAEP R1.1, R1.2, R1.3, R1.4	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.
Texts, Resources, & Technology CAEP R1.2, R1.3, R1.4	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.
Content & Pedagogy Knowledge CAEP R 1.2	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.
Writing of Lesson Plan CAEP R1.4	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*

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

Student Name: _____

School: _____

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

<p>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>Structured Practice</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</p>	

<p>applying what has been learned.</p> <p>Describe how you will formally and informally know the students are meeting the intended learning objectives.</p>	
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<p>Closure: Explain how you will you end the lesson and connect the completed lesson content with the upcoming lesson.</p> <p>Describe what assessment strategies or activities that will be used in whole group, small group, or individually as the lesson ends. Include the type of language demand expected from the student. Explain what students will do to rethink or revise their understandings/skills.</p>	
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<p>Materials: 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
Central Focus State Content Standards	The candidate highlights the central focus for the lesson and provides a clear connection between content standards relevant to TN and the discipline.	The candidate highlights the central focus of the lesson and provides the connection between content standards relevant to TN and the discipline.	The candidate highlights the central focus of the lesson and simply states the TN and discipline-specific content standards. The learning goals/objectives are identified.	Although the candidate highlights the central focus for the lesson and provides the content standards relevant to TN and the discipline, it is unclear how the two are related.

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

Element	Exemplary—4	Proficient—3	Basic—2	Needs Improvement—1
Instructional Strategies and Learning Tasks	The candidate specifically describes what the teacher and students are doing. The candidate begins by saying how they plan to engage and motivate the students in learning. The candidate describes in detail what will occur during the instructional phase. The candidate clearly explains how he/she will integrate technology in the lesson and how students will have the opportunity to demonstrate competence with technology.	The candidate 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	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 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

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

	<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 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>	<ul style="list-style-type: none"> • States if it is formative or summative in nature • Provides a brief description of how the assessment will be modified. <p>Explains the evaluation criteria that will be utilized.</p>	
Element Score with Comments:				

Tennessee Educator Acceleration Model (TEAM)

Background

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

Guidance on Planning Observations

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

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

TEAM Educator Observation Form

Observer _____

☐ Announced ☐ Unannounced

Teacher Observed _____

School Name _____

Observation Number _____

Date: ____/____/____

Time: _____

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

Reinforcement Objective:
Indicator:

Notes:




Refinement Objective:
Indicator:

Notes:





Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):




General Educator Rubric: Planning

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



General Educator Rubric: Environment

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



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).
Motivating Students 	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content 	Presentation of content always includes: <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. 	Presentation of content most of the time includes: <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. 	Presentation of content rarely includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and relevant, coherent, or essential information.




General Educator Rubric: Instruction

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



General Educator Rubric: Instruction

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

General Educator Rubric: Instruction

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

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking 	<ul style="list-style-type: none"> The teacher thoroughly teaches two or more types of thinking: <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives, analyze problems from multiple perspectives and viewpoints, <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



“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.”

Confucius