East Tennessee State University
Clemmer College

Educator Preparation Handbook
2019-2020

Due to changes in licensure standards at the state level, some policies listed in this document can change. It is the responsibility of the student to get updated information through frequent communication with their advisors.

A Letter from the Dean

Dear Residency Candidate,

Congratulations on reaching an important milestone on your journey to becoming an educator. It's time to apply the skills, knowledge, and pedagogical practices you have garnered in the classroom into the residency component of your program. You will find that your residency will not only be challenging, enriching, and thought-provoking but most assuredly rewarding. This is a continuation of your growth and development, and as such, it is a time to be curious and courageous!

You and your mentor will be entering into a collaborative, co-teaching relationship in which you will have ample opportunities to contribute to the classroom, your students, and the school. Be sure to use this time with your mentor wisely! Solicit ideas, observe best practices, and affirm pedagogical theories you have studied-but most of all, enjoy this part of your journey! Remember also to bring "all of you" to this experience. Take the opportunity to use creative techniques, instructional strategies, and powerful interventions with your students.

Your success this semester will depend on your ability not only to plan and deliver instruction, but also to assess student learning, adjust your delivery, and teach more effectively, to name a few. If you do these things, you will be able to enrich and expand your professional repertoire in a multitude of ways that will not only help to crystalize your instructional philosophy but also affirm you as a teacher. Commit yourself to achieving these goals, and I assure you that your students will learn, and your mentor teacher will greatly appreciate having you as a team member.

It is our sincere desire for you to have a residency experience on which you will look back with a feeling of satisfaction and accomplishment. Again, I wish you the best in your journey into this great profession of teaching.

Sincerely,

Dr. Janna Scarborough

The faculty and staff of Clemmer College welcome you and are happy to help you in your educational journey. Please contact us if we can be of assistance with questions about our programs and how you can be a part of the CC family.

CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

Administrative Office Directory

CENTRAL OFFICES	LOCATION	PHONE
Office of the Dean	319 Warf-Pickel Hall	423-439-7616
Student Support Services	121 Lucille Clement	423-439-5396
Division of Student Life and Enrollment	302 Burgin Dossett Hall	423-439-4210
Office of Certification	323E Warf-Pickel Hall	423-439-7562
Office of Field Experiences and Residency	323C Warf-Pickel Hall	423-439-7597

DEPARTMENTS AND PROGRAMS		
Counseling and Human Services	303 Warf-Pickel Hall	423- 439-7692
Curriculum & Instruction	401 Warf-Pickel Hall	423- 439-7595
Early Childhood Education	209 Warf-Pickel Hall	423- 439-7669
Educational Leadership & Policy Analysis	501 Warf-Pickel Hall	423-439-4430
Sport, Exercise, Recreation, and Kinesiology	321 Warf-Pickel Hall	423-439-4265
Educational Foundations & Special Education	423 Warf-Pickel Hall	423-439-7673

OTHER		
Educational Technology Review Center	209L Warf-Pickel Hall	423- 439-7128
Clemmer Student Advisement	321 Warf-Pickel Hall	423-439-7626
Office of the Registrar	101 Burgin Dossett	423-439-4230
Office of Disability Services	Nell Dossett Residence Hall	423-439-8346

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Clemmer College Administration

Dr. Janna Scarborough
Dean of the Clemmer College in the interim

Dr. Pamela Mims
Associate Dean for Research and Grants

Dr. Cynthia Chambers
Associate Dean for Educator Preparation

Mrs. Laura Click
Director of Field Experiences and Residency

Dr. Pam Evanshen
Chair of the Department of Early Childhood

Dr. Karin Keith
Chair of the Department of Curriculum and
Instruction

Dr. Lori Marks
Chair of the Department of Educational
Foundations and Special Education

Dr. Julia Bernard
Interim Chair of the Department of
Counseling and Human Services

Dr. Mike Ramsey
Chair of the Department of Sport, Exercise,
Recreation, and Kinesiology

Dr. William Flora
Chair of the Department of Educational
Leadership and Policy Analysis

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Program Coordinators: Initial Licensure

Dr. Aimee Govett	*Master of Arts in Teaching*
Dr. Kason O'Neil	*Physical Education K-12*
Dr. Kathryn Sharp	*Early Childhood – Undergraduate and Graduate*
Dr. Sara Beth Hitt	*Special Education*
Dr. Cathy Galyon	*Early Childhood Special Education*
Dr. Renee Moran	*Elementary K-5*
Dr. Ryan Nivens	*Secondary Education*
Dr. Mary Dave Blackman	*Music*

Clinical Instructors / Master Clinicians/ Field Supervisors:

Ms. SuEllen Whitson
Mr. Clyde Duty
Ms. Mary Beth Dellinger
Ms. Nancy Hopson
Mr. Dennis Smith
Mr. John Mooneyham
Ms. Ruth Facun-Granadozo
Ms. Kathy Greer
Dr. Mary Dave Blackman
Dr. Scott Honeycutt
Ms. Susan Blakenbeckler
Dr. Cassie Norvell
Ms. Michelle Treece
Dr. Jan Moore

Ms. Doris Willis
Dr. Kathryn Sharp
Ms. Janice Cloud
Dr. Susan Lewis
Ms. Angela Shelton
Ms. Kim Cassell
Dr. Sara Beth Hitt
Ms. Angela Livingston
Ms. Terryl Rock (edTPA Coordinator)
Ms. LaShay Jennings
Ms. Jennifer Cook
Ms. Sally Piercy
Ms. Jennifer Carter

Vision, Mission & Goals

Clemmer College has a vision to enhance the lives of students, faculty, staff, and community through quality programs that shape the future.

The mission of Clemmer College at East Tennessee State University is to support a diverse student experience through research and service on campus and in the community. Through research, scholarship, and partnership with school and human service organizations, the college demonstrates its commitment to promoting human development for a global society by means of engaged citizenship and life-long learning. Clemmer College aims to promote a collaborative environment for faculty, staff, and students of various backgrounds to learn, work, and grow.

The current Clemmer College goals are to:

- Provide rich educational experiences for our students.
- Value diverse communities, regional experiences, travel abroad, service-learning, and community-based education along with local, national, and global partnerships.
- Provide research and service activities to enhance community partnerships around the world,
- Value the contributions of diverse people and cultures, and devote thought to intellectual, social, economic development, and wellness
- Devote thought to intellectual, social, and economic development and wellness.
- Assist our students, faculty, and staff in developing leadership capabilities to impact the present and shape the future in a global society.
- Value the pursuit of life-long learning and personal wellness for a successful life balance.

Code of Professional and Ethical Behaviors

*By becoming a member of the campus community, students agree to live by the standards of the honor code and
thereby pledge the following: "I pledge to act with
honesty, integrity, and civility in all matters."*

-Honor Code and Pledge

Contact Information:

East Tennessee State University
Division of Student Affairs
Post Office Box 70725
Johnson City, TN USA 37614-0710

Email: studentaffairs@etsu.edu

Telephone: (423) 439-4210

Fax: (423) 439-6454

The Division of Student Affairs Offices are located on the 3rd floor of Burgin Dossett Hall and are open from 8:00 a.m. to 4:30 p.m. Monday through Friday.

East Tennessee State University
Diversity Statement

East Tennessee State University recognizes that the pursuit of knowledge and understanding is enriched by an environment in which people of diverse backgrounds learn together and from each other and participate in free and genuine exchange of views. It recognizes that all members of the university community benefit from diversity and that the quality of learning, research, scholarship, and creative activities is enhanced by a campus climate of inclusion, understanding, and appreciation of differences and the full range of human experience. ETSU must prepare students to function successfully in a diverse society. A university, diverse in its people, curricula, scholarship, research, and creative activities, expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

ETSU aspires to be an institution that celebrates diversity by welcoming all students, faculty, administrators, and staff as respected and valued participants in the university's educational mission. Therefore, ETSU welcomes people of different races, ethnicities, religions, creeds, national origins, genders, sexual orientations/gender identity, physical abilities, ages, veteran status, and social, economic, or educational backgrounds. ETSU is particularly committed to welcoming groups that have been traditionally underrepresented or excluded. The University also supports and encourages the promotion of diversity in its curricula, programs, faculty research, scholarship, and creative activities.

ADA (Disability Services)

The Americans with Disabilities Act (ADA) was enacted in 1990. The Act prohibits discrimination in employment against qualified persons who have a disability. The ADA also prohibits discrimination against persons with disabilities in state and local government services, public accommodations, transportation, and telecommunications.

Conceptual Framework

The conceptual framework that now guides the unit was developed through a series of faculty retreats and later revised by the Conceptual Framework Committee. The Conceptual Framework was again formally revisited through a series of meetings that included community representation, as well as the faculty in the College. Recommendations were made to clarify, redefine, and reframe the concepts to better reflect the needs and requirements for successful teachers and professionals in the 21st century. The Conceptual Framework specifically guides the Educator Preparation programs within the College and, where appropriate, also applies to the various non-licensure programs housed within the College. The framework is comprised of nine dimensions that come together to inform the tenth dimension, leadership.

Teaching is Leading for the Future

Leadership (The Tenth Dimension)

Dimension 1: General Knowledge

Dimension 2: Content Knowledge

Dimension 3: Pedagogical Knowledge

Dimension 4: Diversity

Dimension 5: Professional Collaboration

Dimension 6: Reflective Practice

Dimension 7: Self-directed, Lifelong Learning

Dimension 8: Caring

Dimension 9: Professional and Social Responsibility

InTASC Model Core Teaching Standards

The Learner and Learning
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners,

families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

East Tennessee State University
Clemmer College Teacher Education BucPath to Licensure

BucPoint 1:

❑ Overall GPA of 2.75 or higher in all college coursework.

❑ Grade of B- or higher in EDFN 2400 (or equivalent course).

❑ Minimum of 12 credit hours completed.

❑ Background check received on:

_____

****

Your signature below indicates that you understand the steps you need to follow to complete your licensure program. Failure to stay on track can cause you to delay your graduation.

X_____
Student Signature

X_____
Advisor Signature

_____
Date

BucPoint 2:

❑ Overall GPA of 2.75 or higher in all college coursework.

❑ MUST earn a grade of 'C' (2.0) or higher in the following general education core classes:
- o ENGL 1010 & 1020 (6 hrs.)
- o Sciences (8 hrs.) (specific to major)
- o Mathematics (3 hrs.) (specific to major)

❑ Earn a C (2.0) or higher in SPED 2300 (PE K-12 students are exempt from SPED course).

❑ Pass UIT Proficiency Exam or pass CSCI 1100 class (0-3 hrs).

❑ Minimum of 45 credit hours completed.

❑ Achieve and submit a minimum test score on:
ACT: 22 (ACT composite of 21 will be considered) OR
SAT: Reading and Math combined score of 1080 OR
PRAXIS Core: Reading 168, Math 162, Writing 165 (Praxis Core Reading 156, Math 150, and Writing 162 will be considered)

ACT Website: www.actstudent.org/regist/
SAT Website : https://sat.collegeboard.org/register
PRAXIS Website: www.ets.org/praxis

❑ Submission of Affirmation of Background Check form.

❑ Submission of Intent to Continue into Teacher Education Licensure Coursework form.

❑ Subscription to Livetext (field experience version).

Upon completion of BucPoint 2, the student will be assigned a faculty advisor in their licensure department.

BucPoint 3:

❑ Overall GPA of 2.75 or higher in all college coursework.

❑ Maintain a grade of C (2.0) or higher in all Professional Education Core, Major/Concentration, and Teacher Content Area Coursework.

❑ Completion of all required coursework for teacher licensure/degree prior to Residency II.

❑ Submission of Residency Application by the deadline date.

❑ Passage of TBI background check within 1 calendar year of Pre-Residency start date.

❑ Meet passing test scores on all required Praxis tests before entering Residency II.

BucPoint 4:

❑ Passing grades on all clinical placements.

❑ Passing grade of 'C' (2.0) or higher in RII clinical and seminar.

❑ Submit the edTPA portfolio.

_____

BucPoint 5:

LICENSURE

Meet the state mandated test score on the edTPA.

The certification officer has received the student's paperwork and has confirmed that the following have been met:
- o edTPA score
- o Praxis scores
- o ETSU transcript received

Information concerning procedures for Tennessee Teaching Licensure are available in Warf-Pickel 321 from the Certification Officer.

Revised 5/2019

Praxis Information

For ETS Praxis Exam information, and to find the exams applicable to your program, visit the ETS Praxis website here.

All Praxis Subject Assessments must be passed before any student can progress into Residency II. You should attempt any required Praxis Subject Assessments as early as comfortably possible to ensure your ability to retest if necessary. We recommend beginning the summer preceding Residency I. Requirements for graduate students may vary by program.

Praxis Subject Assessments **MUST be passed** no later than the first day of Residency II, or a Residency II Praxis Waiver form must be submitted with designated signatures. Submission of the form by the student indicates an understanding that if licensure requirements are not met per state policy, ETSU will not recommend the student for licensure until the conditions of licensure have been met.

Background Check Information

Purpose

Tennessee Code Annotated §49-5-5610 requires that any student wishing to enter an approved teacher education program must undergo a criminal history check and fingerprinting by the Tennessee Bureau of Investigation. The law also requires the student to sign an authorization and release form authorizing a qualified Tennessee licensed private investigation company to complete a criminal history records check.

The State of Tennessee has enacted several statutes that require background checks. Clemmer College will conduct background checks in compliance with state law to demonstrate our commitment to protecting the welfare of children and vulnerable adults and thereby help maintain our access to research, field, and practicum, internship, and residency sites with children.

Persons Affected

- All graduate and undergraduate students seeking an initial teaching license are required to be fingerprinted, complete an authorization form, and have a criminal records check.

- All graduate and undergraduate students seeking licensure in Counseling and Human Services are required to be fingerprinted, complete an authorization form, and have a criminal records check.

- Non-education majors enrolled in classes (e.g., EDFN 2400) that visit schools or agencies where children are present are required to undergo fingerprinting, complete an authorization form, and a criminal records check before they can participate. Instructors of these classes should alert their students at the beginning of each semester and should include a notice in the course syllabus. Class visits to schools should be delayed to allow time for completion of the criminal records check for all students enrolled in the course.

- **For Teacher Education candidates, the background check authorization waivers (see below) should be printed and delivered to Clemmer College, Warf Pickel Hall, Room 321** *at the time of file startup.*

- A background check should be completed at Buc Point 1. An additional background check must be completed prior to beginning residency (end of Buc Point 3). An **Affirmation of Background Check** form must be completed at Buc Point 2. **Any student arrested AFTER submitting a background check must notify the Office of Field Experiences and Residency within 5 days or prior to entering a school setting.** Failure to do so could result in dismissal from the program.

Background Checks

The Clemmer College guarantees the privacy of the background check information. Background information cannot be shared. Upon graduation, copies of background checks will be disposed of as dictated by University policy.

IdentoGO by MorphoTrust is the exclusive live scan fingerprinting provider for the Tennessee Bureau of Investigation, and is a certified FBI Channeling Agent.

Follow the steps outlined below to complete the fingerprinting process:

1. Using your web browser, go to https://tn.ibtfingerprint.com/workflow/28TY72 and click "Schedule a new Appointment."
2. Enter Service Code 28TY72. Click Continue with Child-Related Worker Volunteer (Private) service code.
3. Enter ORI number TNCC90028 and select go. Then click yes to confirm that East Tennessee State University is correct.
4. You will have to read an acknowledgement/ release form. Check I agree and select go.
5. Enter a zip code to determine the closest fingerprinting location.
6. Click on the word "Schedule" across from the location you want, under the day you wish to be fingerprinted. If you want a date further in the future, select the Next Week>> link to display more dates.
7. Once you select the location/date combination, select the time for your appointment and select go.
8. Complete the demographic information page. Required fields are indicated by a red asterisk (*). When complete, select "Submit" Information.
9. Confirm the information. Follow the on screen directions to make any necessary changes. Once you see the data is correct, select "Go."
10. If you are required to pay for your own fingerprinting, then you will be presented with payment options. Complete your payment process and select "Go."
11. Print your confirmation page.
12. Bring approved identification documents with you to the appointment. These approved document options are identified on your confirmation page of your appointment.
13. Arrive at the facility at your appointed date and time.

14. The Enrollment Officer at the site will check your ID, verify your information, verify or collect payment, capture your fingerprints, and submit your data.

**You may also call (855) 226-2937 to register and schedule an appointment. You will use the information below to answer the prompted questions. *International students should choose this option.
Agency Name: Non-DCS Child Care/Adoption Providers
Applicant Type: Child Related Worker Volunteer (Private)
ORI number: TNCC90028. Confirm: East TN State University

Waiver Forms:

All graduate and undergraduate students who will participate in a field experience, internship, practicum, and/or residency placement are required to complete the following authorization forms and have a criminal background check completed (see directions below) and on file with the Tennessee Bureau of Investigation.

- o [VECHS Waiver Agreement and Statement Form](#)
- o [Noncriminal Justice Applicant's Privacy Rights Form](#)

East Tennessee State University – Clemmer College requires students to also complete the following authorization form.

- o [ETSU Authorization for Background Check for Entry](#)

Please follow the directions when submitting these forms to the Office of Field Experiences and Residency.

1). Print out and complete all three authorization forms linked above.

2). Place completed forms in a sealed envelope. Mail the sealed envelope to the following address:

East Tennessee State University
Clemmer College
Residency Office
PO Box 70685
Johnson City, TN 37604

Or drop off in a sealed envelope to**:**

East Tennessee State University
Clemmer College
Warf-Pickel 323C
Johnson City, TN 37604

3). Please make sure to read all Clemmer College Policy and Procedures. Thank you.

RESIDENCY

Clemmer College — East Tennessee State University

Understanding Residency

The Residency Program at ETSU is for all licensure programs and incorporates the following elements:

- High standards for candidate performance

- Project-based learning integrated throughout program of study

- Restructured curriculum emphasizing practical aspects of becoming a teacher, including using classroom assessment data and TVASS data to make instructional decisions

- Increased integration of technology

- Year-long residency in the classrooms of experienced, instructive mentor teachers

- Ongoing formative assessments that monitor candidates' progress

- A summative Teacher Performance Assessment (edTPA) that is modeled after the National Board of Professional Teaching Standards. The edTPA is a high stakes performance assessment in which prospective teachers demonstrate their knowledge of subject matter, teaching methods, and child growth and development.

Residency is the time when candidates have the opportunity to display and strengthen their commitment to the personal and professional qualities included in the Conceptual Framework of Clemmer College. Candidates are guests in the school systems where they are working; however, they have much to offer and can contribute greatly to the learning community.

Each mentor and building principal, in accepting a candidate for placement, should become familiar with these guidelines. Residency is a highly regulated professional year and failure to follow guidelines could jeopardize documentation required for a candidate's application for licensure. The residency experience is guided by principles and strategies prescribed by current research and theory in pre-service educator preparation. This important experience is supervised by members of East Tennessee State University's staff who serve as liaisons between the residency candidates and the mentor teachers, referred to as mentors. The roles and responsibilities of the candidate, mentor, and supervisor are described in this handbook. The handbook also outlines procedures and policies for East Tennessee State University candidates and the personnel supporting them. Careful review of this handbook before the beginning of Residency will help create a positive, professional experience.

It is critical to view the residency experience as a professional growth process. It is one more step on the life-long journey of becoming a professional educator. Like all learners, candidates

will enter this experience at various developmental stages, but all will have completed content specific curriculum and methods courses related to their endorsement area. Additionally, some will have had experience working with children in a school setting, while others' experience will have been limited to the required Pre-Residency hours.

Candidates are assigned to one or two mentors in accredited PreK-12 schools. Mentors are master teachers and important components of this culminating education experience. They provide models of effective practice, caring professionalism, and critical thinking. They also provide resources and support and evaluate the candidate.

Clinical Residency Experiences

Pre-Residency

Pre-Residency candidates meet and work with their mentor teacher in partner school systems prior to Residency I. Pre-Residency includes a 50-hour field component and additional coursework. The start date for Pre-Residency varies by school system and is designed to put candidates into the school and classroom before the beginning of school in late July/early August.

Residency I

Residency I candidates meet and work with their mentor teacher in partner school systems during the fall semester prior to Residency II. Residency I includes a 135-hour field component and additional coursework. Residency I candidates learn school and classroom demographics and policies while getting to know students and their academic curriculum needs. Candidates can also provide individual attention and tutoring to students as needed. Candidates will have the opportunity in Residency I to practice the skills and knowledge connected with their coursework and observations will be completed by their mentor teacher and supervisor. Coursework will include classroom management, co-teaching and other instructional strategies. During Residency I, candidates will complete field hours as well as classroom courses at ETSU; therefore, candidates will follow ETSU's calendar during Residency I.

Residency II

The Residency II semester must be a minimum of 15 full weeks of observation, teaching, and co-teaching. This semester must include a placement in at least two different settings. The amount of time spent in each setting will vary with the candidate's area of concentration. When not directly teaching, candidates should be assisting and observing in classes, with one period per day being reserved for preparation time and time to collaborate with the mentor teacher. **State regulations prohibit taking additional course work during Residency II** (student teaching). Under extreme circumstances, students may be allowed to take one course with approval from the Dean. Additionally, **any employment that conflicts with the 15 weeks of Residency II is prohibited.** Residency candidates may not serve as substitute teachers nor receive payment for services rendered during their residency, unless participating in specific partnership programs.

Candidates will follow their school system's calendar during Residency II.

Residency Seminar

Seminar is a class that meets one evening per week during Residency I and Residency II. During seminar, the components of the edTPA will be reviewed, completed, and submitted for grading. The edTPA is a nationally normed, performance-based assessment for pre-service teachers (See page 29 for additional details on the edTPA).

Guidelines for Candidate Placements

PreK-3

Early Childhood majors will teach in either PreK/kindergarten setting or in a grade 1-3 classroom and will spend 5 weeks observing in the other setting.

Elementary K-5

Candidates seeking K-5 licensure will teach in either a K-2 classroom or in a 3-5 classroom and will spend 5 weeks observing in the other setting.

Secondary Education 6-12

Candidates, with few exceptions, must spend part of the Residency II semester in grades 7-8 or 9-12 and spend at least two weeks observing in the other setting. Secondary Education majors have experience in ALL areas for which certification is being sought. Students majoring in disciplines such as foreign language, which is often not taught in the middle grades, are not required to have experiences at that level.

K-12 Areas: Art, Music, Special Education, Physical Education

Candidates must complete Residency II with both an elementary and a secondary placement.

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Residency Candidate Code of Ethics

I realize the importance of the responsibilities I am to assume as a candidate and the ever-present need for a high level of ethics to guide me in discharging these duties. I believe in conducting myself accordingly, with special attention directed to the following relationships:

The Students
1. Accept students for who they are as individual human beings of worth, with purposes, interests, and needs.
2. Earn students' respect through genuine interest in them and their activities.
3. Refrain from disclosing information about students obtained during residency.
4. Foster critical thinking among students by examining facts and opinions on issues without imposing personal opinions.
5. Utilize all available evaluative techniques in assessing student learning and to assist students in making judgments about their own development.
6. Establish only mature, professional relationships with students.

The Mentor Teacher
1. Accept the mentor teacher as a professional person giving of his/her time and energy to help a new teacher.
2. Respect the mentor teacher's program, goals, and practices, by striving to understand and support them.
3. Avoid emphasizing differences in philosophy and practices with the mentor teacher.
4. Secure approval of the mentor teacher in advance of implementing candidate plans and experimentation.
5. Initiate suggestions for self-improvement during evaluation sessions with the mentor teacher.
6. Keep the mentor teacher informed of any personal or professional concerns that might affect the students, faculty, and school or university's relationships with the students, faculty, and school.
7. Cooperate with the mentor teacher on all activities arranged for my professional growth.

The School and Community
1. Study and support school policies.

2. Discuss school matters only with persons (principals and other administrators) responsible for formulating and implementing school policies.
3. Avoid violation of community morals.
4. Refrain from unjustified or casual criticism of the school and community.
5. Follow school rules and expectations for professional conduct and dress.
6. Avoid use of alcohol and drugs prior to contact in a professional role with students, parents, or others.

The University Supervisor

1. Accept the supervisor as an East Tennessee State University faculty member concerned with assisting the candidate to have a successful apprenticeship teaching experience.
2. Seek the supervisor's suggestions for improving learning situations for students and for implementing the candidate's many activities in the school and community.
3. Arrange and confirm a schedule that plans for personal conferences with the supervisor.
4. Call, e-mail, or write the supervisor with respect to weekly schedule of candidate activities in school and community.
5. Consider all conferences with the supervisor as professional and confidential.

The Residency Seminar Instructor

1. Accept the seminar leader as an East Tennessee State University faculty member concerned with assisting the candidate to have a successful apprenticeship teaching experience.
2. Consider all conferences with the seminar leader as professional and confidential.
3. View the seminar as an opportunity to share and learn from peers in other school settings.
4. Recognize the expertise of the seminar leader in the development, analysis, and evaluation of the edTPA.

The Profession

1. Study toward understanding the role of a teacher within the school, the community, and the profession.
2. Exhibit confidence and pride in the profession.
3. Look upon the profession as a service to humankind.
4. Encourage students to consider seriously the opportunities and responsibilities of the profession.
5. Contribute whenever possible to student learning experiences in the school, to the school program, and faculty planning for school improvement.
6. Become an active member in appropriate professional organizations.
7. Regularly read, study, and reflect upon the literature and research pertaining to education for maximum professional improvement.

The Code of Ethics is a general outline of professional behavior. Of equal importance, however, is the understanding that ethics are also a very personal matter.

For Residency I and Residency II, read the applicable Syllabus and the Code of Ethics. Print out and sign this form, then submit it to your supervisor.

I have read and I understand the **East Tennessee State University Residency I/Residency II Code of Ethics** and will conduct myself accordingly.

_____
Signature

_____
Date

This teacher candidate Code of Ethics must be signed and given to your university supervisor at the beginning of your residency placement.

Memorandum of Understanding

Between

Residency Candidate in Residency I and II

And

Clemmer College and Partner Schools

The purpose of this Memorandum of Understanding is to clearly identify the professional dispositions and behaviors that Candidates are to exhibit in their yearlong Residency.

Conduct
While completing the yearlong Residency, candidates must conduct themselves in a professional manner. Upon entering the yearlong Residency, Candidates agree to follow the rules of the school system as well as policies of the Clemmer College and East Tennessee State University. Candidates should view this experience as an opportunity to learn from their mentor teacher(s) and to develop and demonstrate their teaching skills. Actions taken and words spoken during the Residency should be carefully considered, as they will affect both the Residency evaluation and the written/verbal recommendations provided for the candidate by the mentor teacher, Residency I and II Supervisors, school administrators, and the Office of Field Experiences and Residency.

Residency Placements
Placements are made in partnership with the school districts and Clemmer College. Residency candidates are not allowed to request a specific school or mentor teacher. Candidates will be placed with a licensed and experienced mentor teacher in the appropriate licensure area and grade ranges of their planned license. Candidates will not be allowed to request a specific grade level placement.

Attendance
Residency candidates are required to be at their assigned school on the assigned days of the week. It is vital that the candidate contact the mentor teacher and Residency I/Residency II Supervisor immediately if an event occurs that will prevent the Candidate from being on time or require the Candidate to be absent. Candidates who have absences that are not warranted and/or fail to contact their mentor teacher and supervisor may be removed from their placement.

Make up Days
During Residency I, candidates will follow ETSU's calendar. Residency I Candidates must schedule to make up absence(s) with the mentor teacher and the Supervisor. Residency II Candidates will have absences added to the end of the Residency II placement. Candidates must coordinate with and receive approval from the mentor teacher and the Residency II supervisor to make up the missed day(s). Excessive absences due to illness or other extenuating circumstances may interfere with graduation and/or result in a candidate's removal from the Residency placement. Candidates in Residency II follow the calendar of the School District rather than ETSU's calendar. (Ex: Fall and Spring breaks are based on the school calendar.)

Tardies/Leaving School Early
Residency I and II Candidates are expected to adhere to the school mandated arrival times required of the mentor teachers. Candidates must not be late nor leave early. Tardies and/or leaving the school early without a valid or approved reason may result in removal from the Residency and/or a failing grade for Residency I and/or II. Please note that during Residency II, Candidates are expected to arrive early and depart after established dismissal times.

Seminars
All Residency candidates must attend any seminars scheduled during the semester. The seminars are designed to prepare the candidate for his/her Teacher Performance Assessment (edTPA) that is completed during Residency II. Failure to attend the Residency seminars will affect the candidate's performance on the Teacher Performance Assessment and will affect the Teacher Candidate's overall grade for Residency I and II. This could also impact their ability to obtain licensure.

Lesson Plans
All Residency candidates will follow the Clemmer College Lesson Plan Template. Lesson plans must be submitted at least two (2) teaching days prior to the day the lesson will be taught in order to provide time for feedback and approval from the mentor teacher. Failure to turn in lesson plans to the mentor teacher at least two days before teaching the lesson in question can jeopardize the candidate's overall grade for Residency I and II and can result in the candidate not being able to complete the Residency II placement.

Teacher Performance Assessment
The capstone project for Residency I and II is the edTPA. This document will be uploaded to Livetext and scored by Pearson. It is the candidate's responsibility to insure that this document is complete and ready to upload by the due date. The candidate will be required to attend all edTPA support seminars. Failure to attend the Residency I and II seminars will affect the candidate's performance on the Teacher Performance Assessment and their overall grade for Residency I and II; as well as, their ability to obtain licensure.

Outside Commitments

Candidates in Residency II are strongly encouraged not to work outside of school. Work or family/personal commitments cannot be excuses for failing to meet the commitments of Residency I and Residency II. If commitments become problematic in terms of attendance and performance, the Candidate will be given the choice of withdrawing from his/her Residency or making the personal adjustments necessary to give full attention to the program. Candidates with family/personal commitments should make these commitments known to the Office of Field Experiences Residency as early as possible.

Dispositions/Professional Behaviors

Residency candidates are expected to follow all rules and policies of the school/school system, Clemmer College, and East Tennessee State University, including those pertaining to the Professional Dispositional Skills located in the Residency II Handbook. Candidates should assume the role of an adult professional-in-training and behave accordingly. If a candidate is unsure of appropriate professional behavior or encounters a problematic situation, the Candidate should consult the mentor teacher, university supervisor, or other school personnel as soon as possible for guidance and assistance.

Other Dispositions/Professional Behaviors

- Handle ALL confidential information (student records, etc.) in a professional manner. Do not share information about the school, students, mentor teacher, etc., privately or publicly with others.
- Refrain from posting Residency materials, information, photos, or personal commentary on social networking sites.
- All students are expected to uphold the ETSU Honor Code. If you are not familiar with this statement and with the policy regarding plagiarism, you should review both these documents online or in a current catalog.
- The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

Residency candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from their Residency placements and, if necessary, dismissal from the Educator Preparation Program at East Tennessee State University.

Memorandum of Understanding
Between
Candidate in Residency I and II
And
Clemmer College and Partner Schools

I understand that I am a representative of Clemmer College of East Tennessee State University, a guest in my Residency I and II school(s), and expected to act in a professional manner at all times. I have read the Memorandum of Understanding and will adhere to the requirements identified therein.

Candidate (print name):

Signature:

Date:

This Memorandum of Understanding must be signed and returned to the Office of Field Experiences and Residency, Warf-Pickel, Room 323C or emailed to edprep@etsu.edu at the beginning of your residency placement

Responsibilities of Residency Candidate

Residency Syllabi
Read and become familiar with the Residency Seminar syllabus.

Introduce Yourself

Once you receive confirmation of your residency placement, you should contact your mentor teacher to set up a time for you to become acquainted with your assigned school, mentor teacher, and principal. It is likely that you will have questions, and the best assurances may be gained by a visit to the school. During this visit, you will learn about courses you will be teaching, the textbooks you will use, and perhaps the content you will be expected to cover. If possible, you may wish to borrow copies of the texts, teacher's manuals, and course outlines.

In addition, you will want to ask for copies of the school's teacher and student handbook. These handbooks will describe school policies, daily schedules, records, reports, and the school calendar. Finally, be sure to let your supervisor know when you have contacted your mentor teacher.

Additional Responsibilities
In addition to the requirements of the Residency Seminar, candidates are responsible for maintaining adequate records including:

- Candidate checklist
- Candidate attendance Log
- Candidate activities Log
- ETSU supervisor observations Log
- All lesson plans observed by either mentor or supervisor
- Teacher Performance Assessment submission (edTPA)
- All mentor evaluations
- All supervisor evaluations
- Any additional ideas, handouts, test samples, pictures, parent letters, etc.

The required checklists, logs, and forms can be found at the end of this handbook and online.

Seminars/Meetings
Attend all meetings arranged by your school, supervisor, and Clemmer College. These include, but are not limited to, PTA meetings, faculty meetings, and meetings with your supervisor.

Career Day
All residency candidates are highly encouraged to attend Education Job Opportunities Day held

at ETSU. Information will be supplied before each job fair. This is counted as an excused absence during Residency.

Assessment

Just as the residency candidate assesses student performance based on achievement of goals, the residency candidate will be assessed.

>**Formative:** Mentor and Supervisor Lesson Plan Evaluations
>Supervisor TEAM Observations
>Mentor Quick Checks

>**Summative:** Teacher Performance Assessment (edTPA)
>Educator Disposition Assessment (EDA)

>**Assessment of Program**: Candidate Evaluation of Program (LiveText)
>Field Supervisor Evaluation
>Mentor Teacher Survey

The Educator Disposition Assessment (EDA)

The residency candidate's disposition will be measured throughout their educator preparation program. Candidates are assessed when the residency application is submitted (self-assessment via link found on Residency application), the end of Residency I, and at the end of Residency II. A copy of this assessment can be found at the end of this handbook.

The Tennessee Educator Acceleration Model (TEAM)

The residency candidate will be observed and receive thorough feedback using the TEAM evaluation model, a teacher evaluation tool used throughout districts in Tennessee. Students will be evaluated by the university supervisor during the first part of the semester in Residency I and mid-semester before the second placement in Residency II. These assessment tools can be found at the end of this handbook and online.

The edTPA

In order for a Teacher Candidate to demonstrate proficiency and readiness to teach, he/she should strive for a **score of 45 with at least an average of 3 on each of the 3 tasks.** Although the college encourages the proficient score (45), it is the state qualifying score which needs to be met in order to be eligible for a Tennessee Teaching License.
Students are required to upload on the date specified by Clemmer College. Any deviation from this date requires documentation of extenuating circumstances. The request must come in writing at least a week prior to the specified upload date and must be approved by the students' Seminar Leader, Department Chair, Associate Dean of Teacher Education, and the edTPA Coordinator. Further, failure to upload on the specified dates may result in the loss of a letter grade, a disqualification from participation in the Pinning Ceremony, and the receiving of awards associated with edTPA performance.

Candidates who have a disability that could impact their completion of the edTPA must share this information with their Seminar Leader by the second week of classes.

Candidates should be mindful that to become licensed, they need to reach [Tennessee's current qualifying score](). If a candidate does not meet Tennessee's Qualifying Score, then a Retake Committee will be convened to determine the best route for remediation, retake, and resubmission. The Retake Committee will be comprised of the individual candidate's Supervisor, Seminar Leader, Program Coordinator or Department Chair, the Director of Field Experiences and Residency, and the edTPA Coordinator. The Retake Committee will recommend a course of action: graduation without licensure, an Incomplete with a delayed graduation, or a complete repeat of the Residency II experience. This recommendation will be made after a close review of the score report, guidelines from SCALE, available resources, and the individual needs of the student.

Students wishing to appeal a Retake Decision must do so in writing within 5 school days of the date of the recommendation. Students should appeal in writing to the Office of the Dean.

Although Clemmer College pays the fee to Pearson for candidates' initial edTPA, candidates should be aware that they will bear the financial burden of any future edTPA submissions to Pearson.

Attendance
During Residency II, the candidate is required to observe the same daily schedule as that set by the Board of Education for that school. Candidates follow public schools' vacation days, not ETSU's, (with the exception of seminar).

Absences/Tardiness
If a residency candidate must be absent or tardy, he/she is expected to notify the school, mentor, supervisor and seminar leader before classes begin. Failure to do so is a serious breach of professional responsibility. A careful record of attendance, time of arrival, and time of departure should be kept, using the Attendance Log. **During Residency II, all absences must be made up.**

Activities
During Residency II, the candidate should participate in all school functions, such as PTSA meetings, staff meetings, homeroom activities, clubs, bus duties, and in-service meetings. The mentor teacher has the legal responsibility for students.

Professional Liability Insurance

Proof of Insurance – Turn in proof of liability insurance (copy of card or receipt) to the Office of Field Experiences and Residency. You must present proof of professional liability insurance coverage **by July 1ˢᵗ.** Your proof of insurance can be submitted electronically to the **Office of Field Experiences Residency at edprep@etsu.edu.** You may also bring a printed copy to the office in Warf Pickel Room 323C. Proof of insurance must be on file in this office.

There are several ways to procure professional liability insurance:

I. STEA - http://teateachers.org/student-tea-stea. - You may obtain STEA/NEA student insurance online. Coverage is from September 1 to August 1. You will need to enroll for two years to cover Pre-Residency, Residency I and II. Cost is approximately $35.00.

II. Professional Educators of Tennessee - http://www.proedtn.org/?Students . Coverage begins immediately and lasts for 12 months. Cost is approximately $25.00.

III. Forrest T. Jones - http://www.ftj.com/index.php - In order to be eligible, you must be a member of a participating organization. Some examples are National Art Education Association (NAEA), National Association for Music Education (NAfMe), and National Association for the Education of Young Children (NAEYC). A full list of participating organizations can be found on the website. Cost and coverage will vary by organization.

IV. Rider on a homeowner's insurance policy – Check with the company that provides your homeowner's insurance to inquire about adding a Professional Liability Insurance rider. If you choose this option, verify that the coverage will be good for the entire Residency experience.

THE MENTOR TEACHER

CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

Responsibilities of the Mentor Teacher

Research suggests that the mentor teacher serves as an especially influential person in the professional development of the residency candidate. Mentors are selected on the basis of professional experience and success as a teacher. Candidates look to mentors as role models, and the mentor plays an essential part in the induction of the candidate into the teaching profession.

The mentor teacher assists the residency candidate in the following ways:

In becoming **a caring professional**

- Become familiar with the mentor section of the Educator Preparation Handbook.
- Provide class rolls, textbooks, etc., for your residency candidate.
- Prepare to receive the residency candidate by adjusting the classroom situation as necessary.
  - o Organize a work place (desk).
  - o Prepare a Survival Kit.
  - o Announce to the class that a co-teacher will be assisting in the teaching of the class during coming year.
- Establish a supportive climate of acceptance, enthusiasm, and open communication with the residency candidate to ensure a positive relationship and successful experience.
- Communicate frequently before problems escalate and work with the residency candidate to remedy problems promptly.
- Generate the necessary faculty cooperation for school-wide acceptance of the residency candidate.
- Help the residency candidate to develop a positive perception of the profession, a commitment to teaching, and a realistic concept of the total responsibilities of a teacher.
- Think of the residency candidates as novice professional colleagues or co-teachers rather than teachers' aides.

In becoming **an effective practitioner**

- Discuss with the residency candidate the decision making process and alternatives as they relate to planning, implementing instruction, and managing the classroom.
- Model effective teaching techniques and behaviors:
  - o Accommodations for learner differences
  - o Classroom management techniques
  - o Professional behavior.
- Instruct the residency candidate in methods, technology, and strategies used in the classroom.
- Provide opportunities for the residency candidate to observe varied teaching styles and methods.

- Work with the residency candidate using co-teaching models.
- Plan a progression of experiences that will ease the residency candidate from small group teaching to assuming responsibility for designing instruction for the whole class.

In becoming **a critical thinker**

- Provide cooperative help during **daily** planning sessions for the instructional program in the classroom. Allow the residency candidate to employ individual methods of his/her choosing within the existing framework of the classroom.
- Require residency candidate's lesson plans (using ETSU's lesson plan format) at least two days prior to instruction.
- Assist in the development of a Teacher Performance Assessment (see guidelines).
- Provide continuous and specific evaluations of the residency candidate's performance in informal daily conferences and in regularly scheduled formal conferences with the candidate, making use of **written** and **verbal** feedback.
- Give **daily oral feedback** on professionalism, instructional skills, classroom management, communication skills, content knowledge, methodology, and rapport with students.
- Observe and evaluate the residency candidate's instruction during the semester.
- Encourage the residency candidate's self-evaluation and reflection.

Residency Candidate Evaluations

- Provide the university supervisor with written assessment (Mentor Quick-Check Evaluation Form) of the residency candidate's progress during each supervisor's scheduled observation.
- Immediately call or e-mail the supervisor with concerns.
- If problems arise, participate in designing a Development Plan.
- Participate in evaluations in collaboration with the supervisor and residency candidate.
- Care should be taken to provide an accurate and specific description of the residency candidate's competencies in evaluations, as these will become a part of the candidate's file.

Welcoming Your Residency Candidate

- Introduce the residency candidate to other faculty members, support personnel, and administrators.
- Tour the school (staff work areas, the lounge, adult restrooms, etc.)
- Post the residency candidate's name (Mr. / Ms. Smith) along with your name near the classroom door.
- Send a note to families letting them know you will have a residency candidate co-teaching with you.
- Review items in the faculty handbook that directly affect the residency

     candidate: the contractual day, issues related to school security, etc.

- Share that "bit of information" that matters: "There is a 'Peanut Free' table in the cafeteria" or "Staff members never park in Lot A."
- Explain any staff activities or special events the residency candidate could choose to participate in or attend.
- Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences.
- Provide a copy of the student handbook.
- Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.
- Mark important dates for faculty meetings, your week for hall duty, schoolwide music programs, etc.
- Gestures of kindness, no matter how small, have a positive impact.

Mentor Teacher Information

If you are serving as a mentor teacher for a residency student you must complete the online **mentor information form** HERE.

In addition to completing the information form, please follow the compensation procedures below to ensure timely payment.

Compensation Procedures for Mentor Teachers

To ensure efficient compensation for mentor services, the procedures must be followed:

- Mentor teachers must complete a Mentor Teacher Information form, W-9, and direct deposit form and submit to the Office of Field Experiences and Residency in order to receive compensation from ETSU.
- Please remember that the W-9 **must** be signed and dated.
- Options for submitting your W-9 and Direct Deposit:

  -**Option 1**: Give the completed forms to the Director of Field Experiences and Residency or the Placement Coordinator during the **Mentor Teacher Information Session** within your district.

  -**Option 2**: Hand deliver the W-9 and Direct Deposit to our office in 323C Warf-Pickel Hall.

  East Tennessee State University
  Clemmer College
  Warf-Pickel 323C
  Johnson City, TN 37604

  -Option 3: Request a self-addressed stamped envelope and send the form back to:

  East Tennessee State University
  Clemmer College
  Residency Office
  PO Box 70685
  Johnson City, TN 37604

  Once all paperwork has been correctly completed and received by the Office of Field Experiences and Residency, mentor teachers will be paid a stipend at the end of fall semester and at the end of spring semester, if they supported a candidate during that time.

Mentor in Pre-Residency/Residency I	$150
Mentor in Residency II	$100 per student

- If a mentor has had a name change or address change at any time since attending ETSU or during mentorship, they must complete and submit a name change form or address change form in order to receive compensation.
- Forms can be scanned and emailed to the Director of Field Experiences and Residency.

Residency I				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency.				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in September and/ or October **LiveText Deadline: October 31**	**Teaching Lesson 1**	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Upload lesson plan into LiveText (minimum 2 days prior to lesson) • Teach lesson during Supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Teach lesson for Mentor Teacher	**No Supervisor Site Visit for Teaching Lesson 2**	• Review lesson plan for content before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback with candidate on lesson plan and instruction
Completed in October and/or November **LiveText Deadline: November 30**	**Teaching Lesson 3**	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 4	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Completed and LiveText Deadline December 13	**Final Assessment**	• Meet with Supervisor (in field, Zoom, on Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
	Survey			• Complete Mentor Teacher Survey via email

Residency II				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency. (For students only completing Residency II)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in January and February **LiveText Deadline: February 29**	**Teaching Lesson 1**	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 2**	• Review lesson plan for content before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback with candidate on lesson plan and instruction
Completed in February and early March **LiveText deadline March 31**	**Teaching Lesson 3**	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Upload lesson plan into LiveText (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Mid-March	**SWITCH PLACEMENTS**			
Completed in March or April **LiveText Deadline April 30**	**Teaching Lesson 4**	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 4**	• Review lesson plan before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback with candidate on lesson plan and instruction
	Teaching Lesson 5	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during Supervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.

Completed and LiveText Deadline May 8	**Final Assessment**	• Meet with Supervisor (in field, Zoom, Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
	Survey			• Complete Mentor Teacher Survey via email

Sharing Responsibilities:
The Mentor Teacher and the Residency Candidate

Planning

The mentor teacher and the residency candidate will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction

While Co-Teaching, the mentor teacher and the residency candidate will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment

While Co-Assessing, the mentor teacher and the residency candidate will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. **Example:** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. **Example**: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
StationTeaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. **Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. **Example**: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. **Example**: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. **Example**: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
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 students' 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. **Example:** Both instructors can share the reading of a story or text so that the students are

**The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Teacher Actions during Co-Teaching
TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

Co-Teaching is an Attitude… an attitude of sharing the classroom and students
Co-Teachers must always be thinking – We're Both Teaching!

If one teacher is leading instruction…	The other can be doing this…
	Observing : Student understanding and/or questions (through body language, facial expressions,etc.); Specific types of questions asked by instructing teacher; Specific student interactions and behaviors; Teacher movement; Specific teacher behaviors; Specific student or group behaviors;
	Charting: Where questions are directed within the classroom; Gender of responders; On-task/off-task behavior; Teacher wait time; Specific teacher behaviors or movements; Specific student or group behaviors
	Circulating: Checking for comprehension; Using proximity control for behavior management; Providing one-on-one support asneeded; Collecting and reviewing last night'shomework; Introducing a social or study skill; Taking roll; Reviewing directions; Modeling first problem on the assignment; Writing down instructions on board; Repeating or clarifying any difficult concepts; Passing out papers/materials; Giving instructions orally; Facilitating a silent activity; Introducing a new concept to whole group;or Asking clarifying questions.

If one teacher is…	The other can be doing this…
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a newconcept throughdiscussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review any old concepts with students who did not understand them
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using visuals	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead/smartboard
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of adebate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

*The main focus of Co-Teaching is to enable **both** teachers to actively engage with students and their learning.*

THE UNIVERSITY SUPERVISOR

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Responsibilities of the University Supervisor

The university supervisor is a member of the staff of East Tennessee State University and serves as a liaison between the residency candidate and the mentor teacher. The supervisor assists the residency candidate in the following ways:

In becoming a **caring professional**

- Provide an example by modeling behaviors of support, interest, and concern for the residency candidate's professional growth and development.
- Establish and maintain communication between residency candidate and mentor.
- Works closely with the Director of Field Experiences and Residency and the academic departments to maintain good public relations and communications with all personnel involved in the residency program.
- Arrange an introductory visit with residency candidates before or during the first week of the residency experience during which all the expectations and responsibilities will be discussed by going over the evaluation instruments and answering any questions. An orientation meeting with the mentor will also take place by the first week of each placement.
- Help the mentor teacher in guiding the residency candidate through a successful and rewarding experience.
- Aid the residency candidate in gaining self-confidence and provide sympathetic understanding and professional coaching to help alleviate the tensions that often accompany residency placement.

In becoming an **effective practitioner**

- Act as a resource and an instructional guide by recommending strategies, techniques, books, videos, journal articles, and other resources that may assist the residency candidate in his/her practice.
- Assist the residency candidate in gaining meaningful school-wide experiences during the Residency II experience.
- Visit the residency candidate in the classroom for observations and feedback according to the visitation schedule for Residency I and Residency II. An observation form is completed during each visit.
- Confer with the residency candidate following each observation. The university supervisor shares all notes and reports prepared as a result of the observation with the residency candidate.
- Confer with the mentor teacher during each visit to receive progress reports (Mentor Quick-Check Form and observations that have been completed by mentor).
- If a situation demands additional visits, the university supervisor is responsible for informing the residency candidate and arranging the additional visits.
- Complete a Development Plan if a situation warrants, in collaboration with the

mentor and residency candidate, and provides additional guidance and support to address the situation.

In becoming a **critical thinker**

- Encourages the residency candidate to question his/her behaviors as well as the behaviors of the students in the classroom.

Residency I				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency.				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in September and/ or October **LiveText Deadline: October 31**	**Teaching Lesson 1**	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Upload lesson plan into LiveText (minimum 2 days prior to lesson) • Teach lesson during Supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Teach lesson for Mentor Teacher	**No Supervisor Site Visit for Teaching Lesson 2**	• Review lesson plan for content before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback with candidate on lesson plan and instruction
Completed in October and/or November **LiveText Deadline: November 30**	**Teaching Lesson 3**	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 4	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Completed and LiveText Deadline December 13	**Final Assessment**	• Meet with Supervisor (in field, Zoom, on Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
	Survey			• Complete Mentor Teacher Survey via email

Residency II				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency. (For students only completing Residency II)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in January and February **LiveText Deadline: February 29**	**Teaching Lesson 1**	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 2**	• Review lesson plan for content before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback with candidate on lesson plan and instruction
Completed in February and early March **LiveText deadline March 31**	**Teaching Lesson 3**	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Upload lesson plan into LiveText (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Mid-March	**SWITCH PLACEMENTS**			
Completed in March or April **LiveText Deadline April 30**	**Teaching Lesson 4**	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 4**	• Review lesson plan before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback with candidate on lesson plan and instruction
	Teaching Lesson 5	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during Supervisor visit	• Observe lesson and complete Informal Teaching Evaluation (Quickcheck) • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.

		• Meet with Supervisor (in field, Zoom, Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
Completed and LiveText Deadline May 8	**Final Assessment**			
	Survey			• Complete Mentor Teacher Survey via email

Guidelines for Development Planning

The development plan is completed with input from the supervisor, the mentor, and the residency candidate. The purpose of the plan is to provide recommendations to the residency candidate in those competency areas that are identified as needing improvement. Related activities that may assist a candidate in improving should be identified. Timelines for and evidence of improvement should be clearly stated and agreed upon. Issues that might need a development plan for a residency candidate should be closely related to the components identified in the Educators Disposition Assessment (EDA) rubric. The pre and post evaluation of lesson plan forms may also be used as a development tool. Development plans may be issuedduring residency placements. Below is the list of dispositions indicated on the EDA:

1. Demonstrates effective oral communication skills

2. Demonstrates effective written communication skills

3. Demonstrates professionalism

4. Demonstrates a positive and enthusiastic attitude

5. Demonstrates preparedness in teaching and learning

6. Exhibits an appreciation of and value for cultural and academic diversity

7. Collaborates effectively with stakeholders

8. Demonstrates self-regulated learner behaviors/takes initiative

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability

Example:

Example:Improvement Objectives	Activities-Plan of Action	Date of Completion	Documented Improvement
5. Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	In future observations, demonstrate suggested changes and indicate in post conference what was done/changed in the lesson in response to feedback.	By Nov. 5th	Candidate discussed changes made in both observations 2 and 3 and documentedon lesson plans.

Residency

Forms

CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

Residency Candidate Attendance Log

Please indicate absences, late arrivals, and early dismissals. Must be submitted to the supervisor upon completion.

Candidate:_____**School:**_____

Mentor Teacher:_____**Grade/Course** _____

Date	Time In	Time Out	Explanation of Absence*

*All absences require explanation and/or a doctor's statement.

Residency Candidate Activities Log

List activities beyond regular teaching responsibilities (workshops, PTSA, chaperoning, field trips, and clubs)

Teacher candidate:＿＿＿＿＿＿＿＿＿＿Supervisor:＿＿＿＿＿＿＿ Semester:＿＿＿＿

Date:	Event:

ETSU Supervisor Observations RI and RII

Turn in this form to Supervisor at the final Summative Conference

Residency candidate:_____Supervisor:_____

Mentor:_____School:_____Semester:_____

Licensure Program: _____

Date	Meeting Description	Length of Meeting Including Post Conference Time

Evaluation Instruments

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

LESSON PLAN TEMPLATE

ETSU

CLEMMER COLLEGE

UNDERGRADUATE INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
ECED PreK-3	EDFN 2400	ECED 3210	ECED 4680	ECED 4780
ISED K-5	EDFN 2400	CUAI 3500	CUAI 4241	CUAI 4590
SPED	EDFN 2400	SPED 3300	SPED 4710	SPED 4850
PE	EDFN 2400	PEXS 4007	PEXS 4717	PEXS 4850
Secondary		READ 4437	CUAI 4426	CUAI 4580
Art				
Music				
GRADUATE LEVEL INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
MAT – Middle Grades	EDFN 5420	EDFN 5420	CUAI 5458	CUAI 5570
MAT - Secondary	EDFN 5420	EDFN 5420	CUAI 5438	CUAI 5580
MAT – Job-Embedded	EDFN 5420	EDFN 5420	CUAI 5590	CUAI 5590
SLIB M.Ed.				
ECED MA	ECED 5440	ECED 5440	ECED 5617	ECED 5580
SPED M.Ed.		SPED 5301	SPED 5710	SPED 5580

INTRODUCTORY: No Data Collected; Candidates Are Introduced to Lesson Plan Components

DATA POINT 1: Complete All Areas of the Lesson Plan except Knowing Your Learners, Academic Feedback, & Co-Teaching Strategies

DATA POINT 2: Complete All Areas of the Lesson Plan

DATA POINT 3: Complete All Areas of the Lesson Plan

Lesson Title: **Grade/Level:**   **Date/Learning Experience #:**

Curriculum Standards	Essential Question(s)/I Can Statement(s)
State Curriculum Standards – Underline your <u>language/vocabulary words</u>	*What question(s) or I Can statement(s) drive your instruction?*

Lesson Objective(s) – Student Learning Outcome(s) for this learning experience
Objectives use active verbs, are measureable (if applicable), and link to standards. Consider using Bloom's Taxonomy or Webb's Depth of Knowledge.

Knowing Your Learners
Describe pre-requisite skills students already know that will help them meet the lesson objective(s). What is your evidence that students need this/these skills(s)? This may include pre-assessment data; student personal, cultural or community assets you have gathered and observations you have made concerning your students.

Assessment/Evaluation	
How will students demonstrate understanding of lesson objective(s)?	**Assessment/Evaluation Modifications** *What modifications will you make on assessments/evaluations for students with diverse and/ special needs (i.e. students with IEP or 504, struggling learners, advanced learners) and will these modifications be within/ for small groups or individuals?*
How will you monitor student progress towards lesson objectives as you are teaching? <u>(i.e., formative, informal, and/or formal assessments)</u>	
What evidence will you collect and how will you document student learning/mastery of lesson objective(s)? <u>(i.e., formal OR summative)</u>	
Academic Feedback: *How will you give academic feedback? How will your academic feedback promote student understanding of the learning objective(s) or state standard(s)?*	

Academic Language Demands
Function and Product of the Lesson *The function is the verb, usually a Blooms verb (e.g., analyze, interpret, recount), that guides the language objective of the lesson. This includes a product that students will either write, say, present, or do that involves Academic Language (e.g. essay, present, recount).*

Academic Vocabulary *What specialized terms and phrases do students need to understand what they are expected to do? How does this vocabulary connect to the objectives, state standards and function of the language demand?*

Content Vocabulary *What are the key vocabulary words, symbols, or sounds in this lesson? How does this vocabulary connect to the objectives, state standards and function of the language demand?*

Syntax and/or Discourse, Mathematical Precision (math only). This section is not required for Early Childhood or Special Education.
<u>Syntax</u> *What are the specific ways or conventions for organizing symbols (e.g., linear, horizontal), words (grammar), phrases, or graphics that students need to know to be able to do what you are asking?*
<u>Discourse</u> *What are the specific ways in which members of a discipline (e.g., scientist, historian, etc.) talk, write, and communicate knowledge that students need to know to be able to do what you are asking (e.g., essays, presentations, performance, journal, debate, historical account, signal)?*

Language Supports *What general instruction will you provide to help students in the whole class (e.g., word walls, learning partners, guided notes) learn the discourse/syntax? What focused instruction (e.g., Venn diagrams, graphic organizers, outlines, student examples, sentence stems) will you provide to help students learn the discourse/syntax (can be completed in small groups)? What individual instruction that targets the needs of an individual student(s) will you provide to help that student(s) learn the discourse/syntax? What opportunities will you provide for students to practice language/vocabulary and develop fluency? What tools (e.g., EQ or vocabulary board, Venn diagram, anchor chart, vocabulary cards, graphic organizer, peer support, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games) will you use to help students meet the language demands?*

> **General Supports** – *Strategies used to support the whole class and may be used to support more than one demand (e.g., Venn diagram, learning partners, word wall, anchor chart, vocabulary cards, graphic organizer, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games). These strategies can cross disciplines and be used in a variety of lessons.*

> **Targeted Supports** – *Strategies that focus toward a specific language demand (e.g., Venn diagrams, graphic organizers, outlines, examples, sentence stems). These may be addressed during small groups. These can be general supports that are modified for specific students or groups of students.*

> **Individual Supports –** *Supports used to target the specific needs of an individual student (e.g., ELL, student with autism, struggling reader or writer, student with significant language delays). These students may or may not have been formally identified and may or may not have an IEP or 504 plan.*

Instruction – When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.			
Lesson Part	Description of Activities and Instruction (Teacher Does)	Description of Activities and Instruction (Students Do)	Meeting Individual & Group Needs *Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Specific individual or group learning includes requirements in IEP or 504 plans.*
Set/Motivator: *Restate and address your Essential Question. How do you engage student interest in the content of the lesson? How does this relate to previous learning? Use knowledge of students' academic, social, and cultural characteristics.*			
Instructional Procedures/Learning Tasks: *Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies.*			
Questions and/or activities for higher order thinking: *These are open-ended and cannot be answered by yes or no. These can be asked at various points throughout the lesson and guide rather than direct student thinking.*		.	
Closure: *Makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression.*			
Material/Resources: *What do you need for this lesson? Identify, within a bulleted list, the specific materials and resources that you will use. Describe how these materials and resources add value, depth, and extend students' learning.*		**Technology:** *(a) Describe the technology you plan to use in your lesson, (b) How does the identified technology in your lesson improve student learning? If applicable, (c) explain how you will use this technology to support a variety of student needs within the learning environment, and (d) If you used this technology to design and implement formative and/ or summative assessments, please explain. Did you use the technology to collect and/ or analyze your data to inform instruction? Explain.*	
Co-Teaching Strategies Used: *(highlight and explain all that apply): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching*			

Clemmer College Lesson Plan Rubric

Category	Below Expectation	Meets Expectation	Exemplary
CURRICULUM STANDARD(S) - Candidate identifies one or more state curriculum standard(s). CAEP 1.4 INTASC 7	No state standard(s) is/are identified. **OR** Fails to meet the level of 'Meets Expectation'	**One or more state standard(s) are identified**, but one or more parts is missing (i.e., subject, number, wording, underlined language/vocabulary words)	One or more state standard(s) are identified; **standard(s) is/are fully presented (i.e., subject, number, and wording) with the language/vocabulary words underlined.**
ESSENTIAL QUESTION(S) (or I CAN STATEMENTS) - Candidate constructs an essential question(s) (OR I can statements) that is/are in student friendly terms, aligned to the objective(s) of the lesson and identified curriculum standard, written as a question or big idea to drive the instruction. CAEP 1.4 INTASC 7	Inaccurate statement of the essential question(s), I-can statement, or big idea, not aligned to objective(s)/standard(s), and not written in student friendly terms. **OR** Fails to meet the level of 'Meets Expectation'	**Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard.**	Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard **AND written in student friendly terms.**
LESSON OBJECTIVE(S)/STUDENT LEARNING OUTCOME(S) - Candidate writes objective(s) to show what students will do using active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge (DOK), state measurable criteria (if applicable), link to standard(s), and incorporate multiple domains of learning. CAEP 1.4 INTASC 7	Objective(s) are not written for what students will learn or be able to do and/or do not use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, do not state measurable criteria (if applicable), and do not link to standard(s). **OR** Fails to meet the level of 'Meets Expectation'	**Objective(s) are written to show what students will learn or be able to do. Uses active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), and link to standard(s).**	Objective(s) are written to show what students will learn and be able to do Use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), link to standard(s), **AND incorporates multiple domains of learning.**

Category	Below Expectation	Meets Expectation	Exemplary
KNOWING YOUR LEARNERS - Candidate analyzes students' pre- requisite skills (i.e. pre-assessment data; student personal, cultural or community assets; etc.) used to design learning tasks to meet lesson objective(s) grounded in evidence. CAEP 1.1 INTASC 2, 9	Candidate discusses students' pre-requisite skills (including pre-assessment data, student personal, cultural or community assets) to design learning tasks to meet lesson objectives is missing **OR** represents a deficit view of students and their backgrounds. **OR** Fails to meet the level of 'Meets Expectation'	**Candidate discusses students' pre-requisite skills including pre- assessment data OR student personal, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences**.	Candidate discusses students' pre-requisite skills including pre-assessment data **AND** student personal, cultural, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences, **Is supported by multiple pieces of evidence AND with connections to research/theory.**
ASSESSMENTS/EVALUATION – FORMATIVE Candidate creates a formative assessment and provides evidence of how that will be used to monitor all student progress to meet lesson objectives and aligns with state standards. CAEP 1.1 INTASC 6	The formative assessment(s) is/are missing OR does not align with the lesson objectives or state standards. **OR** Fails to meet the level of 'Meets Expectation'	The formative assessment(s) **provide(s) evidence** of monitoring whole class learning during the learning experience **AND** aligns with lesson objective(s) and state standards.	The formative assessment(s) **provide(s) evidence** of monitoring learning **AND are strategically designed for addressing individuals or small groups of students with specific needs considered** during the learning experience **AND** aligns with lesson objective(s) and state standards.
ASSESSMENTS/EVALUATION – SUMMATIVE Candidate's creates a summative assessment and explains how that assessment will be used to determine mastery of lesson objective(s) and aligns state standards. CAEP 1.1 INTASC 6	The summative assessment(s) is/are missing OR do(es) not align with the lesson objective(s) or rigorous state standards. **OR** Fails to meet the level of 'Meets Expectation'	The summative assessment(s) is/are **developmentally appropriate AND chosen /designed to document student learning/mastery** of lesson objective(s) and rigorous state standards.	The summative assessment(s) is/are developmentally appropriate and chosen/designed to document student learning/mastery of lesson objectives **AND yields precise, useful, and accurate information to judge** student learning/mastery of lesson objective(s) and rigorous state standards.

Category	Below Expectation	Meets Expectation	Exemplary
ASSESSMENTS/EVALUATION – ACADEMIC FEEDBACK Candidate selects points within the lesson to provide academic feedback that promotes student understanding of learning objectives. CAEP 1.1 INTASC 6	The plan for academic feedback does not describe teacher actions and/or unrelated to learning objectives OR is developmentally inappropriate. **OR** The plan for academic feedback contains inaccuracies. **OR** The plan for academic feedback is not provided. **OR** Fails to meet the level of 'Meets Expectation'	The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by: **Providing a strategy to address individual learning need(s) OR making connections to prior learning or experiences to improve learning.**	The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by: Providing a strategy to address individual learning need(s) **AND** making connections to prior learning or experiences to improve learning **AND** plans for student-to-student feedback (when appropriate).
ASSESSMENT/EVALUATION – MODIFICATIONS Candidate makes modifications to assessments that align with the instructional needs of identified students. CAEP 1.1 INTASC 1	Modifications to assessments are missing or do not align with the instructional needs of identified students (i.e. IEP or 504 plan); modified assessment(s) is/are not included with plan. **OR** Fails to meet the level of 'Meets Expectation'	**Modifications to assessments are planned AND align with the instructional needs of individual students (i.e., ELLs, struggling learners, IEP or 504 plan, Advanced Students, etc.); AND modified assessment tool(s) is/are included with plan.**	Modifications to assessments are planned **AND** align with the instructional needs of individual students (i.e., ELLs, Struggling learners, IEP or 504 plan, Advanced Students, etc.); **AND** modified assessment tool(s) is/are included with plan **AND a justification for the design is based on observations of previous learning and/or assessment data.**

Category	Below Expectation	Meets Expectation	Exemplary
ACADEMIC LANGUAGE-IDENTIFYING AND SUPPORTING LANGUAGE DEMANDS- Candidate identifies vocabulary and language demands and designs methods to support general, targeted, and individuals to help students learn the academic/content vocabulary and language demands CAEP 1.1 INTASC 4	Language demands by the candidate are not consistent with the selected language function OR learning task **OR** Language supports are missing or not aligned with the language demands for the learning task **OR** Fails to meet the level of 'Meets Expectation'	**Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand.** **AND** **Language supports are planned and described and directly support learners understanding and use of language demands**	Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand. **AND** Language supports are planned and described and directly support learners understanding and use of language demands, **with an explanation about how one or more of the language supports are designed or differentiated to meet the needs of students with differing language needs.**
INSTRUCTION – SET/MOTIVATOR Candidate creates a set/motivator that restates and addresses the essential question and engages student interest in the content of the lesson, relates to previous learning, and uses knowledge of students' academic, social, and cultural characteristics. It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 7	Set/Motivator is missing or does not raise interest toward essential question, I can statement, objective(s), unclear what teacher and/or students will do. **OR** Fails to meet the level of 'Meets Expectation'	**Set/Motivator engages student interest and connects with the essential question (I can statement), or objective(s), explaining what teachers will do and what students are expected to do.**	Set/Motivator engages student interest and connects with the essential question, I can statement, objective(s), explaining what teachers will do and what students are expected to do, **AND plans for prompting links to previous learning and uses that knowledge of students' academic, social, and cultural characteristics.**

Category	Below Expectation	Meets Expectation	Exemplary
INSTRUCTION – INSTRUCTIONAL PROCEDURES/LEARNING TASKS Candidate designs instructional procedures/learning tasks that illustrate step-by-step details of lesson content aligned with objectives and utilizing a variety of teaching strategies (e.g. guided practice, independent practice, think-pair-share, think aloud, QAR, etc.). It includes what the teacher will do and what students are expected todo. CAEP 1.1 INTASC 8	Does not align with the objective(s) or addresses only part of objective(s) listed; step-by-step sequencing of lesson is undefined; unclear what teacher and/or students will do; inappropriate teaching strategies used; inaccurate content. **OR** Fails to meet the level of 'Meets Expectation'	**Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step- by-step instructions for what the teacher will do and what students are expected to do.**	Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step-by-step instructions for what the teacher will do and what students are expected to do; **utilizing a variety of teaching strategies beyond guided practice & independent practice (e.g., think-pair-share, think aloud, QAR, etc.).**
INSTRUCTION – QUESTIONS AND/OR ACTIVITIES FOR HIGHER ORDER THINKING – Candidate plans opportunities for questions that are open ended and cannot be answered by yes/no and are asked at throughout the lesson and guide, rather than direct student thinking. CAEP 1.1 INTASC 5	No open ended questions are included in lesson plan, or questions direct student thinking. **OR** Fails to meet the level of 'Meets Expectation'	**Questions are open ended, planned throughout the lesson.**	Questions are open ended, planned throughout the lesson, **and guide, rather than direct student thinking.**
INSTRUCTION – CLOSURE – Candidate proposes closure activities/activity that makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression. It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 5	No plans for closure; unclear what teacher and/or students will do during closure. **OR** Plans do not include opportunities for students to connect to real-world situations and/or reflect and apply their learning through verbal or written expression. **OR** Fails to meet the level of 'Meets Expectation'	**Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own abilities to apply their knowledge to the content.**	Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own abilities to apply their knowledge to the content **AND discusses how today's learning supports/ relates to tomorrow's learning.**

Category	Below Expectation	Meets Expectation	Exemplary
INSTRUCTION – MEETING INDIVIDUAL NEEDS & GROUP NEEDS– Candidate makes adaptations tied to the learning objective(s) that support specific individual or group learning, including requirements in IEP and 504 plan(s). CAEP 1.1 INTASC 1	No evidence of planned supports. **OR** No plans for any instructional requirements stated in IEPs and/or 504 plan(s). **OR** Fails to meet the level of 'Meets Expectation'	**Adaptations are planned that tie to the learning objectives AND support specific individuals, specific groups, and/or whole group learning.**	Adaptations are planned that tie to the learning objectives AND support individuals or specific groups, and/or whole group learning, **AND the supports are justified based on observations of previous learning and/or assessment data.**
MATERIALS/RESOURCES– Candidate develops plans that incorporate specific and appropriate materials and resources including how these will be used and modeled to engage students and add value to and improve students' learning. CAEP 1.5 INTASC 4	Materials/ Resources not included in lesson plan; **OR** Not appropriate for content or level of students; **OR** is not modeled for student use, rather is teacher centered. **OR** Fails to meet the level of 'Meets Expectation'	**Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use.**	Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use **AND describes how materials/resources add value, depth, and extend students' learning.**
TECHNOLOGY Candidates identify technology within the learning task to improve student learning and their own professional growth as teachers. Candidates provide an explanation as to how the technology will improve: (a) student learning environment, (b) support a variety of learning needs, and (c) enhance the design and implementation of formative and summative assessments to inform instruction. ISTE Standards 1, 5, & 6 INTASC 9	Technology is not identified and explained in the lesson plan; **OR** Not appropriate for content or level of students with diverse learning needs and the student learning environment **OR** Does not include a description of how technology is used to support formative and/or summative assessment to inform instruction **OR** Fails to meet the level of 'Meets Expectation'	**Technology is adequately identified and explains how the technology will improve student learning. AND is appropriate for content or level of students with diverse learning needs and the student learning environment.**	Technology is adequately identified and explains how the technology will improve student learning. **AND** is appropriate for content or level of students with diverse learning needs and the student learning environment. **AND Includes a description of how technology is used to support formative and/or summative assessment to inform instruction**

Category	Below Expectation	Meets Expectation	Exemplary
MANAGEMENT– Candidate anticipates and plans for processes and procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning, (e.g., work boards, posted procedures, modeling, positive feedback, reflection). Expectations are explicitly outlined and included as part of the instructional process. CAEP 1.1 INTASC 3	No plans for management issues are stated. **OR** Fails to meet the level of 'Meets Expectation'	**Management plans explicitly state procedures, transitions, and strategies for forming groups, gaining students' attention, motivating students to engage in the lesson and focus on learning.**	Management plans explicitly state procedures, transitions, and strategies for forming groups, gaining students' attention, motivating students to engage in the lesson and focus on learning, **AND expectations are explicitly outlined for students so they know what to do and these expectations are included as part of the instructional process.**
WRITING CLARITY – Lesson plans are written clearly, free of grammatical errors. CAEP 1.2	Lesson plan is not clearly written, **OR** Lesson plan contains many grammatical errors. **OR** Fails to meet the level of 'Meets Expectation'	**Lesson plan is clearly written and contains minimal grammatical errors.**	Lesson plan is clearly written and contains **NO** grammatical errors.

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 _____

TEAM Rubric

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 state standards, and referenced throughout lesson. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	• Most learning objectives are communicated, connected to state standards, and referenced throughout lesson. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	• Few learning objectives are communicated, connected to state standards, and referenced throughout lesson. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
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.	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.	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.

General Educator Rubric: Instruction

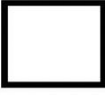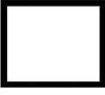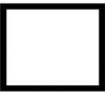|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

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 sex.
	• 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 sex.
		• 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 homogenous 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 homogenous 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 homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	• 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 children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children 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: o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; o practical thinking, where students use, apply, and implement what they learn in real-life scenarios; o creative thinking, where students create, design, imagine, and suppose; and o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: o generate a variety of ideas and alternatives, o analyze problems from multiple perspectives and viewpoints, and o monitor their thinking to insure 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: o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; o practical thinking, where students use, apply, and implement what they learn in real-life scenarios; o creative thinking, where students create, design, imagine, and suppose; and o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: o generate a variety of ideas and alternatives, and o 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: o generate a variety of ideas and alternatives, or o 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

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; and • evidence that the plan provides regular opportunities to accommodate individual student needs.	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; and • evidence that the plan provides some opportunities to accommodate individual student needs.	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.
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, 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: • welcomes all members and guests, • is organized and understandable to all students, • supplies, equipment, and resources are all easily and readily accessible, • displays student work that frequently changes, and • is arranged to promote individual and group learning.	The classroom: • welcomes most members and guests, • is organized and understandable to most students, • supplies, equipment, and resources are accessible, • displays student work, and • is arranged to promote individual and group learning.	The classroom: • is somewhat cold and uninviting, • is not well organized and understandable to students, • supplies, equipment, and resources are difficult to access, • does not display student work, 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 friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• 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.

Educator Disposition Assessment

Name:_____Date:_____

Evaluator:_____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition
1-Developing: some evidence of understanding and commitment to the disposition
2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition   **Associated Indicators**

1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice ☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation ☐ Choice of vocabulary is either too difficult or too simplistic	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors ☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation ☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment ☐ Varies oral communication as evidenced by encouraging participatory behaviors ☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition   **Associated Indicators**

2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses ☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses ☐ Demonstrates *common* errors in spelling and grammar	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses ☐ Demonstrates precise spelling and grammar

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not respond to *communications* and does not submit all assignments ☐ Fails to exhibit punctuality and/or attendance ☐ Crosses *major* boundaries of ethical standards of practice	☐ Delayed response to *communications* and late submission of assignments ☐ Not consistently punctual and/or has absences ☐ Crosses *minor* boundaries of ethical standards of practice	☐ Responds promptly to *communications* and submits all assignments ☐ Consistently exhibits punctuality and attendance ☐ Maintains professional boundaries of ethical standards of practice ☐ Keeps *inappropriate* personal life issues out of classroom/workplace

	☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others ☐ Functions as a group member with no participation	☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum ☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Often complains when encountering problems and rarely offers solutions ☐ Resists change and appears offended when suggestions are made to try new ideas/activities ☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	☐ Seeks solutions to problems with prompting ☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed ☐ Overlooks opportunities to demonstrate positive affect	☐ Actively seeks solutions to problems without prompting or complaining ☐ Tries new ideas/activities that are suggested ☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Rejects constructive feedback as evidenced by no implementation of feedback ☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve ☐ Comes to class unplanned and without needed materials ☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions ☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement ☐ Comes to class with some plans and most needed materials ☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed ☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance ☐ Comes to class planned and with all needed materials ☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Demonstrates inequitable embracement of all *diversities* ☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Goes through the *expected and superficial motions* to embrace all *diversities* ☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* ☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus ☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others ☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Demonstrates some flexibility ☐ Maintains a respectful tone in most circumstances but is not consistent ☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus ☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others ☐ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support ☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth ☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support ☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues ☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily ☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues ☐ Demonstrates perseverance and resilience (grit) most of the time ☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues ☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations ☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTs:

Informal Teaching Evaluation

Teacher Candidate Quickcheck Form

Teacher Candidate _____ Date _____ Observation # __

School _____ Grade _____ Content _____

Instruction	Score
Standards and Objectives	/5
Lesson Structure and Pacing	/5
Presenting Instruction Content	/5
Activities and Materials	/5
Academic Language	/5
Problem Solving	/5
Assessment and Feedback	/5
Questioning	/5
Grouping Students	/5
Teacher Knowledge of Students	/5
Learning Environment	/5
Total Score	____/55

Teacher Qualities	1 point each
Positive Affect	
Voice Quality	
Speech and Grammar	
Appropriate Dress	
Professional manner/dispositions	
Total Score	_____/5

Observation Score	

Goals for Future Observation

Comments/Suggestions/Notes

Observer Signature _____ Date _____
Teacher Candidate Signature _____ Date _____

Quick Check Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	Standard aligned Learning Objectives are **clearly** • Communicated. • Referenced throughout lesson/reinforced in closure. • Consistently connected to previously learned material, life experience, or to another discipline. Expectations of students are **clear, demanding, and high.**	Standard aligned Learning Objectives are • Communicated • Referenced throughout lesson/reinforced in closure. • Connected to previously learned material Expectations of students are **clear.**	Learning objectives • **Are not** aligned with state standards. • **Are not** communicated or **poorly** communicated. • **Are not** referenced throughout lesson. • **Are not** connected to previously learned material. Expectations of students are **vague**.
Lesson Structure and Pacing	• Lesson starts promptly. • Lesson has coherent structure (beginning, middle, and end) with Set/Motivator **and** Closure • Pacing is **appropriately brisk**. • No instructional time lost during transitions. Routines are seamless.	• Lesson starts promptly. • Lesson has structure (beginning, middle, and end) with Set/Motivator **and** Closure • Pacing is appropriate. • Little instructional time is lost during transitions and routines are efficient.	• Lesson does not start promptly. • Lesson is missing closure or introductory elements. • Pacing is appropriate for less than 1/2 of class. • Considerable time lost during transitions.
Presenting Instructional Content	Includes **ALL** of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds. • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.	Includes **MOST** of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.	Includes **FEW** of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevancies. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.
Activities and Materials	Activities/materials include **ALL** of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage **all** students. • Incorporate multimedia or technology • Use of resources beyond the text	Activities and materials include **MOST** of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage **majority** of students. • Incorporate multimedia or technology	Activities and materials include **FEW** of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage students. • Use of multimedia or technology

	• Games, simulations, experiments, or creations	• Use of resources beyond the text	• Use of resources beyond the text
Academic Language ⬜	**Lesson must** include **evidence of all** of these: • **Academic Language** instruction/review • Opportunities to practice • Targeted Supports for **three demands** ◦ **Function** ◦ **Vocabulary** ◦ **Syntax or Discourse**	Lesson includes **evidence** of: • **Academic Language** instruction/review • Opportunities to practice • General Supports for **two demands** ◦ **Function** ◦ **Vocabulary** ◦ **Syntax or Discourse**	Academic Language **is poorly addressed** or **not addressed**.
Problem Solving ⬜	Teacher implements activities that teach/reinforce **3** Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence	Teacher implements activities that teach/reinforce **two:** Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence	Teacher implements little or no activities that teach the problem-solving types, or Implementation of activities was poor or problematic.
Assessment and Feedback ⬜	• **Frequent** checks for understanding (informal and formal assessments throughout lesson). • Feedback is **consistently** academically focused, frequent, high-quality **and references objectives.** • Feedback is **frequently** given during guided practice/homework review. • Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. • Feedback from students is used to adjust instruction. • **Teacher engages students in giving specific and high-quality feedback to one another.**	• **Adequate** checks for understanding (informal and formal assessments throughout lesson). • Oral and/or written feedback is academically focused, frequent, and **mostly** high-quality. • Feedback is **sometimes** given during guided practice/homework review. • Teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is **sometimes** used to monitor and adjust instruction.	• **Few** checks for understanding. • The quality and timeliness of feedback is i**nconsistent**. • Feedback is **rarely** given during guided practice of homework review. • The teacher circulates during instructional activities **but mostly monitors behavior**. • Feedback from students **is rarely** used to monitor and adjust instruction.

Questioning	Description of Questions includes most of these: - Varied, including higher ordered thinking - Ask students to cite evidence during lesson. - Sequenced with attention to instructional goals - require active responses - purposeful and coherent - assess and advance student learning Questioning: - A high frequency of questions is asked. - Wait time (3-5 seconds) is consistently provided - Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender	Description of Questions: - Varied, including higher ordered thinking - Usually require students to cite evidence. - Sometimes sequenced with attention to instructional goals - Sometimes require active responses - purposeful and coherent Questioning: - A moderate frequency of questions is asked. - Wait time is sometimes provided. - Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender	Teacher questions are inconsistent in quality and include few question types. Questions - Random and lack coherence - Rarely sequenced with attention to instructional goals - Rarely require active responses Questioning: - A low frequency of questions is asked. - Wait time is inconsistently provided. - Teacher mostly calls on volunteers and high-ability students.
Grouping Students	- Grouping arrangements are used appropriately; varied and intentionally planned to maximize student understanding/learning and accomplish learning goals. - All students understand their roles and group work expectations. - All students are held accountable for work	- Grouping arrangements are used appropriately; adequately enhance student understanding and accomplish learning goals. - Most students understand their roles and group work expectations. - Most students are held accountable for work.	Opportunity for grouping is missed, OR… - Grouping arrangements inhibit student understanding/learning and are not intentionally planned to accomplish goals. - Few students understand their roles and expectations. - Few students are held accountable for work.
Teacher Knowledge of Students	Teacher practices - Display understanding of each student's anticipated learning difficulties - Regularly incorporate student interests and/or cultural heritage. - Regularly provide differentiated methods or content	Teacher practices - Display understanding of some student anticipated learning difficulties. - Sometimes incorporate student interests and/or cultural heritage. - Sometimes provide differentiated methods or content.	Teacher practices - Demonstrate minimal knowledge of students' anticipated learning difficulties. - Rarely incorporate student interests or cultural heritage. - Demonstrate little differentiated methods or content.
Learning Environment	- Establishes clear rules and expectations. - Students are consistently on task. - Deals with disruptive behavior quickly and firmly. - Demonstrates rapport and respect for students.	- Establishes rules and expectations. - Often redirects off-task students. - Deals with disruptive behavior. - Is generally friendly but may have inconsistencies in interactions with students.	- Establishes few rules and expectations. - Does not address disruptive or off-task behavior. - Demonstrates authoritarian or negative interactions with students.

	• Regularly reinforces and rewards effort. • Promotes positive interactions and students' interactions exhibit caring for one another.	• Sometimes reinforces and rewards effort. • Student-student interaction is polite.	• Rarely reinforces and rewards effort. • Student-student interaction is characterized by conflict, sarcasm, or put-downs.

Adapted from: Tennessee Department of Education, Tennessee Educator Acceleration Model, General Educator Rubric; http://team-tn.org/