



TENNESSEE STATE UNIVERSITY

College of Education

Office of Educator Preparation

Mentor Teacher Handbook

2026-2027



Revised: August 2026

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Table of Contents

Acknowledgements	3
Introduction	4
Overview of the Office of Educator Preparation	4
<i>Mission Statement</i>	4
<i>Unit Theme and Learning Outcomes</i>	4
<i>Office of Educator Preparation Representatives</i>	5
<i>Program Content/Completion</i>	5
<i>Candidate Support Team</i>	5
TSU Mentor Teachers	6
<i>The Role of a Mentor Teacher</i>	6
<i>Expectations for Mentor Teachers</i>	6
<i>Field Experiences and Clinical Experiences</i>	7
<i>Residency Pacing Guide</i>	7
<i>Establishing Norms</i>	8
<i>Tips for Providing Mentorship</i>	9
<i>Mentorship Framework Draft</i>	10
Clinical Residency Overview	11
<i>The Primary Goal for Clinical Residency</i>	11
<i>Mentor Teacher Compensation</i>	11
<i>Residency I</i>	11
<i>Residency II / Student Teaching</i>	12
Candidate Assessment	13
<i>Clinical Semester Seminar</i>	13
<i>Candidate In-Residence Self Evaluation</i>	13
<i>Policies Related to the TEAM Evaluation</i>	13
<i>Mentor Teacher's Evaluation</i>	14
<i>Master Clinician / University's Supervisor Evaluation</i>	14
<i>Course Grades</i>	
Candidate Expectations	15
<i>Professional Liability</i>	15
<i>Calendar</i>	15
<i>Attendance and School Policies</i>	15
Definition of Roles	17
Co-Teaching Overview	18
Code of Ethics and Professional Standards	19
Glossary of Key Education Terms	21

Appendix	23
2026-2027 OEP Calendar of Events	23
Residency I (Field Study III) Activities	25
TSU/EPP PreK-5 Lesson Preparation Template	31
TSU/EPP PreK-5 Lesson Preparation Scoring Rubric	33
TEAM Educator Observation Form	36
TEAM General Educator Rubric	37
Disposition Deficiency Form – Remediation Plan	38


**TENNESSEE
STATE UNIVERSITY**



WELCOME

Residency

2026-2027

MENTOR TEACHERS

Thank you for partnering with Tennessee State University to support and inspire the next generation of educators. Your leadership, encouragement, and expertise make a lasting impact on our future teachers!

 Anthony Gerbs	 Katherine Fitzpatrick
 Candice Davenport	 Michelle Timmer
 Charles Kim	 Montavious Thomas
 Dylan Wilson	 Reebah Love
 Emily Dench	 Rontrell Callahan
 Emily Ingham	 Sarah Hoppes
 Elmer Feliciano	 Tasha Borden
 Jenika Headley-Greene	 Taylor Gough
 Jeffrey Gregory	 Brittani Edwards



We appreciate your commitment to excellence and your role in shaping the future of education!

INSPIRE. MENTOR. IMPACT.
Together, We Build Futures.

TSU

Acknowledgements

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

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

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



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

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

Introduction

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

Overview of the 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.



Tennessee State University Mentor Teachers

A mentor teacher is a certified classroom teacher who supports:

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

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

The Role of a Mentor Teacher

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

Expectations for Mentor Teachers

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

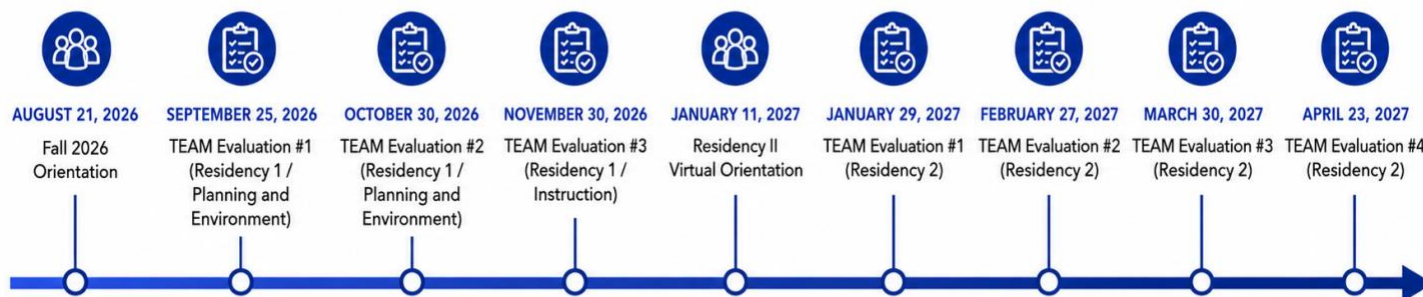
- Being a role model for the student teacher
- Providing regular feedback on the student teacher's teaching
- Helping the student teacher develop their lesson plans
- Supporting the student teacher in their professional development
- Being available to answer the student teacher's questions
- Being supportive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

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

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

TEAMS OBSERVATION EVALUATION TIMELINE

2026–2027 ACADEMIC YEAR



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



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

- A. Observation – Observe in Mentor Teacher’s classes, learning names and pertinent information about students, techniques used, and materials used.
- B. Teaching – Tutor one student or small group of students, teach one phase of lesson, etc.
- C. Participation – Assist Mentor Teacher in collecting papers, checking attendance, organizing groups, and be involved in some participation from the first day.

- D. Planning – Plans for next week’s teaching are developed cooperatively with the Mentor Teacher. The Mentor Teacher initial plans for teaching.
- E. Conferring – Confer daily with the Mentor Teacher regarding mutual expectations and plans.
- F. Daily Class Schedule – Provide a copy of your daily class schedule to your Master Clinician/University Supervisor on the first visit.

October - March

- A. Observation – Observation is decreased as teaching responsibilities increase.
- B. Teaching – Teaching responsibility will **increase gradually**.
- C. Participation – Participating as necessary for increased responsibility.
- D. 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:

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

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

Establishing Norms

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

Tips for Providing Effective Mentorship

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

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



STAKEHOLDERS	ROLE	RESPONSIBILITIES
<i>Executive Principal</i>	Activator	- Identify strategic mentors for peer coaching and invite their participation. - Invite a highly respected members of the team to serve as the Lead Mentor. - Support and affirm mentors as educator-leaders. - Help promote a culture of mentorship across the school. - Commit the development and work of the Mentor Team and show evidence of that commitment (i.e. stipends, release of duties, support for mentorship PD, class coverage for peer-to-peer observations, district award nominations, etc.).
<i>Lead Mentor Teacher</i>	Facilitator	- Schedule, plan (agendas), and facilitate Mentor Team meetings. - Collect, synthesize, track data relative to new-staff needs and mentor efficacy. - Collaborate with admin to drive Mentor Team execution and manage operations.
<i>Mentor Team Teachers</i>	Neighbors*	Embrace. Attend to the social-emotional well-being of mentee colleagues. Help them feel seen, heard, and valued. Check-in regularly; provide a safe, trusting ear; include mentee colleagues in social gatherings and team-building efforts; affirm the voices, unique perspectives, and efforts of mentee colleagues; prepare pick-me-ups or care packages; model hope and optimism. ✓ <i>Interpersonal skills</i>
	Partners*	Integrate. Help mentees become <i>context insiders</i> who “know how things work here.” Respond to new-hire questions; share resources; partner with mentees to build system capacity (i.e. PowerSchool, Campus, Schoology); help prioritize to-do-list tasks; point out supports and learning opportunities; advocate on behalf of mentee colleagues; explain school norms and operations (i.e. how do parent conferences work here; what are the expectations regarding extracurricular support/attendance). ✓ <i>Veteran, insider knowledge of school/district/community</i>
	Coaches*	Grow. Build mentees’ pedagogical capacity. Conduct observations; facilitate learning-focused conversations; model strong instructional practices, reflection. ✓ <i>Pedagogical excellence; knowledge of adult learning; coaching skills</i>

***NOTE:** Mentors do not have to embody all three of these roles. Finding mentors with the competencies to execute all the above responsibilities may be a challenge. That said, an effective Mentor Team will include at least one good neighbor willing to be able to provide interpersonal care, at least one key partner willing and able to respond to a broad range of *insider* needs, and at least one strategic coach with the knowledge and skills to help build instructional capacities. (duplicated from MNPS Mentor Teacher Institute, 2025)

Clinical Residency Overview

The primary goals of the Clinical Residency:

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

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

Our comprehensive, Year-Long Clinical Residency equips teacher education graduates to succeed in urban and rural public schools. The close partnership between university faculty and public-school faculty promotes professional development and innovation among all participants. Teacher Candidates' tasks are aligned with identified school priorities and needs. Faculty work closely with school administrators and Mentor Teachers to implement meaningful experiences for Teacher Candidates.

Mentor Teacher Compensation

A stipend of \$200 per residency semester is awarded to educators selected as a mentor teacher for aspiring educator in their year-long placement. Mentor teachers will receive payment documents from the Office of Educator Preparation. It is necessary to complete (and submit) paperwork in a timely manner to ensure forms are processed in accordance to University guidelines.

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 and OEP Office throughout the year-long placement.)**

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

Residency II / Student Teaching

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

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

Objectives for Residency II

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

Candidate Assessment

Clinical Semester Seminar

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

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.

Definition of Roles

Assistant Dean for Teacher Education and Student Services

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

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

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

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

The role of the Master Clinician/University Supervisor is a critical component in the clinical residency process. The role is primarily one of mentoring the Teacher Candidate, supporting the Mentor Teacher, and building the Professional Learning Team. The Master Clinician/University Supervisor will serve as a liaison between the College of Education and the school system. In addition, the Master Clinician/University Supervisor will assume an active role in orientations, seminars, and evaluations. At all times the Master Clinician/University Supervisor is to portray the message that Tennessee State University supports co-teaching as the framework for student teaching. The Master Clinician/University Supervisor submits the four (4) TEAMS evaluation for each candidate to the Office of Educator Preparation.

Name:	Phone:	Email:
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Residency Candidate

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

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*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 and cooperating teachers to build strong relationship; ✓ for teacher Candidates to have more opportunities to teach; ✓ for teacher Candidates and cooperating teachers to enhance their communication skills; ✓ to induct and mentor teacher Candidates.
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. Often 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 information, and available to assist students and answer questions.
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).*



State of Tennessee – Professional Code of Ethics

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

Tennessee Teacher Code of Ethics Preamble

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

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

PRINCIPLE I Educator's Obligation to the Students

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

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

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

PRINCIPLE II Educator's Obligation to the Education Profession

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

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

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

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

Links to review Codes of Ethics

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

Professional Responsibilities of Being a Mandatory Reporter

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

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

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

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.

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	
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
OCTOBER	
12-18	Homecoming Week
19-20	Fall Break – No Classes
30	Deadline: TEAM evaluation #2 (Residency 1 – Planning and Environment)
NOVEMBER	
20	Last Day of Residency I and Mentor Teacher Summative Evaluation
26-28	Thanksgiving Holiday – University Closed
30	Deadline: TEAM evaluation #3 (Residency 1 – Instruction)
DECEMBER	
24 – Jan 1	Holiday Break – University Closed
JANUARY	SPRING SEMESTER 2027
11	TSU Classes Begin Residency II/Student Teaching Spring Orientation
12	Residency II Begins
18	Holiday – MLK Day
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)

*Dates subject to change.

Contact Us:

Name	Role	Email	Phone
Dr. Nicole Arrighi	Assistant Dean	nkendall@tnstate.edu	615-963-5482
Mrs. Zora Bates	Program Coordinator	zbates@tnstate.edu	615-963-5459
Mrs. Linda Fair	Field Experience/Placement Coordinator	lfair@tnstate.edu	615-963-4885

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

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

Grounding Question for Mentor Teacher Candidate Post-Reflection/Discussion Prompts	with diverse learning needs. Summarize key takeaways in a short written reflection. What has been your most effective strategy for building trust with families who are hard to reach, and how did you develop it? • 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?
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Implemented Literacy Lesson Plan #1

Connected Course Field Activity	EDCI 4620 – Field Study in Education III (core activity — one lesson per module) 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)?

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.

Standards Alignment Chart

Each field study activity below is mapped to the InTASC Model Core Teaching Standards, the CAEP 2022 Initial-Level Standards (Standard 1: Content and Pedagogical Knowledge, reported by candidate-level components R1.1–R1.4; and Standard 2: Clinical Partnerships and Practice, component R2.3 Clinical Experiences, which every field-based activity in this handbook supports by design), and the Tennessee Educator Acceleration Model (TEAM*TN) General Educator Rubric.

Field Study Activity	InTASC	CAEP Initial Licensure	TEAM*TN Domain — Indicator(s)
Module 1: Foundations, Environment & Planning — Observation #1			
A Welcoming and Responsive Classroom for English Learners	2, 3	R1.1; R2.3	Environment — Environment, Respectful Culture
Planning and Assessment Design	6	R1.3; R2.3	Planning; Assessment — Instructional Plans, Assessment
Mentor Teacher Interview — Family Engagement & Professional Collaboration	9, 10	R1.4; R2.3	Professionalism — Professional Growth & Learning; School & Community Involvement
Implemented Literacy Lesson Plan #1	1, 2, 4	R1.1, R1.2; R2.3	Instruction — Presenting Instructional Content
Module 2: Extending Practice, Planning & Environment — Observation #2			
Analysis, Feedback, and Instructional Decision-Making	6	R1.3; R2.3	Planning; Instruction — Student Work, Assessment, Academic Feedback
School-Related Family Engagement Event — Participation & Volunteering	3, 10	R1.1; R2.3	Professionalism — School & Community Involvement
IEP or 504 Plan Meeting Observation	2, 10	R1.1; R2.3	Planning — Differentiation
Implemented Literacy Lesson Plan #2	1, 2, 4	R1.1, R1.2; R2.3	Instruction — Presenting Instructional Content
Module 3: Instruction, Differentiation & Transition to Residency II — Observation #3			
Planning for Every Learner — Differentiating Instruction for English Learners	2, 7	R1.1, R1.3; R2.3	Planning — Instructional Plans
Implemented Literacy Lesson Plan #3	1, 2, 4	R1.1, R1.2; R2.3	Instruction — Presenting Instructional Content

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	Plan provides specific, individualized supports and extensions for multiple learner profiles (struggling,	Plan provides general supports and extensions for learners who struggle or have mastered content.	Plan mentions differentiation generally but does not specify strategies.	No evidence of differentiation for individual student needs.

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

Total Score / Overall Rating	
Mentor Teacher/ Instructor Comments	

References & Source Alignment

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

Tennessee Educator 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



TENNESSEE
STATE UNIVERSITY



**Disposition Deficiency Form
Remediation Plan**

Candidate _____ Faculty/PK-12 Teacher _____

Candidate's Deficiency Report: ☐ Early/Midterm ☐ Final

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

Disposition Deficiency (check all that apply):

- ☐ Academic
- ☐ Attendance
- ☐ Clinical Performance
- ☐ Professionalism

Explanation: _____

Please explain disposition deficiency/deficiencies. _____

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

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

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

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

Student Signature

Date

Faculty/PK-12 Teacher

Date

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



“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

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