



College of Education
Office of Educator Preparation

Year-Long Residency Handbook
2026-2027



*Photo Credit: “OEP on the Town” field trip to the Country Music Hall of Fame
on March 14, 2026*

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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).

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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



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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>

			
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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

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

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

Candidate Support Team

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

- Mentor Teacher
- TSU Master Clinician / University Supervisor
- TSU Academic Advisor

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

The first year of teaching can be overwhelming even when teachers complete a pre-service program prior to entering the classroom. It is understandable that sometimes they may feel overwhelmed. Support is always available to program participants! If a candidate is in crisis, they should first turn to their mentor teacher or master clinician for immediate support. These individuals, or the candidate themselves, should also notify the OEP office. A support plan will then be created that will address the needs of the candidate.

Policies related to Residency

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

Special Problems: Withdraw from Teacher Education Program/Residency

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

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



Year-Long Residency Overview

The primary goals of the Year-Long Residency:

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

The objective of the Clinical Residency is to produce graduates with strong academic content knowledge, effective instructional and classroom management skills, and data-driven assessment strategies. Further, the Clinical Residency aims to prepare candidates who adhere to professional standards and demonstrate a commitment to supporting the academic and social needs of all students.

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

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

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

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

Early Childhood Candidates:

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

Elementary Candidates:

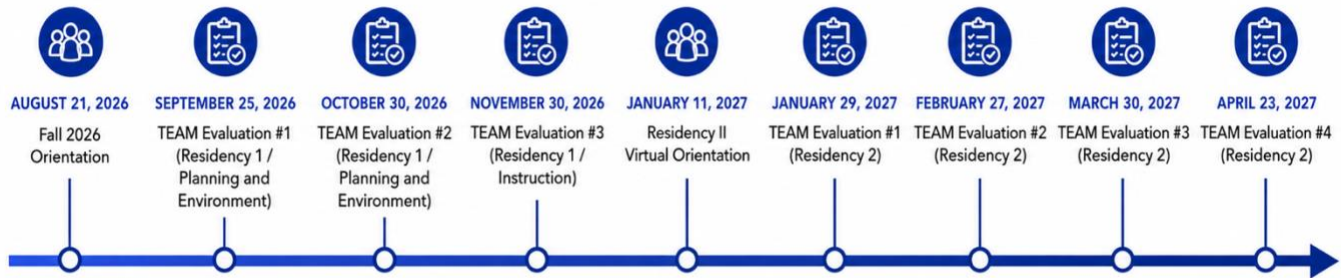
- Residency 1 and 2- K, 1, 2, 3, 4, or 5 grade inclusive classroom (Residency 1-130 hours; Residency II-15 Weeks full time)

Secondary/K-12 Candidates:

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

TEAMS OBSERVATION EVALUATION TIMELINE

2026–2027 ACADEMIC YEAR



Together we observe. Together we grow. Together we transform.



Residency I

The Residency Year is comprised of the final two semesters of the senior year. Candidates enter Residency I as a cohort and are engaged in authentic field-based experiences for **fifty percent** of their **semester credit load**. The remainder of the semester is designated for participation in professional studies and continued involvement in Problem-Based Learning and other effective instructional delivery methods. Candidates are engaged in coursework and experiences designed to develop general and content specific pedagogy.

During Residency I, candidates embark on 90-100 residential hours in a K-12 classroom. Candidates are placed with a classroom teacher, **2 full days a week**, who will serve as their Mentor Teacher during the year-long clinical placement. The program is structured such that it scaffolds greater responsibility, sequenced observations and participatory experiences, culminating in full-time cohort teaching in Residency II.

Objectives for Residency I

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

1. To become acquainted with the Mentor Teacher and Students.
2. To become familiar with classroom procedures, school policy, duties, and responsibilities of the Mentor Teacher.
3. To participate in individual and small group instruction.
4. To assist the Mentor Teacher in grading papers, bus duty, hall duty, cafeteria duty, etc.
5. To begin dialogue for developing high quality instructional materials for lesson and unit plans.
6. To participate in classroom-based activities involving students' parents and/or family members (parent conferences, open house, etc.)
7. To attend selected school-wide functions (PTA/PTO events, faculty meetings, in-service activities, sports events, etc.)
8. To maintain a weekly reflective journal of observation/participation and organize evidence of performance. (**Weekly Logs are to be submitted electronically to Master Clinician/University Supervisor throughout the year-long residency.**)

Residency I Candidates typically report to their first assignment mid-way through the fall semester. Candidates are required to log their actual hours spent in service to their assigned classroom/school.

Residency II / Student Teaching

Residency II occurs in the spring semester of the senior year. It begins after *Mandatory Spring Orientation*.

Candidates spend all day in the classroom five days a week co-teaching. They follow the same schedule as the mentor teacher and the calendar of the assigned school district.

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

Objectives for Residency II

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

Residency Pacing Guide

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

August - September

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

October - March

- Observation – Observation is decreased as teaching responsibilities increase.
- Teaching – Teaching responsibility will **increase gradually**.
- Participation – Participating as necessary for increased responsibility.
- Planning – Planning as necessary for increased responsibility

April

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

Options:

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

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

Establishing Norms

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



Candidate Assessment

Residency II Semester Seminar

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

In addition to the maintenance of written records of evaluation, evidence of daily collaboration and verbal discussions of the Candidate's performance serve to document progress in the residency. Evaluation of the Candidate's professional growth is a continuous, systematic, honest, and comprehensive process involving the Mentor Teacher, Master Clinician/University Supervisor, Clinical Seminar Instructor, the Teacher Candidate, and at times, the School Principal.

Candidate In-Residence Self-Evaluation

Candidates should keep an electronic journal and /or an activity log. Reflective thinking should be an integral part of the Candidate's self-evaluation. Discussions of journal notes and other self-assessments are also used in the Clinical Seminar.

Policies Related to the TEAM Evaluation

The TEAM Evaluation is a key component of this formative performance review. Areas of strength and areas to be strengthened should be discussed with the Candidate, especially with respect to knowledge of subject matter, classroom management, teaching strategies, planning, etc. The mentor teacher/university supervisor will conduct the evaluation and provide the completed rubrics to the Office of Educator Preparation within one week of the post-conference. **Mentor Teachers are asked to complete one (1) TEAM evaluation (typically Residency 2 – Evaluation #2) to triangulate candidate performance with the master clinician/university supervisor.**

Mentor Teacher's Evaluation

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

All daily lesson plans must be approved and initialed by the Mentor Teacher prior to implementation.

The Mentor Teacher and the Teacher Candidate are expected to arrange weekly conference times for planning and evaluation purposes.

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

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

Master Clinician/University Supervisor's Evaluation

The Master Clinician/University Supervisor should make as many visits to a site as deemed necessary, based on the level of support needed to ensure the Candidate success. A minimum of seven formal site visits will be scheduled for observation and evaluation. **In Residency I, Candidates will be evaluated three (3) times using the Tennessee Educator Acceleration Model (TEAM) evaluation process. In Residency II Candidates will be evaluated four (4) times using the TEAM evaluation process.** Additional visits include an introductory meeting with the Mentor Teacher and other school personnel to arrange the schedule for the Candidate's activities.

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

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

If the Teacher Candidate is unable to confer with the Master Clinician/University Supervisor immediately after the observation, the Candidate should be instructed to call the Master Clinician/University Supervisor for a telephone conference. For the teleconference, the Candidate must have the TEAM Observation Form available with the reflection portion of the lesson plan completed. Areas of strength and areas to be strengthened should be discussed with the Candidate, especially with respect to knowledge of subject matter, classroom management, teaching strategies, planning, etc.

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

Course Grades

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

A Teacher Candidate may be withdrawn from Residency II at any time for just cause. Generally, Candidates who are withdrawn from Residency during Residency I are allowed to reapply to be placed in a subsequent semester, after they have demonstrated that all deficiencies have been resolved. However, Candidates who are withdrawn from their placement during Residency II may be dismissed from the program and may not be eligible for future placements.

Both the Mentor Teacher and the Master Clinician/University Supervisor are to assign a recommended grade to the Teacher Candidate. Each must discuss the given grade with the Candidate. In accordance with Tennessee EdCode, the final decision of a grade is the responsibility of the Master Clinician/University after consulting with the Director of Teacher Education. *Also, the Director of Education reports /confirms the final grade – A, B, C, D, or F to the Records office.*

Candidate Expectations

Professional Liability Insurance

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

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

Calendar

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

Attendance and School Schedule

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

During Residency II, Candidates are expected to be at their assigned school every day of the placement for the entire teacher workday, including faculty meetings, open-house, parent-teacher conferences and other assigned duties. **There are no excused absences during Residency II and any days missed due to illness, or bereavement must be made up. If illness or emergency should require a Candidate to be absent for any period of time, the Candidate must notify the school, the Mentor Teacher and the Master Clinician/University Supervisor.** Should the Candidate miss more than the two (2) consecutive days, the Office of Educator Preparation must be notified as well. In cases of prolonged or repeated absence, the Master Clinician/University Supervisor and the Office of Educator Preparation will, after consulting with the Mentor Teacher and School Administrator, determine whether the Candidate's clinical experience will be terminated or extended. (**Note:** The absolute limit for the total number of days away (*for any reason*) from an assignment is six (6) days; after 6 days the Candidate will be removed from Student Teaching. If school(s) are officially closed this does not count against the Residency II candidate.)

Residency II is a full-day, every-day experience for a full semester (15 weeks/ 75 days). The Teacher Candidate is expected to follow the arrival and dismissal times established by the school for its regular teaching staff and follow the Mentor Teacher's daily schedule, including any assigned lunch, bus, or playground supervision. The Candidate is expected to be at his/her assigned school at the appointed hour. The Candidate is expected to make arrangements to meet the required time needed to complete an assignment or duty.

Tardiness and leaving the school early are **not permitted**. Candidates are expected to arrive early and depart beyond established dismissal times. It is possible, depending on the practice of the Mentor Teacher, Teacher Candidates will be expected to arrive at least 30 minutes early and leave at least 30 minutes beyond the dismissal time for Mentor Teachers. Candidates cannot avail themselves of the Mentor Teacher's expertise and assistance unless extra time is spent at the school. Candidates must discuss with their Principal and Mentor Teacher expectations about time of arrival and dismissal.

Absences and Holidays

If possible, the Candidate should not be absent from Residency II. Work or family/personal commitments **cannot** be excuses for failing to meet the commitments of Residency II and Clinical Seminar. If such interference occurs, the Candidate will be given the choice of withdrawing from Residency II or making the personal adjustments necessary to give full attention to the program. However, should circumstances require an absence, the Candidate must notify the Mentor Teacher and the Master Clinician/University Supervisor as far in advance as possible.

It is the responsibility of the Teacher Candidate to make sure that lesson plans and materials are available for use by the Mentor Teacher. Illness, professional activity and professional development seminars may be acceptable justifications for an absence. The Candidate will notify the Mentor Teacher and Master Clinician/University Supervisor of any professional activity and developmental seminars that will require the attendance of the Candidate. Absences in excess of six days during the total Residency II experience may result in removal from the program. Tardiness is not allowed.

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

Steps to follow when Candidates are absent

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

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



Teaching Tigers (Class of 2026) ready to “Roar and Soar” as first year teachers in the Memphis Teacher Residency Program.

General Guidelines for Completing Residency Year

1. Teacher Candidates **must not** be assigned to schools where members of their immediate families are staff members or students, or to high schools where they attended as students.
2. Once assigned to a school, teacher Candidates must adhere to all rules and regulations of that school and district and treat their assignment as a contract to fulfill the prescribed responsibilities of a Teacher Candidate / student teacher at the selected site.
3. Any changes in a Teacher Candidate's placement can only be done through the Office of Educator Preparation only due to the most extenuating circumstances. If there are extreme extenuating circumstances a written request with specific reason(s) must be submitted to the Director of Teacher Education & Student Services.
4. Generally, teacher Candidates start their Residency II experience when University classes begin, and end their residency in the schools during the Final Exam Week. However, for the most part, Candidates follow the calendar of the school district where they have been assigned (e.g., holidays, breaks, etc.).
5. **Professionalism must be exhibited in work and attitude at all times.** Unprofessional conduct may result in dismissal from Residency placement.
6. During the Residency II semester, Candidates are not allowed to take classes other than Student Teaching and the Residency II / Enhanced Student Teaching Seminar.
7. Outside employment is discouraged during the Residency 2 semester. Candidates cannot be excused from their Residency II requirements because of employment responsibilities.
8. If a Candidate has a legitimate absence (i.e., illness of the Candidate or a family member, or death of a family member), the Candidate must notify the Mentor Teacher and Master Clinician / Supervisor as soon as possible. Any lesson plans required during the period of the absence should be submitted to the Mentor Teacher and Master Clinician. **There are no excused absences during Residency II and any days missed due to illness, or bereavement must be made up.**
9. Teacher Candidates must go to their sites fully prepared at all times, including having completed lesson plans and applicable materials for conducting the class.
10. Teacher Candidates may not participate in or serve as a witness in the administration of corporal punishment.
11. Teacher Candidates must provide evidence of comprehensive general liability insurance.
12. Teacher Candidates should not hesitate to ask for assistance or guidance from the Mentor Teacher, or Master Clinician or University Supervisor when needed.

Teacher Candidates / Interns as Substitute Teacher (Guidelines)

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

Policy:

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

Steps:

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

Reinforcing your Career Readiness Competencies

CAREER READINESS

Competencies for a Career-Ready Workforce Overview

Competencies

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

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

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What is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core

[naceweb.org/career-readiness-](https://naceweb.org/career-readiness-what-is-career-readiness/)

lifespan 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. In Pre-Residency, candidates focus on Career & Self Development, Equity & Inclusion, Teamwork, and Communication. As Residency, candidates are enriching their competencies in **Leadership, Technology, Critical Thinking, and Professionalism.**

Definition of Roles

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

Assistant Dean for Office of Educator Preparation

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

Name: Dr. Nicole Arrighi	Phone: 615-963-5482	Email: nkendall@tnstate.edu
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Field Placement and Clinical Experience Coordinator

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

Name: Mrs. Linda Fair	Phone: 615-963-4885	Email: lfair@tnstate.edu
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Master Clinician/University Supervisor

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

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

Mentor Teacher (Cooperating Teacher)

The Mentor Teacher provides guidance in assisting the Candidate to develop his/her skills as a classroom teacher. However, this mentoring process requires the Mentor Teacher and the Candidate to work as a partners. Following a co-teaching framework, the Mentor Teacher and the Candidate share the planning, organization, delivery and assessment of instruction. Additionally, the Mentor Teacher and Master Clinician/University Supervisor collaborate to submit one summative evaluation from each semester on the Residency candidate. The Master Clinician/University Supervisor delivers the evaluation to the Director of Teacher Education program.

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 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:

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

Links to review Codes of Ethics:

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



*Co-Teaching Overview

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

Co-Teaching is an Attitude... An attitude of sharing the classroom and students Co-Teachers must always be thinking We're Both Teaching!	Data show Co-Teaching is a way... ✓ to build stronger connections between universities and school partners; ✓ to provide both support and professional development for cooperating teachers; ✓ to increase opportunities for placements; ✓ to better meet P-12 student needs; ✓ for teacher Candidates to have more opportunities to teach; ✓ for teacher Candidates and cooperating teachers to enhance their communication skills; ✓ to induct and mentor teacher Candidates.
Why Co-Teach? ✓ Increases instructional options for all students ✓ Addresses diversity and size of today's classrooms ✓ Enhances classroom management ✓ Provides mentoring and guidance throughout the experience ✓ Creates an opportunity to plan, teach and evaluate as a team ✓ Helps develop knowledge, skills and dispositions for teaching ✓ Improves the academic performance of students in the classroom	Co-Teaching Strategies One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation. One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments. Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of- ten an independent station will be used. Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio. Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated. Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different. Team Teaching — Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in- formation, and available to assist students and answer questions. Adapted from Cook & Friend (1995)
Co-Teaching is NOT: ✓ A less rigorous student teaching experience or easier for teacher Candidates; ✓ One person teaching one subject or period followed by another who teaches a different subject or period; ✓ One person teaching while another person prepares instructional materials or sits and watches; ✓ When one person's ideas prevail regarding what will be taught and how it will be taught.	Co-Teaching Won't Happen Without PLANNING. Pairs are encouraged to: ✓ Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how Candidates will teach collaboratively. Candidates will be responsible for additional planning beyond this planning time; the focus is on planning for co-teaching. ✓ Try each co-teaching strategy. ✓ Adjust the lead role. Lead of the planning shifts from the mentor teacher (early in the experience) to the teacher Candidate as the experience progresses.
	For more Information: Office of Educator Preparation Room 350 Avon Williams Campus - Tennessee State University 330 10th Avenue North, Nashville, TN 37203 Office Phone: 615-963-5459 Email: teachercertification@tnstate.edu

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

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)	teaa.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	
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 *YEAR-LONG RESIDENCY*

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

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

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

☐ Residency I (Fall Semester):

- Complete final semester of methods courses aligned with Field Study III
- Maintain the minimum 2.75GPA on a 4.0 scale
- **Submit all passing scores in your Praxis II endorsement area , due September 30, 2026.**
- Apply for to Enter into Residency II, **deadline: October 30, 2026**

☐ Residency II /Student Teaching (Spring Semester):

- Attend educational seminar
- Complete Senior Exit Exam
- File for Graduation in MyTSU
- Complete teacher education exit survey and interview



Spring 2026 Commencement Ceremony

Admissions to Residency II (UG) Application

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

This form is to serve as a declaration of my intent to enter **Residency II** during the _____ Semester of 20____. I understand that I must have registered, taken, and received scores for the Praxis II Content Knowledge Exam that pertains to my area of sought licensure. I also understand that once admitted into Residency II, I must ***complete four (4) TEAM evaluations*** to be recommended for a practitioner-license in Tennessee.

Major: ☐ Elementary ☐ Integrated Early Childhood ☐ Secondary/All Grades
Subject: _____

Student's Name (Print) **T#**

Student's Signature **Date** **Email Address**

Phone#

- ☐ [Two \(2\) Disposition Assessment Form](#) – *Residency II/Student Teaching*
- #1 Disposition [Master Clinician/University Supervisor] _____
 - #2 Disposition [Mentor Teacher] _____

***Please return this document to the Office of Educator Preparation via email at teachercertification@tnstate.edu**

OEP Office Only **Date Received** _____ **By** _____

Application for Residency (Semester/Date): _____

Interview Date: _____

☐ Approved ☐ Denied

Reason for Denial:

Teacher Candidates / Interns as Substitute Teacher (Guidelines)

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

Policy:

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

Steps:

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



Dr. Matthews, Early Childhood faculty, at a recruitment fair.



Course: Field Study/Residency

Field Experience/Observation Location: _____

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

Date	Time In	Time Out	Mentor Teacher Signature

Module 1: Foundations, Environment & Planning — Observation #1

Candidates build their classroom relationship, establish routines, and prepare for the first scaffolded observation, which assesses Planning and Environment together.

A Welcoming and Responsive Classroom for English Learners

Connected Course	EDCI 4300 – Methods and Assessment for ESL and Second Language Learners
Field Activity	Observe how the teacher and classroom environment create a welcoming, linguistically and culturally responsive experience for English learners — teacher practices that communicate respect, build relationships, and encourage participation, as well as classroom features such as visuals, culturally representative materials, and accessible routines.
Grounding Question for Mentor Teacher	What have you found most helpful for making English learners feel welcomed, comfortable participating, and supported in your classroom?
Candidate Post-Reflection/Discussion Prompts	• What teacher practices or interactions helped English learners feel welcomed, respected, and comfortable participating? • What classroom features, materials, or routines supported students' linguistic and cultural backgrounds and access to learning? • How did the teacher's knowledge of students' backgrounds, strengths, or language needs influence the classroom environment? • Identify one additional practice or change you would recommend to make the classroom more welcoming to English learners, and why.

Planning and Assessment Design

Connected Course	EDCI 3220 – Assessment of Student Learning
Field Activity	Using the lesson selected for TEAM*TN Observation #1, review the lesson plan and accompanying assessment(s) with the mentor teacher, examining how the assessment aligns with the lesson objectives/standards, how student learning will be measured, and what criteria will be used to evaluate student performance.
Grounding Question for Mentor Teacher	How do you determine whether an assessment is appropriately aligned with the lesson objectives and provides sufficient evidence of student learning? What factors do you consider when selecting or designing assessments for different learners?
Candidate Post-Reflection/Discussion Prompts	• How well does the assessment align with the lesson objectives and intended learning outcomes? • What evidence do you plan to collect to determine whether students met the learning objectives? • How does your discussion with your mentor teacher influence your assessment design or evaluation criteria? • What accommodations or modifications were considered to ensure the assessment is appropriate for diverse learners?

Mentor Teacher Interview — Family Engagement & Professional Collaboration

Connected Course	EDSE 4660 – Family Involvement and Professional Collaboration
Field Activity	Interview the mentor teacher about their approach to family engagement and professional collaboration — how they build relationships with families, which communication methods work best, how they collaborate with other school personnel, and their advice for a new teacher partnering with families of students with diverse learning needs. Summarize key takeaways in a short written reflection.

Grounding Question for Mentor Teacher	What has been your most effective strategy for building trust with families who are hard to reach, and how did you develop it?
Candidate Post-Reflection/Discussion Prompts	• Which of your mentor teacher's strategies for communicating with families most closely matches what you've read in EDSE 4660? • How does your mentor teacher collaborate with other school personnel to support students and families? • Which leadership style(s) did you notice in your mentor teacher's approach, and what is one strategy you plan to use in your own future classroom?

Implemented Literacy Lesson Plan #1

Connected Course	EDCI 4620 – Field Study in Education III (core activity — one lesson per module)
Field Activity	Conduct a focused classroom observation of ELA/Reading (or a specialized area, for secondary candidates) instructional practices, and complete an Implemented Literacy Lesson Plan aligned to the lesson used for the TEAM*TN observation in this module.
Candidate Post-Reflection/Discussion Prompts	• Observe and record how the teacher instructs and helps students develop skills in reading, speaking, listening, or writing. • Observe and describe how the teacher uses disciplinary literacy strategies to support learning in Math, Science, and Social Studies. • Describe instructional strategies in place to support students based on the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension). • Observe and describe the reading and writing assessments administered, and how technology is used to support learning. • Provide examples of how cultural and linguistic differences affect social interaction in the classroom, and what efforts are used to promote openness, inquiry, fairness, and literacy learning.

Module 2: Extending Practice, Planning & Environment — Observation #2

Candidates deepen instructional planning and assessment literacy, continue family and professional collaboration activities, and prepare for the second scaffolded observation (again Planning & Environment).

Analysis, Feedback, and Instructional Decision-Making

Connected Course	EDCI 3220 – Assessment of Student Learning
Field Activity	Analyze student work and assessment evidence from the Observation #1 lesson, discuss patterns of student performance with the mentor teacher, provide written feedback to students, and determine instructional next steps based on the assessment results.
Grounding Question for Mentor Teacher	How do you use student assessment results to identify patterns of understanding or misconceptions, provide meaningful feedback, and decide what to teach or reteach next?
Candidate Post-Reflection/Discussion Prompts	• What patterns of student understanding, misconceptions, or learning needs do you identify from the assessment evidence? • How do you provide feedback that helps students understand their strengths and next steps for learning? • Based on the assessment evidence, what would you reteach, reinforce, differentiate, or change in your next lesson? • What does the evidence suggest about the effectiveness of your instruction?

School-Related Family Engagement Event — Participation & Volunteering

Connected Course	EDSE 4660 – Family Involvement and Professional Collaboration
Field Activity	Attend a school-related family event during the field placement (e.g., Back-to-School Night, a family literacy or STEM night, a cultural celebration, a PTA/PTO event). Actively participate and volunteer — for example, greeting families, staffing an activity station, assisting with sign-in, or supporting communication with families.
Grounding Question for Mentor Teacher	What do you hope families take away from tonight's event, and how do you know whether it achieved that goal?
Candidate Post-Reflection/Discussion Prompts	• Describe your role at the event and one interaction with a family that stood out to you. • How did the event reflect the partnership and ecological-systems concepts discussed in EDSE 4660? • What barriers to family participation did you notice, if any, and how might the school address them?

IEP or 504 Plan Meeting Observation

Connected Course	EDSE 4660 – Family Involvement and Professional Collaboration
Field Activity	With mentor teacher support, request to attend an IEP or Section 504 plan meeting in the PreK–5 placement classroom, noting how the family is invited to participate, how team members share information, and how the plan addresses the student's needs. If attendance is not permitted, complete an alternate activity (e.g., reviewing a de-identified IEP/504 document, a debrief conversation, or shadowing pre-/post-meeting preparation). If you are unable to participate in an IEP/504 meeting or an alternate activity, submit a one-page reaction paper responding to the Grounding Question for Mentor Teacher.
Grounding Question for Mentor Teacher	How do you prepare families to be active participants in IEP or 504 meetings, and what do you do when a family can't attend?

Candidate Post-Reflection/Discussion Prompts	• How was the family positioned as an active partner in the meeting (or alternate activity)? What made you draw that conclusion? • What role did each team member (general education teacher, special education teacher, related service providers, administrator) play? • How does what you observed connect to the family-engagement strategies discussed in EDSE 4660 (e.g., Family Ecological Systems Theory, two-way communication)?
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Implemented Literacy Lesson Plan #2

Connected Course	EDCI 4620 – Field Study in Education III (core activity — one lesson per module)
Field Activity	Conduct a focused classroom observation of ELA/Reading (or a specialized area, for secondary candidates) instructional practices, and complete an Implemented Literacy Lesson Plan aligned to the lesson used for the TEAM*TN observation in this module.
Candidate Post-Reflection/Discussion Prompts	• Observe and record how the teacher instructs and helps students develop skills in reading, speaking, listening, or writing. • Observe and describe how the teacher uses disciplinary literacy strategies to support learning in Math, Science, and Social Studies. • Describe instructional strategies in place to support students based on the five components of reading. • Observe and describe the reading and writing assessments administered, and how technology is used to support learning. • Provide examples of how cultural and linguistic differences affect social interaction in the classroom, and what efforts are used to promote openness, inquiry, fairness, and literacy learning.

Module 3: Instruction, Differentiation & Transition to Residency II — Observation #3

Candidates apply differentiation strategies for diverse and English-learner students, complete the final scaffolded observation (Instruction only), and close out Residency I professionalism and family-engagement requirements.

Planning for Every Learner — Differentiating Instruction for English Learners

Connected Course	EDCI 4300 – Methods and Assessment for ESL and Second Language Learners
Field Activity	Using the three lesson plans developed for EDCI 4620 and used for the scaffolded TEAM observations, apply TESOL concepts and evidence-based strategies to modify each lesson to support an English learner's comprehension, participation, language development, and access to grade-level content.
Grounding Question for Mentor Teacher	How do you consider English learners' linguistic and cultural backgrounds, English proficiency, strengths, and needs when planning instruction and making adjustments for individual students?
Candidate Post-Reflection/Discussion Prompts	• What specific supports or modifications did you incorporate into your three lesson plans to address the English learner's needs? • How did your knowledge of the learner's English proficiency and background influence your planning decisions? • Which TESOL strategies were most useful in adapting your lessons, and why were they appropriate for this learner? • Based on your TEAM teaching experience and feedback, what worked well, and what would you maintain or modify in future instruction?

Implemented Literacy Lesson Plan #3

Connected Course	EDCI 4620 – Field Study in Education III (core activity — one lesson per module)
Field Activity	Conduct a focused classroom observation of ELA/Reading (or a specialized area, for secondary candidates) instructional practices, and complete an Implemented Literacy Lesson Plan aligned to the lesson used for the TEAM*TN observation in this module.
Candidate Post-Reflection/Discussion Prompts	• Observe and record how the teacher instructs and helps students develop skills in reading, speaking, listening, or writing. • Observe and describe how the teacher uses disciplinary literacy strategies to support learning in Math, Science, and Social Studies. • Describe instructional strategies in place to support students based on the five components of reading. • Observe and describe the reading and writing assessments administered, and how technology is used to support learning. • Provide examples of how cultural and linguistic differences affect social interaction in the classroom, and what efforts are used to promote openness, inquiry, fairness, and literacy learning.

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	
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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	
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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 • TN Literacy 4.3 — Scaffolded Instruction	Plan provides specific, individualized supports and extensions for multiple learner profiles (struggling, on-level, advanced, IEP/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.

TEAM Component & Aligned Standards	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
• TN Literacy 4.12–4.14 — Support for ELs, Students with Disabilities & Dyslexia				
Questioning & Academic Feedback <i>Evidence: Section 5 (Planned Questions & Feedback)</i> Aligned Standards: • CAEP 1.3 — Instructional Practice • CAEP 1.4 — Professional Responsibility • TN Literacy 1.7 — Comprehension & Collaboration • TN Literacy 4.7 — Reasoning & Metacognition	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 — Instructional Practice • TN Literacy 5.8 — Foundational Literacy Skills Assessment Tools • TN Literacy 5.14 — Interpreting Assessment Data	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 — Content • TN Literacy 1.2 — Foundational Literacy Skills	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 — Content • TN Literacy 1.1 — Content Knowledge (ELA lessons; not applicable to Math/Science/Social Studies)	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 — Professional Responsibility	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 — Instructional Practice	Assessment plan is aligned to the standard, has clear measurement criteria, and includes	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.

	both formative and summative checks.			
Content-Area Literacy & Disciplinary Practices (if applicable) <i>Evidence: Sections 2 & 5</i> <i>Aligned Standards:</i> • CAEP 1.2 — Content • 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) • 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)	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 — Content • Literacy Standards for Teacher Licensure 5.505(3) Std. 1.1 — Knowledge of ELA Development (ELA 6–8 / English 6–12 candidates)	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 — Professional Responsibility	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](#)

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.

TEAM Educator Observation Form

Observer _____

☐ Announced

☐ Unannounced

Teacher Observed _____

School Name _____

Observation Number _____

Date: ____/____/____

Time: _____

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

Reinforcement Objective:

Indicator: _____

Notes:

Refinement Objective:

Indicator: _____

Notes:

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Adapted from National Institute for Excellence in Teaching. Do not duplicate without permission.

Observer Signature _____

Date _____

Teacher Signature _____

Date _____

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, EDSE 3330, EDCI 3120, EDCI 3500, EDCI 2200, EDLI 3500, EDCI 4190, EDCI 3220, EDLI 4500, EDCI 3870, EDLI 4910, EDCI 4550, EDCI 4600, EDCI 4620, EDCI 4705, EDCI 4706, and EDCI 4720.**

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

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

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

Remediation Step 1:

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

Remediation Step 2:

(Candidate has received a second DDR.)

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

Remediation Step 3:

(Candidate has received a third DDR.)

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

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

Remediation Step 4:

(Candidate has received a fourth DDR.)

Candidate is subject to dismissal from the Teacher Education program.

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



TENNESSEE
STATE UNIVERSITY



**Disposition Deficiency Form
Remediation Plan**

Candidate _____ Faculty/PK-12 Teacher _____

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

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

Disposition Deficiency (check all that apply):

- ☐ Academic
☐ Attendance
☐ Clinical Performance
☐ Professionalism

Explanation: _____

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



“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