



TENNESSEE STATE UNIVERSITY

College of Education
Office of Educator Preparation

Pre-Residency (Junior) Handbook **2026-2027**



Photo Credit: "OEP on the town" field trip to Nashville Zoo at Grassmere

Revised: August 2026

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

Acknowledgements

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

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

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



In honor of Robert E. Clay Hall; home to the College of Education from 1958 until 2026.

Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Master's, and Doctoral degrees. Tennessee State University 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).

Dear Teacher Education Candidates,

Welcome to a new academic year at Tennessee State University! Whether you are beginning your professional education coursework or continuing your journey toward becoming a licensed educator, we are excited to partner with you as you prepare to make a meaningful difference in the lives of students, families, and communities across Tennessee and beyond.

As a Teacher Education candidate, you are more than a university student—you are an emerging professional. Every field experience, classroom interaction, and engagement with our school partners provides an opportunity to demonstrate the knowledge, skills, and professional dispositions expected of today's educators. As representatives of Tennessee State University, we expect you to conduct yourself with integrity, professionalism, respect, dependability, and a commitment to equity and excellence. The relationships you build and the impressions you leave in our partner schools contribute to your professional reputation and reflect the values of our institution.

Your success extends beyond coursework. We strongly encourage you to actively participate in professional development opportunities, student organizations, conferences, workshops, and service-learning experiences that will strengthen your leadership, expand your professional network, and enhance your readiness for today's dynamic educational environments. These experiences will help you grow into reflective practitioners and lifelong learners.

Equally important is your preparation for the required Praxis II content examinations. Successfully completing your endorsement assessments is a critical milestone toward licensure and should be approached with intentional planning and preparation. We encourage you to take advantage of faculty guidance, preparation resources, and study opportunities throughout your program so that you remain on track for timely program completion and recommendation for licensure.

On behalf of our faculty and staff, thank you for choosing Tennessee State University to prepare you for one of the world's most impactful professions. We are committed to supporting your academic, professional, and personal growth every step of the way. We look forward to celebrating your accomplishments as you continue your journey to becoming an exceptional educator who leads with purpose, serves with compassion, and inspires future generations.



Welcome to another outstanding year of excellence—and as always, **Think. Work. Serve.**

Sincerely,

Dr. Nicole Arrighi

Assistant Dean of Educator Preparation

Dear STEA Members,

Welcome to a new and exciting year with the Student Tennessee Education Association. My name is Brooklynn Armstrong, and I am honored to serve as your chapter Presidency for the 2026-2027 school year. As future educators, we are united by a shared passion for learning, leadership, and making a lasting impact in the lives of our students and communities.



The organization is more than just a professional association. It is a space for growth, collaboration, and empowerment. Throughout the year, you will have opportunities to develop your skills, engage in meaningful service, and connect with fellow aspiring educators who share your commitment to excellence. I encourage each of you to get involved, stay engaged, and take full advantage of all that STEA has to offer.

Together, we can inspire one another, advocate for positive change in education, and prepare ourselves to lead with purpose and integrity. I look forward to working alongside each of you and making this year both impactful and memorable.

Sincerely,

Brooklynn Armstrong
STEA President, 2026-2027



Table of Contents

Acknowledgements	2
Introduction	6
Overview of the Office of Educator Preparation	6
<i>Mission Statement</i>	6
<i>Unit Theme and Learning Outcomes</i>	6
<i>Office of Educator Preparation Representatives</i>	7
<i>Program Content/Completion</i>	7
<i>Candidate Support Team</i>	7
<i>Council for the Accreditation of Educator Provider</i>	8
<i>Special Problems: Withdraw from Teacher Education Program</i>	8
<i>Understanding InTASC Standards</i>	9
Pre-Residency Overview	10
<i>What is Pre-Residency?</i>	10
<i>Field Experiences and Clinical Experiences</i>	11
Candidate Responsibility & Expectations	13
<i>Professional Liability</i>	13
<i>Pre-Residency Candidate Expectations</i>	13
<i>Establishing Norms</i>	13
<i>Personal Appearance</i>	14
<i>Your Career Begins NOW! (NACE Career Readiness Standards)</i>	14
Definition of Roles	15
Code of Ethics and Professional Standards	16
Glossary of Key Education Terms	18
Verified Resources for Practitioners	19
Appendix	20
<i>2026-2027 OEP Calendar of Events</i>	20
<i>Pre-Residency Checklist</i>	22
<i>Intent to Enter Year-long Residency Application</i>	23
<i>Field Experience / Pre-Residency Log</i>	25
<i>Field Placement Photography Consent Form</i>	26
<i>EDCI 2100 – Field Study in Education I Activities</i>	27
<i>TSU/EPP Pre-K Lesson Preparation Template and Rubric</i>	35
<i>TSU/EPP Secondary (6-12 and K-12) Lesson Preparation Template and Rubric</i>	39
<i>TEAM Observation Background and Resources</i>	34
<i>Candidate Disposition Deficiency Policy</i>	xx
<i>Pre-Residency Verified Resources</i>	xx

Introduction

The preparation of school professionals is a complex process. Prospective educators must acquire a body of general knowledge, professional knowledge, and content specific pedagogy. Education professionals must also develop skills and dispositions necessary for working effectively with diverse students and adults. Teacher preparation programs for undergraduate and graduate programs for the preparation of teachers and related professionals are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The education program at Tennessee State University provides such opportunities for candidates to learn and evaluate theories and principles of sound educational practice. Preparation in the university setting is augmented by the collaboration with classroom school-based mentor teachers and other professionals who guide prospective educators through many hours of practical application in real world settings. Without this partnership of university and local school personnel, a critical dimension of the educator preparatory program would be lost.

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

Overview of the Office of Educator Preparation (OEP)

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) Representatives

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) 963-5459 ZBates@tnstate.edu	 Linda Fair, M.Ed. Field Placement Coordinator (615) 963-4885 Lfair@tnstate.edu	 Samantha Graves, M.Ed. Data Analyst (615) 963-5109 Sgrave11@tnstate.edu
---	---	---	---

The Office of Educator Preparation (OEP) tracks the candidates' progress throughout the residency. Specifically, this unit

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

Program Content/Completion

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*)
- Best for All – *Reading 360* literacy course
- Dyslexia 101 Awareness module
- Coursework affiliated with the following degree program
- Year-long Residency, consisting of
 - Seven (7) TEAMS evaluations, across fall (3) and spring (4) semester of senior year
 - Weekly Log Reflections
- Favorable ratings of disposition assessment forms

Candidate Support Team

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

- University Faculty
- Field Placement Teacher(s)
- 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.

Council for the Accreditation of Educator Preparation (CAEP)

Teacher preparation programs for undergraduate and graduate programs for the preparation of teachers and related professionals are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The education program at Tennessee State University provides such opportunities for candidates to learn and evaluate theories and principles of sound educational practice.



Here are some of the benefits of CAEP accreditation:

- It ensures that teacher preparation programs are preparing teachers who are ready to teach effectively. CAEP accreditation standards are based on research on what it takes to be an effective teacher. Programs that are accredited by CAEP must demonstrate that they are meeting these standards.
- It provides a framework for continuous improvement. CAEP accreditation is not a one-time thing. Programs must undergo a rigorous review every seven years to maintain their accreditation. This process helps programs identify areas for improvement and make changes to ensure that they are always providing the best possible preparation for teachers.
- It promotes equity and diversity in the teaching profession. CAEP accreditation standards require programs to prepare teachers who are culturally responsive and who can teach all students, regardless of their background. This is important because a diverse teaching force is essential for ensuring that all students have access to a high-quality education.
- It increases the visibility and reputation of teacher preparation programs. CAEP accreditation is a valuable credential that can help teacher preparation programs attract students, faculty, and funding. It also signals to employers that the program is preparing teachers who are ready to teach effectively.

Special Problems: Withdraw from Teacher Education Program

Tennessee State University's teacher certification program assumes an obligation to the public schools and the students therein. Each teacher candidate is expected to conduct him/herself in a manner consistent with the university's mission and professional disposition of the college. University Faculty and field placement teachers can submit a disposition deficiency form in the event **there are dispositional issues that impact the candidate's ability to have a positive impact during Pre-Residency. This allows a remediation plan to be established amongst the advocacy team, as a first attempt to eliminate concerns.**

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



Understanding the INTASC Standards

The Interstate Teacher Assessment and Support Consortium (INTASC) is a national organization that developed a set of standards for what all teachers should know and be able to do to be effective in today's classrooms. The INTASC standards are divided into 10 areas:

1. Learner Development
 - Teachers understand how learners grow and develop, and they use this knowledge to create learning experiences that are appropriate for their students' individual needs.
2. Learning Differences
 - Teachers understand that all students learn differently, and they use this knowledge to create a classroom environment that is welcoming and inclusive for all students.
3. Learning Environments
 - Teachers create a classroom environment that is safe, respectful, and supportive of learning.
4. Content Knowledge
 - Teachers have a deep understanding of the subject matter they teach, and they are able to use this knowledge to create engaging and effective lessons.
5. Application of Content
 - Teachers are able to use their content knowledge to design and deliver instruction that is relevant to students' lives and that helps them develop critical thinking skills.
6. Assessment
 - Teachers use a variety of assessment methods to gather information about student learning, and they use this information to inform their instruction.
7. Planning for Instruction
 - Teachers plan instruction that is aligned to state standards and that is appropriate for their students' individual needs.
8. Instructional Strategies
 - Teachers use a variety of instructional strategies to engage students and help them learn.
9. Professional Learning and Ethical Practice
 - Teachers engage in ongoing professional learning to improve their practice, and they uphold high ethical standards in their work.
10. Leadership and Collaboration
 - Teachers are leaders in their schools and communities, and they collaborate with others to improve student learning.

The INTASC standards are a valuable resource for teachers, teacher educators, and policymakers. They provide a clear and concise framework for what it means to be an effective teacher in today's classrooms.

What is Pre-Residency?

The Pre-Residency year is the first phase in the “campus to classroom” transition for aspiring educators. Interdisciplinary method courses in humanities, language arts, science and mathematics for elementary and secondary schools address general teaching methods and provide opportunities for developing skills in planning and instructional strategies prior to the yearlong Residency. In-school observation and participation (levels I, II, and III) with teachers and learners are key components of the methods courses, providing both a “real-world” dimension to the study of methods and a gradual immersion into the culture of the classroom. Pre-service teachers will be expected to work with an individual and/or groups of learners in approved events and experiences.

PRE-RESIDENCY TIMELINE SUPPORT

PREPARING TODAY. LEADING TOMORROW.



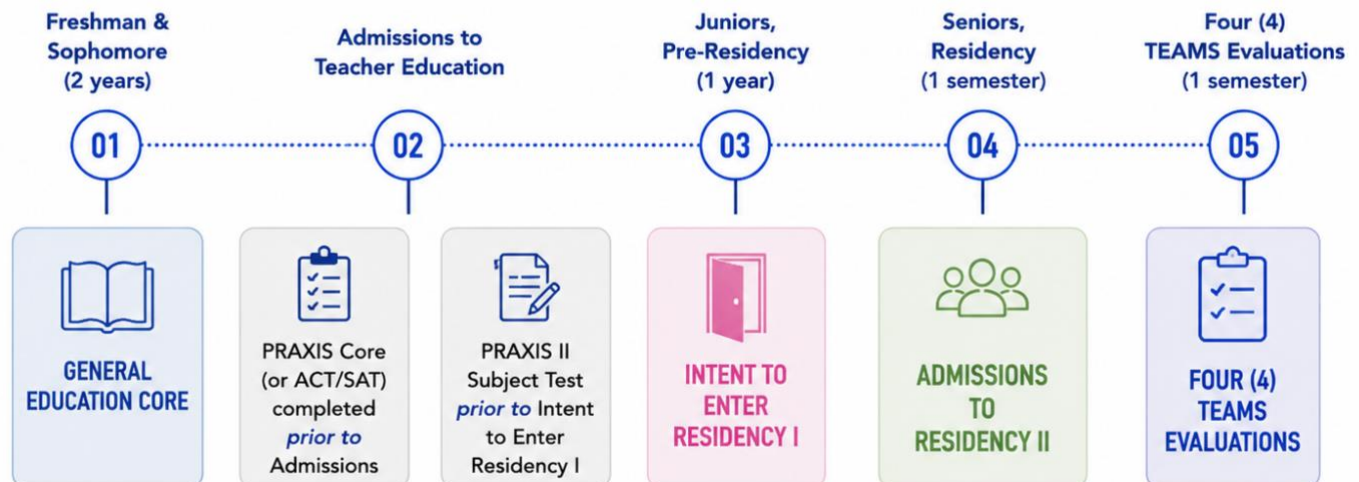
Advisement that leads to certification and graduation.



Intentional alignment to prepare candidates for required benchmarks.



Professional development as a means to support “campus to classroom” experiences in field placement.



#BigBlueRising

Excellence in Education. Impact in Every Classroom.



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 <i>not</i> expected to prepare in advance.	Teacher-directed experiences in school/classrooms (or service-learning settings) for which candidates are <i>not</i> 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
Assessments: Disposition reports and assessment rubric(s) for candidate journals or reports	Assessments: Disposition reports and assessment rubric(s) for candidate journals or reports	Assessments: Disposition reports and assessments by TSU faculty and/or classroom teachers	Assessments: Disposition reports and assessments by TSU Master Clinician/University and partner school personnel (typically the Mentor Teacher)
Examples: Observations in introductory/foundations courses; initial orientation visits to school or classroom in methods courses; first days of clinical practice; attending school board meeting or open house; shadowing	Examples: Preparing bulletin boards; grading papers; recording grades; reading to students; taking attendance; monitoring students in bathroom/lunch room/playground/study hall; tutoring; guided practice, etc.	Examples: Instructing small groups, teaching mini-lessons, assessing individual or small group performance; differentiated instruction for individual or small group	Examples: Instructing small groups, teaching mini-lessons, assessing individual or small group performance; differentiated instruction for individual or small group; whole group instruction

Integrated Early Childhood (Pre-K) and Elementary (K-5) Certification

The Integrated Early Childhood and Elementary licensure options require that candidates take several methods courses with co-requisite field study courses:

EDCI 2100 – Field Study I (**fall, Pre-Residency**)

EDCI 2200 – Field Study II (**spring, Pre-Residency**) and

These courses present integrated teaching methods appropriate to the early childhood (PreK-3) or elementary (K-5) classroom. Extensive supervised and evaluated field experiences complement these courses.

Integrated Early Childhood Candidates:

- Pre-Field Study Observations (EDEC 1010/EDEC 2010)- PreK Inclusive Classroom/Preschool (Field Study-at least two different public school settings and a minimum of one placement in an urban or Title I school)
- Field Study 2- 2nd or 3rd grade inclusive classroom (Junior Year / First Semester- 60 hours)
- Field Study 1- K or 1st grade inclusive classroom (Junior Year / Second Semester- 70 hours)

Elementary Candidates: (at least two different public-school settings and a minimum of one placement in an urban or Title I school)

- Pre-Field Study Observations (EDCI 2010/EDCI 2420) any K-5 classroom if applicable
- Field Study 1- K, 1st, or 2nd grade classroom (Junior Year/First Semester- 60 hours)
- Field Study 2- 3rd, 4th or 5th classroom (Junior Year/Second Semester- 70 hours)

Secondary Candidates (6-12 or K-12 endorsement areas)

Secondary candidates take EDLI 4910 – Reading and Study in Secondary Schools and EDCI 3870 – Curriculum Development. These courses should be taken in the **spring semester of Pre-Residency** and each course contains observation/participation field experiences component.



Photo Credit: "OEP on the Town": Night on Ice with the Nashville Predators.

Candidate Responsibility & 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 Pre-Residency should the Candidate be alone with the student in the classroom.***

Pre-Residency Candidate Responsibility

The Pre-Residency candidate has the responsibility to:

- Become familiar with the school system – its policies, regulations, procedures, and available services.
- MUST NOT be the official witness to corporal punishment.
- MUST NOT administer any medication to a student.
- Become familiar with the school, its community, faculty, organization, regulations, curriculum, and physical plant.
- Provide the cooperating teacher a time schedule for the semester.
- Be punctual and dependable.
- Be receptive to suggestions.
- Become acquainted with students as soon as possible.
- Make appropriate instructional plans under the direction of the cooperating teacher.
- Learn how to keep written school record and perform other duties.
- Maintain appropriate standards of personal grooming.
- Abide by all the rules, regulations and time requirements of your field placements.

Pre-Residency Candidate Expectations

- To be treated as a professional.
- To be accepted as a co-worker on the teaching staff including the privilege of attending professional meetings.
- To have guided access, within the regulations of the school, to confidential material concerning pupils with whom s/he works on an educational need to know basis.
- To be advised on policies, regulations, teaching materials and supplies of the school.
- To receive frequent feedback from the cooperating teacher concerning progress and assistance in self-evaluation.
- To have equal access to school facilities.

Establishing Norms

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 cooperating teacher. There will be fewer problems if the Candidate enforces the rules set forth by the cooperating 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.

Personal Appearance

Pre-Residency should dress appropriately as a professional educator. Tattoos and body jewelry other than earring should not be visible in the school environment (or an instructional distraction, if seen). You must adhere to the dress code at your assigned school. Please bear in mind that you represent the University, and your attire should not be too casual regardless of what the teachers in the school are allowed to wear. For additional information, see the dress code policy for your district and school.

Your Career Begins NOW!

CAREER READINESS

Competencies for a Career-Ready Workforce Overview

Competencies

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

- Career & Self Development
- Equity & Inclusion
- Teamwork
- Communication
- Leadership
- Technology
- Critical Thinking
- Professionalism

©2021 National Association of Colleges and Employers. All rights reserved.

What is Career Readiness?
Career readiness is a foundation from which to demonstrate requisite core

naceweb.org/career-readiness-

lifelong career management
NACE
NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

CAREER READINESS COMPETENCIES

The National Association of Colleges and Employers (NACE) is committed to academic programs connecting their experiences to those required in the workforce. As a Pre-Residency candidate, you will be developing the following four competencies: ***Career & Self Development, Equity & Inclusion, Teamwork, and Communication.*** The remaining four competencies will be reinforced during the year-long residency.

Definition of Roles

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

Assistant Dean for Office of Educator Preparation

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

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

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
------------------------------	----------------------------	--

TSU Field Study Faculty

The role of the Field Study faculty is one of mentoring the Teacher Candidate with understanding the *theories* of teaching methodologies and moving to instructional *practice*. The field study faculty makes critical connection with the coursework to increase the impact of education for students. At all times, the field study faculty is to portray the message that Tennessee State University supports co-teaching as the framework clinical practice.

Name:	Phone:	Email:
Name:	Phone:	Email:

Cooperating Teacher

The Cooperating Teacher provides guidance in assisting the Candidate to develop his/her skills as a classroom teacher. The Cooperating Teacher models classroom management, differentiated instruction, and the dynamics of supporting the whole child during the school day.

Name:	Phone:	Email:
Name:	Phone:	Email:
Name:	Phone:	Email:

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
 - f. 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 \(MCEE\)](#)



Photo credit: "OEP on the town" at the Country Music Hall of Fame

Glossary of Key Education Terms

The following terms are commonly used throughout this handbook and in communications from the Office of Educator Preparation, the Tennessee Department of Education, and partner school districts.

Term	Definition
CAEP	Council for the Accreditation of Educator Preparation — the national accrediting body for TSU's educator preparation programs.
EPP	Educator Preparation Provider — the institutional unit (TSU's College of Education) responsible for preparing candidates for licensure.
GPA	Grade Point Average, calculated on a 4.0 scale.
IHE	Institution of Higher Education.
Master Clinician	A retired educator/administrator or EPP faculty member, certified in TEAM observation, who evaluates and supports candidates during clinical practice.
MCEE	Model Code of Ethics for Educators, developed by NASDTEC, establishing shared ethical principles for the profession.
NASDTEC	National Association of State Directors of Teacher Education and Certification.
OEP	Office of Educator Preparation — the TSU College of Education unit that manages admissions, clinical placement, and licensure processing.
Practitioner License	A provisional Tennessee teaching license that allows a job-embedded candidate to serve as teacher of record while completing an approved preparation program.
Praxis	A series of content and pedagogy assessments administered by ETS and used by the Tennessee State Board of Education for licensure decisions.
Residency I / Residency II	The clinical placement terms for traditional (non-job-embedded) candidates, occurring prior to and during student teaching, respectively.
TEAM	Tennessee Educator Acceleration Model — the statewide educator observation and evaluation system used to assess candidate and in-service teacher performance.
TNCompass	The Tennessee Department of Education's online system used to manage educator licensure, evaluation data, and program completion.
TN Dept. of Education (TNDoE)	The Tennessee Department of Education, which sets statewide policy for educator licensure and evaluation, including TEAM certification training.

Verified Resources for Practitioners

The following links were reviewed and confirmed as active at the time this handbook was published (July 2026). Candidates are encouraged to bookmark these resources and check periodically for updates, as external sites are maintained outside of the Office of Educator Preparation.

Resource	Link	Description
Tennessee Educator Acceleration Model (TEAM)	team-tn.org/	Official statewide site for TEAM observation resources, rubrics, evaluator certification/training, and evaluation policy.
TEAM Teacher Evaluation Handbook (TNDoe)	team-tn.org/wp-content/uploads/2025/07/TEAM-Teacher-Evaluator-Handbook-July-25.pdf	The current statewide handbook detailing observation pacing, rubrics, and evaluator expectations.
TNCompass	tncompass.org/	Portal (accessed via TEAM-TN) used to manage licensure records, evaluation data, and program completion status.
Tennessee State Board of Education – Teacher Licensure	www.tn.gov/sbe.html	State policy on licensure requirements, endorsement areas, and educator preparation program standards.
Praxis Testing (ETS)	www.ets.org/praxis.html	Registration, test prep, and score reporting for required Praxis content and pedagogy assessments.
Tennessee Education Association (TEA)	tea.org/	Professional membership organization offering discounted professional liability insurance and legal support for educators.
Tennessee Teacher Code of Ethics	www.tn.gov/content/dam/tn/stateboardofeducation/documents/TN_Teacher_Code_of_Ethics.pdf	The State Board of Education's official code of ethics for licensed Tennessee educators.
NASDTEC Model Code of Ethics for Educators (MCEE)	www.nasdtec.net/page/MCEE_Doc	The national model code of ethics referenced alongside the state code of ethics.
Parchment	www.parchment.com/	Official transcript ordering service used to submit degree-posted transcripts to the OEP.
Council for the Accreditation of Educator Preparation (CAEP)	caepnet.org/	National accreditor for TSU's educator preparation programs and standards.

Appendix

2026-2027 OEP Calendar of Events — Important Dates

Dates below reflect the Tennessee State University 2026-2027 Academic Calendar and the TEAM observation pacing plan approved by the Office of Educator Preparation.

All dates are subject to change; candidates should confirm deadlines with the OEP.

AUGUST	FALL SEMESTER 2026
17	TSU Classes Begin Mentor Teacher Orientation @ 5:30pm
21	Residency (Senior) Fall Orientation
24/25	Residency I Begins (<i>Residency I candidates report to their assigned schools</i>)
SEPTEMBER	
2 🏈	“Batter Up” Back to School Baseball Game @ Nashville Sounds
7	Holiday – Labor Day
25	Deadline: TEAM evaluation #1 (Residency 1 – Planning and Environment)
28 – Oct 3	Midterm Examination Week and Mentor Teacher Check-In
30 🛑	Deadline: First Attempt Scores on Praxis II Exams
OCTOBER	
12-18 🦊	Homecoming Week
19-20	Fall Break – (Residency I Candidates will follow district calendar)
23 🎸	OEP on the Town: “STEAM & History” at Country Music Hall of Fame
30 🛑	Deadline: TEAM evaluation #2 (Residency 1 – Planning and Environment) Deadline: Admissions to Residency II Application
NOVEMBER	
6 🏐	<i>Student Organization Night</i> – TSU Volleyball v. USI
9-12	Admissions to Teacher Education and Residency II Interviews
13-14	STEA Fall Conference
20 🛑	Last Day of Residency I
26-28	Thanksgiving Holiday – University Closed
30	Deadline: TEAM evaluation #3 (Residency 1 – Instruction)

**Dates subject to change.*

DECEMBER	
24 – Jan 1	Holiday Break – University Closed
JANUARY	SPRING SEMESTER 2027
11	TSU Classes Begin Residency II/Student Teaching Spring Orientation Submit Spring Break Housing Request
12	Residency II Begins
18	Holiday – MLK Day
20 🏒	OEP on the Town: Nashville Predators v. Vancouver Canucks
29	Deadline: TEAM evaluation #1 (Residency 2 – Comprehensive Assessment)
FEBRUARY	
22-27	Midterm Examination Week
27	Deadline: TEAM evaluation #2 (Residency 2 – Comprehensive Assessment)* <i>This evaluation is also completed by the Mentor Teacher.</i>
MARCH	
1-6	TSU Spring Break (candidates follow their district calendar)
30	Deadline: TEAM evaluation #3 (Residency 2 – Comprehensive Assessment)
APRIL	
23 🛑	Last Day of Residency II Deadline: TEAM evaluation #4 (Residency 2 – Comprehensive Assessment)
26 🔑	Deadline: Monthly Report & Travel Claim and Summative Assessments of Assigned Residency Candidates
30 🎓	Spring 2027 Commencement (9am – Gentry) Undergraduates: <i>Colleges of Business, Engineering, Life & Physical Sciences and Public Service</i> (4pm – Gentry) Graduates: <i>All Colleges</i> Undergraduates: <i>College of Education</i>
MAY	
1 🎓	(9am – Gentry) Undergraduates: <i>Colleges of Agriculture, Health Sciences, and Liberal Arts</i>

**Dates subject to change.*

TSU TEACHER EDUCATION PROGRAM PRE-RESIDENCY CHECKLIST

☒ Admission to the Teacher Education Program (Pre-Residency – Junior Year)

Admission typically occurs in the spring semester of sophomore year. Once admitted, Candidates begin Pre-Residency in the fall semester of the junior year.

Pre-Residency (Junior Year)

☐ Fall Semester

- Complete methods courses and other block courses specific to content area (e.g. Elementary Education, Early Childhood, Music Education, History, etc.)
- Take/Pass PRAXIS II [Content Knowledge Assessment\(s\)](#) for your specific endorsement area.

☐ Spring Semester

- Complete methods courses and other block courses specific to content area (e.g. Elementary Education, Early Childhood, Music Education, History, etc.)
- Take/Pass PRAXIS II [Content Knowledge Assessment\(s\)](#) for your specific endorsement area.
- Submit Intent to Enter Year-Long Residency Application Materials
- **(signed by Advisor)**, due **March 30th**.

2026-2027 Praxis II Exam Fees

Integrated Early Childhood PreK-3	• Early Childhood Education (5025) Score: 156, Cost: \$130 • Special Education: Early Childhood/Early Intervention (5692) Score: 159, Cost: \$130 • Teaching Reading (5205) Score: 159, Cost: \$156	Total: <u>\$416</u>
Elementary Education • (5002) Reading & Language Arts (Score: 157) • (5003) Math (Score: 157) • (5004) Social Studies (Score: 155) • (5005) Science (Score: 159) <i>Individual subtests are \$64 each</i>	• Multiple Subjects (5001)*, Cost: \$180 • Teaching Reading (5205) Score: 159, Cost: \$156	Total: <u>\$336</u> <i>*Cost based on multiple test and Teaching Reading exams</i>
Music K-12 (Instrumental/General)	• Music: Instrumental and General Knowledge (5115) Score: 150, Cost: \$130	Total: <u>\$130</u> <i>*Based on the test you select</i>

*Please utilize the PRAXIS II study guides and tutoring resources provided in the GRACIE-OTL located on the Avon Williams Campus, Room C200. Learn more about their services: <https://www.tnstate.edu/gracie-otl/>

Intent to Enter Year-long Residency (Undergraduate Only)

Please TYPE on the application!

Intent to Enter Year-long Residency starts the culminating experience for licensure candidate as they make the “campus to classroom” transition. Aspiring educators serve as the lead instructor under the supervision of a mentor teacher and master clinician. The Residency I (fall) semester concludes methods coursework with intentional focus on in-field practitioner development. The Residency II (spring) semester is the culminating experience for candidates to showcase their knowledge, skills, and dispositions of an emerging educator.

- Submit the required documentation in **one PDF file** via email to teachercertification@tnstate.edu **(No Photos Accepted)**

Application Deadlines: March 30

Name:		T Number:	
Phone:		Email:	
Cum GPA:		Certification Area:	
		Anticipated Date of Graduation:	

PRAXIS II TEST SCORE RESULTS

Passing score results are to be sent to the sent the State Department of Education - Tennessee State University when applicant registers and **PDF copy to the passing results emailed to the OEP office** (teachercertification@tnstate.edu).

**Note: Failure to have a 1st attempt on Praxis II exams may have implications, as district seek to host residents that have completed content exams in their endorsement area, prior to year-long residency.*

***Note: Indicate the Test Number and Passing Score Results below:**

Test 1		Test 1 Results		Test 2		Test 2 Results	
Test 3		Test 3 Results		Test 4		Test 4 Results	
Test 5		Test 5 Results					

*I acknowledge the accuracy and validity of this application submitted to the Office of Educator Preparation. The above-named applicant **has met all prerequisites** for student teaching or **will meet the requirements upon completion of current course semester.***

Advisors acknowledge of applicant submitting and meeting all requirements for the Intent to Enter Year-long Residency (please select one): ☐ Approved ☐ Denied

Advisor Signature: _____ **Date:** _____

**Note: Applicants are encouraged to use an electronic service, such as Adobe or DocuSign, to expedite the submission of the application to the OEP office – teachercertification@tnstate.edu*

SUPPORTING DOCUMENTATION

Attach all supporting documentation in PDF format **with application** (pending documents please note as attachment):

1. **Admissions to Teacher Education** letter.
2. Updated Program of study/Transcript Evaluation (Semester and Grade for each course completed and pending)
3. Updated Evidence of Professional Growth
 - a. Philosophy of Education
 - b. Resume'
 - c. LinkedIn URL
4. Photo (headshot, 2x3 from Driver's License or Student ID). **Note: Professional Photos can also be taken at the University Career Development Center.*

Do you have any family or relatives who are currently working for any school or district?

No ☐ Yes ☐ (If Yes, list their names, titles, school site and district below):

If you are seeking special accommodations under ADA, please attach the completed *A Reasonable Accommodation Request Form*. (available of the [TSU Disabled Student Services webpage](#))

Verified Disabilities: No ☐ Yes ☐

Have you ever been dismissed from an observation, field placement, internship, or student teaching?

No ☐ Yes ☐ (If Yes, explain):

Have you ever been convicted of a misdemeanor or felony?

No ☐ Yes ☐ (If Yes, explain):

OEP Office Only	Date Received _____	By _____
Application for Residency (Semester/Date): _____		
☐ Approved	☐ Denied	
Reason for Denial:		



TENNESSEE
STATE UNIVERSITY

Field Experience/Observation Location: _____

TSU Student: _____ **Semester/Year** _____

[illegible]

College of Education, Office of Educator Preparation
Room 350 Avon Williams Campus; 330 10th Avenue North; Nashville, TN 37203
Office: (615) 963-5459 | teachercertification@tnstate.edu

Tennessee State University is an EEO employer

Field Placement Photography Consent Form

Dear Parent/Guardian,

As part of the teacher education program at Tennessee State University, our candidates are required to complete field study experiences in various educational settings. To enhance their learning and development, these candidates may take photographs during their field experiences. These images will be used strictly for educational purposes to build the candidates' knowledge, skills, and professional dispositions.

We assure you that:

- No identifying information (such as names, school names, or any other personal details) will be associated with the photographs.
- The privacy and confidentiality of all students and the educational site will be strictly protected.
- The photographs will be used solely for educational purposes, including but not limited to class presentations, portfolio development, and reflective assignments within Tennessee State University's teacher education program.
- The candidates will follow all photography guidelines as set forth by the district and Tennessee State University under our partnership agreement.

Please complete the form below to indicate whether you give permission for your child to be photographed as part of these field study experiences. If you have any questions or concerns, please feel free to contact us at 615-963-5459.

Thank you for your support and cooperation.

Sincerely,



Dr. Nicole Arrighi
Assistant Dean, Educator Preparation

--- ****Photography Consent Form****

Student's Name: _____ School/Grade: _____

I, the undersigned, am the parent/legal guardian of the above-named student. I have read and understand the above information regarding the use of photographs in the teacher education program at Tennessee State University.

- ☐ **I GIVE PERMISSION** for my child to be photographed by Tennessee State University teacher education candidates during their field study experiences. I understand that these photographs will be used solely for educational purposes, and no identifying information will be disclosed.

- ☐ **I DO NOT GIVE PERMISSION** for my child to be photographed by Tennessee State University teacher education candidates during their field study experiences.

Parent/Guardian Name: _____ Signature: _____ Date: _____

Phase 1: Orientation & Classroom Foundations (Weeks 1–3)

Candidates begin by learning to read a classroom as a whole — its routines, its rules, and the community of students within it — before narrowing their focus to individual learners.

Building an Effective Classroom Management System

Connected Course	EDCI 3110 – Classroom Behavior Management
Field Activity	Observe how the mentor teacher establishes and maintains an organized, positive learning environment. Document examples of classroom rules and procedures, routines and transitions, teacher expectations, and strategies used to encourage appropriate behavior and respond when expectations are not met.
Grounding Question for Mentor Teacher	What rules and procedures are most important in your classroom, and how do you teach and reinforce them with students?
Candidate Post-Reflection/Discussion Prompts	• What rules, procedures, and expectations were most evident in the classroom? How did students know what was expected of them? • Identify one classroom procedure or routine that was particularly effective. What contributed to its effectiveness? • How did the teacher reinforce appropriate behavior or respond when students did not follow expectations? • Based on your observation, identify one management practice you would use or adapt for your own future classroom.
Estimated Time	≈65 minutes (40 min observation + 20–25 min written reflection)

Classroom Cultural & Linguistic Context Snapshot

Connected Course	EDCI 3400 – Diversity, Equity, and Schooling in a Democratic Society
Field Activity	Document the placement classroom's cultural, linguistic, and socioeconomic makeup (languages spoken, multilingual learners, IEP/504 supports, free/reduced lunch, cultural or religious observances, classroom materials and displays that represent diverse cultures and families, and strategies the teacher uses to create a welcoming, inclusive environment) using publicly available school data plus mentor-teacher input. Write a short reflection connecting findings to Nieto & Bode, Chapter 1.
What to Turn In	• A one-page classroom context profile (enrollment, demographics, languages, socioeconomic indicators, IEP/504 rates, notable cultural/religious factors) • A one-page reflection, submitted via eLearn
Mentor Teacher's Role	Answers quick context questions the candidate brings to them.
InTASC Alignment	Standard 1 — Learner Development; Standard 2 — Learning Differences
TEAM*TN Alignment	Domain: Environment — Indicators: Expectations, Managing Student Behavior, Environment
Estimated Time	≈120 minutes / 2 hours (60–75 min data-gathering & mentor interview + 45–60 min write-up); best scheduled with dedicated desk time rather than paired with another observation.

IEC Activity A: Learning Centers and Developmentally Appropriate Practice (IEC Majors Only)

Connected Course	EDEC 3610 – Early Childhood Curriculum
Field Activity	Observe center-based or play-based learning time, documenting the materials, adult role (facilitator vs. director), and developmental domains addressed (cognitive, language, social-emotional, physical/fine-motor) at each center.
Grounding Question for Mentor Teacher	How do you decide when to add, rotate, or retire a learning center, and what do you look for to know a center is 'working' developmentally?

Candidate Post-Reflection/Discussion Prompts	• Which developmental domain was best supported by the centers you observed? Which was underrepresented? • Describe the adult's role at one center. Was it more facilitative or directive, and what evidence supports that? • Design one modification to a center that would better address an underrepresented domain.
InTASC Alignment	Standard 1 — Learner Development; Standard 7 — Planning for Instruction
TEAM*TN Alignment	Domains: Environment; Instruction — Indicators: Environment; Activities and Materials
Estimated Time	≈65 minutes (40 min observation + 20–25 min reflection)

Phase 2: Understanding Learners & Environment (Weeks 3–6)

Candidates shift from whole-classroom routines to individual and small-group support, engagement, behavior, and the collaborative structures that serve exceptional learners.

Recognizing Exceptionalities: Observation Before Labels

Connected Course	EDSE 3330 – Education of Exceptional Children
Field Activity	Shadow one small-group or individual support period (e.g., pull-out, push-in, or center rotation) and document — without accessing confidential records — the instructional accommodations and modifications observed (e.g., extended time, chunked text, visual supports, assistive technology).
Grounding Question for Mentor Teacher	Without sharing confidential student information, what are two or three accommodations you use most often, and how do you decide when a student needs an accommodation versus a modification?
Candidate Post-Reflection/Discussion Prompts	• What is the difference between an accommodation and a modification, based on what you observed? • Which observed support would you feel prepared to implement tomorrow? Which would you need more training to use? • How did the mentor teacher balance whole-group pacing with individual support needs?
Estimated Time	≈65 minutes (40 min observation + 20–25 min reflection)

Supporting Student Engagement Through Instruction

Connected Course	EDCI 3110 – Classroom Behavior Management
Field Activity	Observe a lesson with attention to how the teacher's relationships with students, instructional planning, and classroom management practices support student engagement and learning. Note how the teacher gains and maintains attention, structures and paces the lesson, manages transitions, and adjusts instruction when engagement decreases.
Grounding Question for Mentor Teacher	How do you plan instruction to keep students actively engaged, and what do you do when you notice students losing interest or needing additional support?
Candidate Post-Reflection/Discussion Prompts	• What teacher practices helped establish positive connections with students and supported participation? • How did the lesson structure, pacing, and transitions contribute to — or interfere with — engagement? • Describe one instance when the teacher adjusted instruction or management in response to students' needs. • Identify one instructional or management practice you would use in your future classroom to promote engagement.
Estimated Time	≈75 minutes (45–50 min observation + 20–25 min reflection)

Personal Bias & Anti-Bias Reflection Journal (Entries 1–2 of 4)

Connected Course	EDCI 3400 – Diversity, Equity, and Schooling in a Democratic Society
Field Activity	Reflect on a moment from the field placement week where the candidate noticed a bias, assumption, or stereotype (their own, a student's, or one they observed being addressed by staff), and describe how it was — or could have been — handled through an anti-bias lens. Recurring: biweekly, four entries across the semester.
What to Turn In	A biweekly reflective journal entry (300–400 words), submitted via eLearn.
Mentor Teacher's Role	None — candidate self-reflection only.
InTASC Alignment	Standard 9 — Professional Learning and Ethical Practice

TEAM*TN Alignment	Domain: Professionalism — Indicators: Reflecting on Teaching; Growing/Developing Professionally
Estimated Time	≈20 minutes per entry (self-reflection and writing; no additional classroom observation time required) — pairs easily with any other activity on the same field day.

Supporting Positive Behavior: Responding to Challenging Behavior

Connected Course	EDCI 3110 – Classroom Behavior Management
Field Activity	Observe how the mentor teacher responds when students demonstrate inappropriate or challenging behavior. Document examples of teacher responses — redirection, reinforcement, consequences, de-escalation — and consider how the response is matched to the behavior and individual student needs.
Grounding Question for Mentor Teacher	How do you decide how to respond when a student demonstrates inappropriate or challenging behavior, and what do you do when your initial response is not effective?
Candidate Post-Reflection/Discussion Prompts	• Describe one instance of challenging behavior you observed and how the teacher responded. • How did the teacher balance addressing the behavior with maintaining the student's dignity and relationships? • What evidence did you observe that the teacher adjusted the response based on the situation or student needs? • What alternative strategy might you consider if the behavior continued? Explain your reasoning.
Estimated Time	≈65 minutes (40 min observation + 20–25 min reflection)

Collaboration and Co-Teaching for Exceptional Learners

Connected Course	EDSE 3330 – Education of Exceptional Children
Field Activity	Observe a co-taught, collaborative, or consultative special education service delivery model in action (e.g., station teaching, parallel teaching, one teach/one support) and, where possible, interview both the general and special educator about their planning process.
Grounding Question for Mentor Teacher	How do you and your co-teacher (or support staff) divide planning and instructional responsibilities, and how do you communicate about a student's progress on IEP goals?
Candidate Post-Reflection/Discussion Prompts	• Which co-teaching model did you observe? What made it effective or ineffective for this lesson? • How was progress toward IEP goals monitored during the lesson, if at all? • What would you need to learn or practice to co-teach confidently in this model?
Estimated Time	≈75–90 minutes (45–60 min observation and interview + 25–30 min reflection)

Phase 3: Literacy Instruction in Practice (Weeks 7–9)

With classroom-observation skills established, candidates turn to content-specific pedagogy, examining how foundational literacy skills are taught, practiced, and assessed.

Literacy Focused Observation — Phonological/Phonemic Awareness & Phonics

Connected Course	EDLI 3500 – Foundations of Literacy Development and Instruction
Field Activity	Observe one instructional block during which the mentor teacher delivers explicit phonological/phonemic awareness or phonics instruction. Using the Literacy Focused Observations form, record how the teacher makes the skill explicit (I do/we do/you do), the materials used, and how students practice the skill. Note any students who appear to need additional support and how the teacher responds.
Grounding Question for Mentor Teacher	How do you decide which students need additional phonemic awareness or phonics support, and what does that support look like in your classroom?
Candidate Post-Reflection/Discussion Prompts	• Which specific phonemic awareness or phonics skill was the target of the lesson, and how was it explicitly taught? • What informal or formal data did the teacher use during the lesson to check for mastery? • Did you notice any students showing characteristics of a reading difficulty? How did the teacher respond?
InTASC Alignment	Standard 1 — Learner Development; Standard 4 — Content Knowledge
TN Literacy Standards	Standard 1.1 — Content Knowledge; Standard 1.2 — Foundational Literacy Skills
TEAM*TN Alignment	Domain: Instruction — Indicator: Application of Foundational Literacy Skills
Estimated Time	≈85 minutes (50–60 min observation + 25–30 min reflection using the Literacy Focused Observations form)

Literacy Focused Observation — Fluency, Vocabulary & Comprehension

Connected Course	EDLI 3500 – Foundations of Literacy Development and Instruction
Field Activity	Observe a guided reading, shared reading, or whole-group reading lesson and record how the teacher builds fluency (accuracy, rate, prosody) and teaches vocabulary and comprehension before, during, and after reading. Describe disciplinary literacy strategies used and, if observed, how technology supports instruction.
Grounding Question for Mentor Teacher	What do you do when a student can decode a text accurately but still isn't fluent, or doesn't understand what they've read?
Candidate Post-Reflection/Discussion Prompts	• What specific fluency-building strategy did you observe, and how was it structured? • How did the teacher explicitly teach or reinforce vocabulary connected to the text? • What comprehension strategies did the teacher model or have students practice independently?
InTASC Alignment	Standard 4 — Content Knowledge; Standard 8 — Instructional Strategies
TN Literacy Standards	Standard 1.2 — Foundational Literacy Skills; Standard 1.7 — Comprehension & Collaboration
TEAM*TN Alignment	Domain: Instruction — Indicators: Activities & Materials; Application of Foundational Literacy Skills
Estimated Time	≈85 minutes (50–60 min observation + 25–30 min reflection)

Personal Bias & Anti-Bias Reflection Journal (Entries 3–4 of 4)

Connected Course	EDCI 3400 – Diversity, Equity, and Schooling in a Democratic Society
Field Activity	Reflect on a moment from the field placement week where the candidate noticed a bias, assumption, or stereotype (their own, a student's, or one they observed being

	addressed by staff), and describe how it was — or could have been — handled through an anti-bias lens. Recurring: biweekly, four entries across the semester.
What to Turn In	A biweekly reflective journal entry (300–400 words), submitted via eLearn.
Mentor Teacher's Role	None — candidate self-reflection only.
InTASC Alignment	Standard 9 — Professional Learning and Ethical Practice
TEAM*TN Alignment	Domain: Professionalism — Indicators: Reflecting on Teaching; Growing/Developing Professionally
Estimated Time	≈20 minutes per entry (self-reflection and writing; no additional classroom observation time required) — pairs easily with any other activity on the same field day.

Literacy Focused Observation — Assessment, Intervention & Support for Diverse Learners

Connected Course	EDLI 3500 – Foundations of Literacy Development and Instruction
Field Activity	Observe and describe one reading or writing assessment administered in the placement classroom (formal or informal) and how the teacher uses the resulting data to plan instruction or intervention. Describe supports provided for struggling readers, students with characteristics of dyslexia, English Learners, and/or students on IEP/504 plans.
Grounding Question for Mentor Teacher	Walk me through how you use assessment data to group students or plan interventions for your struggling readers, including any students with characteristics of dyslexia.
Candidate Post-Reflection/Discussion Prompts	• What assessment tool or method did you observe, and what specific literacy skill(s) did it measure? • How did the teacher differentiate instruction or intervention based on the assessment results? • What accommodations or supports did you notice for English Learners or students with IEP/504 plans?
InTASC Alignment	Standard 2 — Learning Differences; Standard 6 — Assessment
TN Literacy Standards	Standard 5.8 — Foundational Literacy Skills Assessment Tools; Standard 5.14 — Interpreting Assessment Data
TEAM*TN Alignment	Domain: Planning — Indicators: Assessment; Differentiation & Student Needs
Estimated Time	≈70 minutes (40–45 min observation + 25–30 min reflection)

Phase 4: Technology, Curriculum Planning & Culminating Lesson Preparation (Weeks 10–13)

Candidates close the semester by examining how technology extends instruction and assessment, then apply everything learned in a full foundational-skills lesson-planning task.

Technology as a Teaching Tool

Connected Course	EDCI 4190 – Technology in the Schools
Field Activity	Observe and inventory the technology used during instructional time — teacher-facing tools (e.g., gradebook, presentation software, document camera), student-facing tools (e.g., devices, learning platforms), and any assistive technology in use.
Grounding Question for Mentor Teacher	Which piece of technology has made the biggest difference in your teaching this year, and which one do you avoid or use sparingly, and why?
Candidate Post-Reflection/Discussion Prompts	• What was the ratio of teacher-directed to student-directed technology use? • Did you observe any digital citizenship instruction or expectations posted or communicated? Describe them. • How would you troubleshoot the moment if the primary technology tool failed mid-lesson?
Estimated Time	≈65 minutes (45 min observation/inventory + 20 min reflection)

IEC Activity B: Early Childhood Curriculum Planning and Family Engagement (IEC Majors Only)

Connected Course	EDEC 3610 – Early Childhood Curriculum
Field Activity	Review, with mentor teacher permission, one week's curriculum plan or thematic unit and any family-facing communication (newsletter, app message, take-home activity), then interview the mentor teacher about how family input shapes planning.
Grounding Question for Mentor Teacher	Can you show me a time a family's input or feedback changed something in your weekly plan, and how do you build in opportunities for that input?
Candidate Post-Reflection/Discussion Prompts	• What evidence of family engagement did you find in the curriculum materials? • How does the mentor teacher balance a standards-driven curriculum with individual family and child needs? • Draft one family-communication idea you would add to this week's plan.
InTASC Alignment	Standard 7 — Planning for Instruction; Standard 10 — Leadership and Collaboration
TEAM*TN Alignment	Domain: Planning — Indicator: Instructional Plans
Estimated Time	≈80 minutes (45–50 min document review and mentor interview + 30 min reflection)

Digital Citizenship and Assessment Technology

Connected Course	EDCI 4190 – Technology in the Schools
Field Activity	Observe one instance of technology-based formative or summative assessment (e.g., an online quiz platform, digital exit ticket, adaptive learning software) and document how the teacher uses the resulting data.
Grounding Question for Mentor Teacher	Walk me through what you do with the data from this assessment tool within 24 hours of collecting it.
Candidate Post-Reflection/Discussion Prompts	• What decision did the teacher make based on the data, and how quickly after collection? • What digital citizenship norms (e.g., screen time, appropriate use, privacy) did you see modeled or taught? • How does this data-use cycle compare to a paper-based formative assessment you've seen elsewhere in the field study?
Estimated Time	≈65 minutes (45 min observation + 20 min reflection)

HQIM Exploration & Foundational Skills Lesson Preparation

Connected Course	EDLI 3500 – Foundational Skills Lesson Preparation (100 pts, culminating assignment)
Field Activity	Identify the High-Quality Instructional Materials (HQIM)/adopted foundational literacy curriculum used for phonemic awareness, phonics, or fluency instruction. Complete the Foundational Skills Protocol (TN DOE Best for All Hub) as Section 0: Intellectual Preparation of the EPP PreK–5 Lesson Preparation Template before planning. Using that HQIM lesson as the basis, complete Sections 1–7 of the Template to plan a foundational literacy skills lesson. Discuss with the mentor teacher where possible.
Grounding Question for Mentor Teacher	What foundational skills curriculum or HQIM does our school use for reading instruction, and what has your experience been using it with fidelity?
Candidate Post-Reflection/Discussion Prompts	• What did completing the Intellectual Preparation protocol reveal about the lesson's rigor or where students are likely to struggle? • How did studying the HQIM shape the decisions you made in Sections 2–6 of your lesson plan? • What questions do you still have about implementing this HQIM with fidelity in a real PreK–5 classroom?
InTASC Alignment	Standard 4 — Content Knowledge; Standard 7 — Planning for Instruction
TN Literacy Standards	Standard 3.1 — HQIM Design Principles; Standard 3.2 — Implementing HQIM with Integrity; Standard 3.3 — Intellectual Preparation & Internalization of HQIM
TEAM*TN Alignment	Domain: Planning — Indicators: Use of HQIM & Intellectual Preparation; Standards & Objectives; Application of Foundational Literacy Skills
Estimated Time	≈3.5–4 hours total (45 min HQIM review, 45–60 min Intellectual Preparation Protocol, 90–120 min drafting Sections 1–7). This is the semester's most demanding task — plan it as its own field day or split across two sessions; do not pair it with another activity.

TSU/EPP PreK–5 Lesson Preparation Template

Intellectual Preparation (Complete Before Planning)

- Complete the matching protocol from the [Best for All Hub — Intellectual Preparation](#) before drafting this plan, then attach it: [Foundational Skills Protocol](#) or [Lesson Preparation Protocol](#)
-
- ☐ **Foundational Skills Protocol attached** (*phonemic awareness/phonics/fluency*)
- ☐ **Lesson Preparation Protocol attached** (*comprehension/vocabulary/writing/content*)
- ☐ **Not Applicable** — *Explain:*

Curriculum / HQIM Used (name & unit/lesson #)	
Key Takeaway from Intellectual Prep (big idea + where students may struggle)	

Section 1: Lesson Identification

Grade Level		Topic/Subject	
--------------------	--	----------------------	--

Section 2: Standards, Objectives & Literacy Alignment

Learning Target / Objective (measurable — note Bloom's level, e.g., [Bloom – Create])	
Sub-Objective(s) (with Bloom's level)	
Posted "I Can" Statement(s)	
Standard(s) — code + brief text	
Common Misconceptions Students May Have & How You Will Address Them	

Find standard codes/language at the [TN Academic Standards page](#).

Key / Academic Vocabulary	
Materials & Technology Needed	

Section 4: Criteria for Mastery & Assessment

Criteria for Mastery (specific, observable look-fors)	
Formative Assessment (during the lesson)	
Summative / End-of-Lesson Assessment	

Section 5: Lesson Agenda

1. Opening / Hook Time: _____

Activate prior knowledge, connect to real life, generate interest.

2. I Do (Direct Instruction / Modeling) Time: _____

Explicitly model the skill or think-aloud through the text/task.

3. We Do (Guided Practice) Time: _____

Students practice with support; check for understanding.

4. You Do (Independent / Collaborative Practice) Time: _____

Students demonstrate mastery independently or in groups.

5. Share / Closure Time: _____

Students share thinking; summarize learning; connect to the objective.

Planned Questions (3–5, spanning recall through evaluation) & Academic Feedback Plan	
---	--

Section 6: Differentiation & Support

How will I respond when students experience initial difficulty? (scaffolds, small group, accommodations — including IEP, 504, Dyslexia, and EL-specific supports)	How will I enrich/extend learning and group students? (including advanced/gifted learners and any IEP/504-specified extensions)

Section 7: Post-Lesson Reflection & Student Work Analysis

If the lesson is taught, complete after teaching. Not scored on the rubric below — supports Student Work Analysis (TN DOE Intellectual Preparation Guidance) and professional growth (CAEP 1.4).

Strengths, misconceptions & trends observed; how this will change your next lesson

Scoring Rubric: EPP Lesson Plan (Aligned to the TEAM General Educator Rubric)

This rubric adapts language directly from the Tennessee [TEAM General Educator Rubric](#) (Planning and Instruction domains, edited July 2024) so that candidates practice planning to the same standard used to evaluate licensed teachers. Each component also lists the [CAEP Standard 1 \(Content and Pedagogical Knowledge\)](#) component(s) and — where applicable — TN Literacy Standards for Teacher Licensure pillar(s) it demonstrates. CAEP Standard 1 is reported using its four candidate-level components: R1.1 The Learner and Learning, R1.2 Content, R1.3 Instructional Practice, and R1.4 Professional Responsibility. Supervisors/instructors should circle the descriptor that best matches the submitted plan for each component.

TEAM Component & Aligned Standards	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Standards & Objectives Evidence: Section 2 Aligned Standards: • CAEP 1.2 — Content • CAEP 1.3 — Instructional Practice • TN Literacy 1.1 — Content Knowledge	Objective is measurable, explicitly connected to the standard, and sub-objectives are logically sequenced toward it.	Objective is aligned to the standard and communicated clearly; sub-objectives mostly align.	Objective is present but loosely connected to the standard; sequencing of sub-objectives is unclear.	Objective is missing, unmeasurable, or not aligned to a state standard.
Use of HQIM & Intellectual Preparation Evidence: Section 0 Aligned Standards: • CAEP 1.3 — Instructional Practice • CAEP 1.4 — Professional Responsibility • TN Literacy 3.1 — HQIM Design Principles • TN Literacy 3.3 — Intellectual Preparation & Internalization of HQIM	Plan shows significant evidence of HQIM use with fidelity; completed protocol clearly informed the plan's rigor and anticipated struggles.	Plan shows evidence of HQIM use; completed protocol is attached and referenced.	Plan references HQIM but protocol is incomplete or not clearly connected to planning decisions.	No evidence of HQIM use or intellectual preparation protocol.
Activities & Materials Evidence: Sections 3 & 5 Aligned Standards: • CAEP 1.2 — Content • CAEP 1.3 — Instructional Practice • TN Literacy 3.2 — Implementing HQIM with Integrity • TN Literacy 4.9 — Engaging Students with Complex Texts	Activities are challenging, sequenced basic-to-complex, sustain attention, and are clearly relevant to students' lives.	Activities are aligned to the objective, appropriately sequenced, and build on prior knowledge.	Activities are present but not clearly sequenced or only partially aligned to the objective.	Activities are missing, off-standard, or do not build toward the objective.
Lesson Structure & Pacing Evidence: Section 5 Aligned Standards: • CAEP 1.3 — Instructional Practice • TN Literacy 4.5 — Evidence-Based Instructional Practices	Plan includes a clear beginning, middle, end, and time for reflection; pacing supports varied learning rates.	Plan has a coherent structure with beginning, middle, and end; pacing is appropriate.	Plan has a structure but is missing closure or introductory elements.	Plan lacks coherent structure; pacing is not addressed.
Differentiation & Student Needs Evidence: Section 6 Aligned Standards: • CAEP 1.1 — The Learner and Learning	Plan provides specific, individualized supports and extensions for multiple learner profiles (struggling,	Plan provides general supports and extensions for learners who struggle or have mastered content.	Plan mentions differentiation generally but does not specify strategies.	No evidence of differentiation for individual student needs.

TEAM Component & Aligned Standards	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
• TN Literacy 4.3 — <i>Scaffolded Instruction</i> • TN Literacy 4.12–4.14 — <i>Support for ELs, Students with Disabilities & Dyslexia</i>	on-level, advanced, IEP/EL).			
Questioning & Academic Feedback <i>Evidence: Section 5 (Planned Questions & Feedback)</i> Aligned Standards: • CAEP 1.3 — <i>Instructional Practice</i> • CAEP 1.4 — <i>Professional Responsibility</i> • TN Literacy 1.7 — <i>Comprehension & Collaboration</i> • TN Literacy 4.7 — <i>Reasoning & Metacognition</i>	Plan includes varied, high-quality questions (knowledge through evaluation) and a clear feedback/monitoring plan.	Plan includes purposeful questions and identifies how feedback will be given during practice.	Questions are present but limited to recall; feedback plan is vague.	Plan includes no planned questions or feedback strategy.
Assessment <i>Evidence: Section 4</i> Aligned Standards: • CAEP 1.3 — <i>Instructional Practice</i> • TN Literacy 5.8 — <i>Foundational Literacy Skills Assessment Tools</i> • TN Literacy 5.14 — <i>Interpreting Assessment Data</i>	Assessment plan is aligned to the standard, has clear measurement criteria, and includes both formative and summative checks.	Assessment plan is aligned to the standard and includes clear measurement criteria.	Assessment is present but criteria are ambiguous or not aligned to the objective.	No formative or summative assessment is identified.
Application of Foundational Literacy Skills (If applicable) <i>Evidence: Sections 0 & 2</i> • CAEP 1.2 — <i>Content</i> • TN Literacy 1.2 — <i>Foundational Literacy Skills</i>	Candidate accurately applies the science of reading to instructional choices for the relevant Foundational Literacy or ELA Standards, grounded in HQIM.	Candidate applies the relevant TN Literacy pillar(s) accurately in planning decisions.	Candidate references a literacy pillar but application to the lesson is unclear or incomplete.	Relevant TN Literacy pillar(s) are not identified or applied; or not applicable to this lesson.
Pedagogical Content Knowledge (ELA, Social Studies, Science, or Math) <i>Evidence: Sections 1 & 2</i> Aligned Standards: • CAEP 1.2 — <i>Content</i> • TN Literacy 1.1 — <i>Content Knowledge (ELA lessons; not applicable to Math/Science/Social Studies)</i>	Candidate demonstrates deep, discipline-specific pedagogical content knowledge for the identified content area — including research-based instructional strategies, accurate representations of the concept, and anticipation of common student misconceptions.	Candidate demonstrates accurate content knowledge and selects instructional strategies appropriate to the identified content area and grade level.	Candidate demonstrates general content knowledge, but instructional strategies are not clearly specific to the discipline or grade-level expectations.	Candidate demonstrates limited or inaccurate content knowledge, or instructional strategies are misaligned with the discipline.
Writing Mechanics (Professional Written Communication) <i>Evidence: Entire submitted plan</i> Aligned Standards: • CAEP 1.4 — <i>Professional Responsibility</i>	The lesson plan is free of grammar, spelling, and punctuation errors; academic language is precise, professional, and clearly organized throughout.	The lesson plan has minimal errors in grammar, spelling, or punctuation that do not interfere with clarity; writing is professional and organized.	The lesson plan contains several errors in grammar, spelling, or punctuation that occasionally interfere with clarity.	The lesson plan contains frequent errors in grammar, spelling, or punctuation that interfere with clarity and professionalism.

Total Score / Overall Rating	
Mentor Teacher/ Instructor Comments	

References & Source Alignment

- Tennessee Department of Education. [TEAM General Educator Rubric](#) (edited July 2024).
- Tennessee Department of Education. Intellectual Preparation Guidance to Guide Conversation: Unit and Lesson Preparation and Student Work Analysis — [Best for All Hub, Intellectual Preparation](#).
- Tennessee Department of Education, [Best for All Hub](#) (bestforall.tnedu.gov) — home of the Lesson Preparation Protocol and Foundational Skills Lesson Preparation Protocol.
- Tennessee Department of Education, [Tennessee Academic Standards](#).
- Tennessee State Board of Education, [Literacy & Specialty Area Standards for Educator Preparation, Policy 5.505](#) (TN Literacy Success Act).
- Council for the Accreditation of Educator Preparation (CAEP). [2022 Initial-Level Standards, Standard 1: Content and Pedagogical Knowledge](#) (components R1.1–R1.4).

TENNESSEE EDUCATOR PREPARATION PROVIDER (EPP)

Middle / Secondary (Grades 6–12) Lesson Preparation Template

Aligned to the TEAM General Educator Rubric and CAEP Standards — for Social Studies, Science, ELA, Mathematics, Music, Art, and PE/Health

Intellectual Preparation (Complete Before Planning)

Scored on Rubric: Content Preparation & Use of HQIM/Course Materials (where applicable)

Deeply study the lesson's content, text(s), problem set, score, artwork, or task before planning. Anticipate where students may struggle, misread, or misapply a concept or skill. This is a thinking process, not a compliance step.

No specific Intellectual Preparation protocol is required for grades 6–12 placements. Candidates are encouraged to use general planning-support and professional learning resources on the Tennessee Department of Education's Best for All Hub, filtered to their grade band and content area, at

bestforall.tnedu.gov/hub.

Curriculum / HQIM / Course Materials Used (name & unit, lesson, or chapter #)

Key Takeaway from Content Preparation (big idea + where students may struggle)

Section 1: Lesson Identification

Scored on Rubric: Pedagogical Content Knowledge (Content Area below); Writing Mechanics (entire document)

Grade Level (6–12)	Content Area	Topic / Unit / Course
	☐ Social Studies ☐ Science ☐ ELA ☐ Mathematics ☐ Music ☐ Art ☐ PE/Health ☐ Other: _____	

Section 2: Standards, Objectives & Content Alignment

Scored on Rubric: Standards & Objectives; Pedagogical Content Knowledge; Content-Area Literacy & Disciplinary Practices (Literacy Standards for Teacher Licensure, Policy 5.505, if applicable)

Learning Target / Objective (measurable — note Bloom's level, e.g., [Bloom – Create])

Sub-Objective(s) (with Bloom's level)

Posted "I Can" Statement(s)

Standard(s) — code + brief text

Common Misconceptions Students May Have & How You Will Address Them

Find current standard codes and language on the Tennessee Academic Standards page for your content area:

Content Area	Tennessee Academic Standards Page
English Language Arts	https://www.tn.gov/education/districts/academic-standards/english-language-arts-standards.html
Mathematics	https://www.tn.gov/education/districts/academic-standards/mathematics-standards.html
Science	https://www.tn.gov/education/districts/academic-standards/science-standards.html
Social Studies	https://www.tn.gov/education/districts/academic-standards/social-studies-standards.html
Music & Art (Arts Education)	https://www.tn.gov/education/districts/academic-standards/arts-education.html
Health Education	https://www.tn.gov/education/districts/academic-standards/health-education-and-lifetime-wellness-standards.html
Physical Education	https://www.tn.gov/education/districts/academic-standards/physical-education-standards.html

Literacy Standards for Teacher Licensure — Policy 5.505
--

In addition to a content area's academic standards, Policy 5.505 requires EPP candidates in grades 6–12 endorsement areas to demonstrate content-area/disciplinary literacy. Two tracks apply depending on endorsement area:

- Middle and Secondary Education Literacy Standards — Mathematics, Science, Social Studies, World Languages, CTE, Visual & Performing Arts (Music/Art), and Health & Physical Education: Standard 1 (Discipline-Specific Skills), Standard 2 (Vocabulary Knowledge & Acquisition), Standard 3 (K–12 Student Focus).
- English Language Arts Literacy Standards — ELA 6–8 and English 6–12: Standard 1 (Content Knowledge), Standard 2 (Language & Literacy Rich Environment), Standard 3 (Curriculum & Instruction), Standard 4 (Assessment & Evaluation), Standard 5 (Professional Learning & Leadership).

Section 3: Key Vocabulary & Materials

Scored on Rubric: Activities & Materials; Content-Area Literacy & Disciplinary Practices (if applicable — vocabulary)

Key / Academic Vocabulary

Materials & Technology Needed

Section 4: Criteria for Mastery & Assessment

Scored on Rubric: Assessment

Criteria for Mastery (specific, observable look-fors)

Formative Assessment (during the lesson)

Summative / End-of-Lesson Assessment

Section 5: Lesson Agenda

Scored on Rubric: Activities & Materials; Lesson Structure & Pacing; Questioning & Academic Feedback

1. Opening / Hook Time: _____

Activate prior knowledge, connect to real life or a driving question, generate interest.

2. I Do (Direct Instruction / Modeling) Time: _____

Explicitly model the skill, process, or think-aloud through the text, problem, or task.

3. We Do (Guided Practice) Time: _____

Students practice with support; check for understanding.

4. You Do (Independent / Collaborative Practice) Time: _____

Students demonstrate mastery independently or in groups.

5. Share / Closure Time: _____

Students share thinking; summarize learning; connect to the objective.

Planned Questions (3–5, spanning recall through evaluation) & Academic Feedback Plan

Section 6: Differentiation & Support

Scored on Rubric: Differentiation & Student Needs

Plan for the full range of learners in the classroom. Name specific accommodations, modifications, or supports tied to each student's plan — general statements such as “differentiate as needed” do not meet expectations. At minimum, consider students with Individualized Education Programs (IEPs), students with Section 504 Plans, English Learners (ELs), students with characteristics of dyslexia or other reading/learning differences, students below or above grade-level in a course's prerequisite skills, and advanced/gifted learners.

How will I respond when students experience initial difficulty? (scaffolds, small group, accommodations — including IEP, 504, EL, and students with characteristics of dyslexia or other reading/learning differences)

How will I enrich/extend learning and group students? (including advanced/gifted learners and any IEP/504-specified extensions)

Section 7: Post-Lesson Reflection & Student Work Analysis

Complete after teaching. Not scored on the rubric below — supports Student Work Analysis and professional growth (CAEP 1.4).

Strengths, misconceptions & trends observed; how this will change your next lesson

Scoring Rubric: EPP Lesson Plan (Aligned to the TEAM General Educator Rubric)

This rubric adapts language from the Tennessee TEAM General Educator Rubric (Planning and Instruction domains, edited July 2024) so that candidates practice planning to the same standard used to evaluate licensed teachers. Each component also lists the CAEP Standard 1 (Content and Pedagogical Knowledge) component(s) it demonstrates, reported using its four candidate-level components: R1.1 The Learner and Learning, R1.2 Content, R1.3 Instructional Practice, and R1.4 Professional Responsibility. Supervisors/instructors should circle the descriptor that best matches the submitted plan for each component.

TEAM Component & Aligned Standards	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Standards & Objectives <i>Evidence: Section 2</i> <i>Aligned Standards:</i> • CAEP 1.2 — Content • CAEP 1.3 — Instructional Practice • Literacy Standards for Teacher Licensure 5.505(2) Std. 3.1 — K–12 Student Focus	Objective is measurable, explicitly connected to the grade-level standard, and sub-objectives are logically sequenced toward it.	Objective is aligned to the standard and communicated clearly; sub-objectives mostly align.	Objective is present but loosely connected to the standard; sequencing of sub-objectives is unclear.	Objective is missing, unmeasurable, or not aligned to a Tennessee academic standard.
Content Preparation & Use of HQIM/Course Materials <i>Evidence: Section 0</i> <i>Aligned Standards:</i> • CAEP 1.3 — Instructional Practice • CAEP 1.4 — Professional Responsibility	Plan shows significant evidence of deep content preparation; candidate anticipates specific student struggles and the plan is clearly shaped by this analysis.	Plan shows evidence of content preparation; the candidate identifies at least one likely area of student struggle.	Plan references materials used but preparation notes are generic or not clearly connected to planning decisions.	No evidence of content preparation or use of HQIM/course materials prior to planning.
Activities & Materials <i>Evidence: Sections 3 & 5</i> <i>Aligned Standards:</i> • CAEP 1.2 — Content • CAEP 1.3 — Instructional Practice	Activities are challenging, sequenced basic-to-complex, sustain attention, and are clearly relevant to students' lives.	Activities are aligned to the objective, appropriately sequenced, and build on prior knowledge.	Activities are present but not clearly sequenced or only partially aligned to the objective.	Activities are missing, off-standard, or do not build toward the objective.
Lesson Structure & Pacing <i>Evidence: Section 5</i> <i>Aligned Standards:</i> • CAEP 1.3 — Instructional Practice	Plan includes a clear beginning, middle, end, and time for reflection; pacing supports varied learning rates and course length (block or traditional period).	Plan has a coherent structure with beginning, middle, and end; pacing is appropriate.	Plan has a structure but is missing closure or introductory elements.	Plan lacks coherent structure; pacing is not addressed.
Differentiation & Student Needs <i>Evidence: Section 6</i> <i>Aligned Standards:</i> • CAEP 1.1 — The Learner and Learning	Plan provides specific, individualized supports and extensions for multiple learner profiles (struggling, on-level, advanced, IEP/504/EL).	Plan provides general supports and extensions for learners who struggle or have mastered content.	Plan mentions differentiation generally but does not specify strategies.	No evidence of differentiation for individual student needs.
Questioning & Academic Feedback <i>Evidence: Section 5 (Planned Questions & Feedback)</i> <i>Aligned Standards:</i> • CAEP 1.3 — Instructional Practice • CAEP 1.4 — Professional Responsibility	Plan includes varied, high-quality questions (knowledge through evaluation) and a clear feedback/monitoring plan.	Plan includes purposeful questions and identifies how feedback will be given during practice.	Questions are present but limited to recall; feedback plan is vague.	Plan includes no planned questions or feedback strategy.

Assessment <i>Evidence: Section 4</i> <i>Aligned Standards:</i> • CAEP 1.3 — <i>Instructional Practice</i>	Assessment plan is aligned to the standard, has clear measurement criteria, and includes both formative and summative checks.	Assessment plan is aligned to the standard and includes clear measurement criteria.	Assessment is present but criteria are ambiguous or not aligned to the objective.	No formative or summative assessment is identified.
Content-Area Literacy & Disciplinary Practices (if applicable) <i>Evidence: Sections 2 & 5</i> <i>Aligned Standards:</i> • CAEP 1.2 — <i>Content</i> • <i>Literacy Standards for Teacher Licensure 5.505(2) Std. 1.1, 2.1, 3.1–3.2 — Discipline-Specific Skills, Vocabulary, K–12 Student Focus (Math, Science, Social Studies, World Languages, CTE, Arts, PE/Health)</i> • <i>Literacy Standards for Teacher Licensure 5.505(3) Std. 1.2–1.5, 3.1, 3.5 — Key Ideas, Vocabulary, Craft & Structure, Curriculum & Instruction (ELA 6–8 / English 6–12)</i>	Candidate accurately embeds discipline-specific literacy or practice (e.g., reading/writing like a historian or scientist, mathematical discourse, critique in the arts, movement/health literacy) into instructional choices.	Candidate applies relevant disciplinary literacy or practice accurately in planning decisions.	Candidate references a disciplinary literacy or practice, but application to the lesson is unclear or incomplete.	Disciplinary literacy/practice is not identified or applied; or not applicable to this lesson.
Pedagogical Content Knowledge (Social Studies, Science, ELA, Math, Music, Art, or PE/Health) <i>Evidence: Sections 1 & 2</i> <i>Aligned Standards:</i> • CAEP 1.2 — <i>Content</i> • <i>Literacy Standards for Teacher Licensure 5.505(3) Std. 1.1 — Knowledge of ELA Development (ELA 6–8 / English 6–12 candidates)</i>	Candidate demonstrates deep, discipline-specific pedagogical content knowledge for the identified content area — including research-based instructional strategies, accurate representations of the concept/skill, and anticipation of common student misconceptions.	Candidate demonstrates accurate content knowledge and selects instructional strategies appropriate to the identified content area and grade band.	Candidate demonstrates general content knowledge, but instructional strategies are not clearly specific to the discipline or grade-level expectations.	Candidate demonstrates limited or inaccurate content knowledge, or instructional strategies are misaligned with the discipline.
Writing Mechanics (Professional Written Communication) <i>Evidence: Entire submitted plan</i> <i>Aligned Standards:</i> • CAEP 1.4 — <i>Professional Responsibility</i>	The lesson plan is free of grammar, spelling, and punctuation errors; academic language is precise, professional, and clearly organized throughout.	The lesson plan has minimal errors in grammar, spelling, or punctuation that do not interfere with clarity; writing is professional and organized.	The lesson plan contains several errors in grammar, spelling, or punctuation that occasionally interfere with clarity.	The lesson plan contains frequent errors in grammar, spelling, or punctuation that interfere with clarity and professionalism.

Total Score / Overall Rating

Mentor Teacher / Instructor Comments

References & Source Alignment

Tennessee Department of Education. TEAM General Educator Rubric (edited July 2024). team-tn.org

Tennessee Department of Education, Best for All Hub — planning-support and professional learning resources, including grade-band and content-area filters. bestforall.tnedu.gov/hub

Tennessee Department of Education, Tennessee Academic Standards (all content areas, including secondary Social Studies, Science, ELA, Mathematics, Arts Education, Health Education, and Physical Education). tn.gov/education/districts/academic-standards.html

Tennessee State Board of Education. Literacy Standards for Teacher Licensure, Policy 5.505 (revised 05/31/2024) — Middle and Secondary Education Literacy Standards (Math, Science, Social Studies, World Languages, CTE, Arts, PE/Health) and English Language Arts Literacy Standards (ELA 6–8, English 6–12). [tn.gov/education — EPP Literacy](https://tn.gov/education—EPP/Literacy)

Council for the Accreditation of Educator Preparation (CAEP). 2022 Initial-Level Standards, Standard 1: Content and Pedagogical Knowledge (components R1.1–R1.4). caepnet.org

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.

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: - measurable and explicit goals aligned to state content standards; - activities, materials, and assessments that: - 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; - evidence that the plan provides regular opportunities to accommodate individual student needs; and - significant evidence of the utilization of district approved HQIM when available for intellectual preparation.	Instructional plans include: - goals aligned to state content standards; - activities, materials, and assessments that: - 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; - evidence that the plan provides some opportunities to accommodate individual student needs; and - evidence of the utilization of district approved HQIM when available for intellectual preparation.	Instructional plans include: - few goals aligned to state content standards; - activities, materials, and assessments that: - 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; and - little evidence of the utilization of district approved HQIM when available for intellectual preparation.
Student Work 	Assignments require students to: - 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: - 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: - 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: - 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: - 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: - 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 	- 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.	- 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.	- 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 	- 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.	- 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.	- 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 	The classroom: - 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.	The classroom: - 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.	The classroom: - 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 	- 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.	- Teacher-student interactions are generally positive, 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.	- 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 	- 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, and (d) grounded in HQIM when available. - 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).	- 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 and grounded in HQIM when available. - 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).	- 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 or are rarely grounded in HQIM when available. - 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 	- 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.	- 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.	- 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: - 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. Significant evidence exists that the district-approved HQIM are used as the foundation for presenting instructional content when available.	Presentation of content most of the time includes: - 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. Evidence exists that the district approved HQIM are used as the foundation for presenting instructional content when available.	Presentation of content rarely includes: - 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. Little evidence exists that the district approved HQIM are used as the foundation for presenting instructional content when available.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing 	- 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.	- 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.	- 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 	- Activities and materials include all of the following: - 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 - when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers). - Use of HQIM activities and materials with fidelity when available. - In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. - The preponderance of activities demands complex thinking and analysis. - Texts and tasks are appropriately complex.	- Activities and materials include most of the following: - 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 - when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers). - Use of HQIM activities and materials when available. - Texts and tasks are appropriately complex.	- Activities and materials include few of the following: - 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 - when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums). - Use of HQIM activities and materials when available.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Questioning 	- Teacher questions are varied and high quality, providing a balanced mix of question types: - 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.	- Teacher questions are varied and high quality providing for some, but not all, question types: - 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.	- Teacher questions are inconsistent in quality and include few question types: - 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 	- 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.	- 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.	- 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 	- 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.	- 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.	- 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 regardless of the learning and instructional goals of a lesson.
Teacher Content Knowledge 	- 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.	- 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.	- 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 	- 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.	- 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.	- 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 	- The teacher thoroughly teaches two or more types of thinking: - 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: - generate a variety of ideas and alternatives, analyze problems from multiple perspectives and viewpoints, and - monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	- The teacher thoroughly teaches one or more types of thinking: - 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: - generate a variety of ideas and alternatives, and - analyze problems from multiple perspectives and viewpoints.	- The teacher implements no learning experiences that thoroughly teach any type of thinking. - The teacher provides no opportunities where students: - generate a variety of ideas and alternatives, or - analyze problems from multiple perspectives and viewpoints.
Problem-Solving 	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: - Abstraction - Categorization - Drawing Conclusions/Justifying Solutions - Predicting Outcomes - Observing and Experimenting - Improving Solutions - Identifying Relevant/Irrelevant Information - Generating Ideas - Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: - Abstraction - Categorization - Drawing Conclusions/Justifying Solution - Predicting Outcomes - Observing and Experimenting - Improving Solutions - Identifying Relevant/Irrelevant Information - Generating Ideas - Creating and Designing	The teacher implements no activities that teach the following problem-solving types: - Abstraction - Categorization - Drawing Conclusions/Justifying Solution - Predicting Outcomes - Observing and Experimenting - Improving Solutions - Identifying Relevant/Irrelevant Information - Generating Ideas - Creating and Designing



Process for Assessing Teacher Candidates' Disposition

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

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

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

In the TSU teacher education program, teacher candidates are expected to demonstrate professional dispositions throughout their program (refer to Disposition Matrix). Ten (10) courses have been targeted to assess student disposition: **EDCI 2010, EDCI 2100, EDCI 3110, EDSE 3330, EDCI 3400, EDCI 3500, EDCI 2200, EDLI 3500, EDCI 4190, EDCI 3220, EDLI 4500, EDCI 3870, EDLI 4910, EDCI 4550, EDCI 4600, EDCI 4620, EDSE 4660, EDCI 4705, EDCI 4706, and EDCI 4720.**

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

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

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

Remediation Step 1:

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

Remediation Step 2:

(Candidate has received a second DDR.)

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

Remediation Step 3:

(Candidate has received a third DDR.)

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

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

Remediation Step 4:

(Candidate has received a fourth DDR.)

Candidate is subject to dismissal from the Teacher Education program.

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



TENNESSEE
STATE UNIVERSITY



**Disposition Deficiency Form
Remediation Plan**

Candidate _____ Faculty/PK-12 Teacher _____

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

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

Disposition Deficiency (check all that apply):

- ☐ Academic
☐ Attendance
☐ Clinical Performance
☐ Professionalism

Explanation: _____

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

Pre-Residency Resources

The following links were recommended by Pre-Residency faculty to aid in your first year within the professional education coursework.

Resource	Link	Description
Backpack Connection Series	https://challengingbehavior.cbcs.usf.edu/Implementation/family.html	The Backpack Connection Series was created by the Technical Assistance Center on Social Emotional Intervention (which is now part of NCPMI) to help young children develop social emotional skills
Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)	https://www.dec-sped.org/ei-ecse-standards	Link to the standards and supporting resources.
Center for Parent Information and Resources	https://www.parentcenterhub.org/	Link to family-friendly materials and resources.
Division for Early Childhood (DEC) Recommended Practices with Examples	https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_ff1fec199cc44568a49bbc7c16b2ed3f.pdf?index=true	Effective Practices to improve child outcomes.
Early Childhood Recommended Practices Module 1: Interaction	https://rpm.fpg.unc.edu/module-1-interaction	A module to learn about effective instructional practices.
ECPC Cross-Disciplinary Competencies	https://ecpcta.org/cross-disciplinary-competencies/	Core cross-disciplinary competence areas for use by ECI professionals.
ECPC Curriculum Modules: Professional Standards	https://ecpcta.org/curriculum-module/	A module for each of the seven EI/ECSE Standards with a variety of resources (e.g. multimedia illustrations, websites, references).
Interaction Practice Guides for Practitioners	https://ectacenter.org/decrp/type-pgpractitioner.asp#pgpractitioner-interaction	From ECTA, resources and video examples of child and adult interactions.

Resource	Link	Description
Principles for Use of Technology with Early Learners	https://tech.ed.gov/earlylearning/principles/	A resource from the Office of Educational Technology
Professional Standards and Competencies for Early Childhood Educators	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf	A resource from NAEYC
Zero to Three: Power of Play	https://www.zerotothree.org/resources/311-the-power-of-play	Learning through play from birth to three.





“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

TSU-27-013(C)-8c-13306– Tennessee State University is an EEO employer.