PRE-RESIDENCY,
RESIDENCY I, AND
RESIDENCY II HANDBOOK

College of Education
Johnson City, Tennessee 37614
423-439-7597

Revised 6/2015
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EAST TENNESSEE STATE UNIVERSITY
TEACHER EDUCATION PROGRAM
Key University Contacts

**Director of Field Experience and Clinical Residency**
Jean G. Smith 439-4200 smithjg@etsu.edu

**Technical Clerk**
Cindy Lucas 439-7597 lucasc@etsu.edu

Clemmer College of Education
http://www.etsu.edu/coe/

Residency Website:
http://www.etsu.edu/coe/Student_Teaching/homeindex.htm

Department of Curriculum and Instruction:
http://www.etsu.edu/coe/cuai/

Department of Teaching and Learning
http://www.etsu.edu/coe/teachlearn/default.aspx

Department of Sport and Recreation Management
http://www.etsu.edu/coe/ksrm/
Conceptual Framework

Educating Leaders
In the 21\textsuperscript{st} Century

Conceptual Framework
College of Education
Mission, Goals, and Conceptual Framework

Mission

The mission of the College of Education at East Tennessee State University is to educate competent, ethical, and socially responsible professionals who are committed to improving the human condition through enhancing teaching and learning, physical and mental health, and leadership. Through research, scholarship, and partnerships with schools and human service organizations, the college is committed to developing effective approaches to address problems and issues in professional fields. Within the context of our mission, the college seeks to promote diversity among students, faculty, and within the curriculum.

Goals

The above mission statement is translated into the following goals for the Clemmer College of Education. To:

- Assist our students in acquiring and applying knowledge of people, methods, and subject matter for exemplary professional practice by offering quality educational programs,
- Create the necessary conditions, means, and methods for recruitment and retention of a diverse population to meet the changing professional and community needs,
- Provide opportunities for our faculty to expand their knowledge base and to augment their technical and professional skills to serve the students, the profession, and the community,
- Organize and implement school- and community-partnership ventures to offer the COE’s wealth of knowledge and expertise to help improve the educational and social conditions in the region,
- Meet the COE’s needs created by the rapid advancement in information, instructional, and adaptive technology, and
- Develop and enhance external sources of support to improve the quality and expand the level of services rendered by the COE.

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. As the unit prepared for full implementation of the Ready to Teach Transformation Initiative, 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 21\textsuperscript{st} century. The Conceptual Framework specifically guides the Teacher Education programs within the College, and where appropriate, also applies to the various non-licensee programs housed within the College. The framework is comprised of nine dimensions that come together to inform the tenth: Leadership.
Teaching is Leading for the Future

Leadership (The Tenth Dimension)
Teacher education graduates possess the personal and professional qualities that enable them to take a leadership role and work constructively within schools and agencies to create learning communities that foster the growth and development of all learners.

Dimension 1: General Knowledge
Teacher education graduates have a strong liberal studies core that develops their understanding of the rich cultural heritage of students, provides an understanding of our global community and develops competence in critical thinking, writing, oral communication, and technology. Students demonstrate general knowledge and skills in professional practice by building subject matter connections across disciplines; adapting relevant subject matter for multiple levels of learners; and communicating orally and in writing using formal, standard English.

Dimension 2: Content Knowledge
Teacher education graduates understand and use the central concepts, tools of inquiry, technological resources, and structures of their discipline(s). Students demonstrate content knowledge by creating relevant and current learning experiences that are meaningful for all students.

Dimension 3: Pedagogical Knowledge
Teacher education graduates are able to plan instruction based upon knowledge of subject matter, characteristics and needs of students, the community, and curriculum goals as expressed in state standards. They understand and use a variety of instructional strategies and tools to encourage students’ development of critical thinking, problem solving and performance skills. They are able to document appropriate planning of classroom strategies through the use of high quality lesson plans. They use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Graduates are able to ethically use technology to enhance the learning of students. They understand and are able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.

Dimension 4: Diversity
Teacher education graduates are committed to serving a rapidly changing, expanding, and increasingly diverse society. They respect and appreciate each person and the unique experiences that influence how an individual understands the world. They establish a welcoming classroom climate. They create instruction in which people honor one another as individuals, value differences and the special gifts each brings to the community, and respect the rights of others as human beings inclusive of race, gender, ethnicity, cultural background, language, sexual orientation, socioeconomic status, age, disability, religion, and national origin. Teacher education graduates are capable of self-examination to overcome prejudice.

Dimension 5: Professional Collaboration
Teacher education graduates can practice shared responsibility and positive professional attitudes in collaborative practice with students, colleagues, families, learning organizations, and the community at large. They recognize value in interdisciplinary learning communities and other professional networking opportunities. They possess the knowledge and skills necessary to build community support and develop trusting and collaborative relationships with the students to enhance learning and well-being.

Dimension 6: Reflective Practice
Teacher education graduates are reflective practitioners who are committed to growth and professional improvement. Reflective practice begins with assessment of self: talent, attitudes, behaviors, patterns, professional practice and follows with peer review. Graduates develop a respect for feedback and continuously seek alternative perspectives for both self-improvement, and the improvement of student learning. Reflective practice is also exercised when building the foundation of theories and philosophies that become the teaching framework of each practitioner. Reflection enables future teachers to raise questions, to critically analyze theory and current research and to evaluate the effects of their own practice on others (students,
families and other professionals in the learning community), and to develop creative solutions to educational dilemmas and concerns.

**Dimension 7: Self-directed, Lifelong Learning**

Teacher education graduates take responsibility for their future and set goals for their personal and professional growth. Through participation in professional organizations, in-service activities, presentations at conferences, interactions with teachers mentors, reading professional literature, and accessing other learning resources, graduates demonstrate a commitment to their own continuing professional development and the development of the profession. As leaders and role models, graduates will communicate the importance of lifelong learning to students, families and colleagues.

**Dimension 8: Caring**

Teacher education graduates appreciate the talents of all learners, believe that all students can learn, and demonstrate flexibility by using individual strengths to guide student learning. They respond to both character and competence in building caring and trusting relationships. Teacher education graduates encourage such relationships and support the practice of mutual consideration and concern in classroom management strategies, and among all members of the school and community environment.

**Dimension 9: Professional and Social Responsibility**

Teacher education graduates demonstrate a commitment to active, ethical involvement in the school, community and profession. Graduates demonstrate their citizenship by serving their communities and profession. They are committed to developing opportunities for learners to engage in socially responsible behaviors demonstrated by sustainable classroom practices, a global perspective on history, culture and resources, and local action utilizing methods such as service-learning. Graduates make responsible choices regarding confidentiality of student records and personal use of social media.
Understanding Residency

The **Ready2Teach Program** at ETSU is a newly designed program for all undergraduate teacher licensure programs. It is a collaborative effort among the Tennessee Board of Regents Universities, ETSU’s Clemmer College of Education, and Regional Partner Public Schools. The Ready2Teach Program's foundation rests on the following elements:

- High standards for Candidate performance teaching children and youth
- 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 use
- Year-long residency in the classrooms of experienced, instructive mentor teachers
- Ongoing formative assessments that monitor 'Teacher Candidates' progress
- A summative Teacher Performance Assessment (edTPA) that is modeled after the National Board of Professional Teaching Standards ---a high stakes performance assessment that parallels Tennessee's TEAM Assessment System

Residency at East Tennessee State University is the culminating field experience in which prospective teachers demonstrate their knowledge of subject matter, teaching methods, and child growth and development. It is the time when they have opportunity to display and strengthen their commitment to the personal and professional qualities included in the Conceptual Framework of the College of Education.

Teacher 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 each building principal, in accepting a Teacher 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 Teacher Candidate's application for a teaching license.

The Residency experience is guided by principles and strategies prescribed by current research and theory in pre-service teacher education. This important experience is supervised by qualified university faculty members and Mentor Teachers, referred to as mentors. The roles and responsibilities of the Teacher Candidate, mentor, and supervisor are described in this Handbook.

The Handbook also outlines procedures and policies for East Tennessee State University Teacher Candidates and the personnel supporting them. Careful review of this Handbook before the beginning of Residency II 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, teachers will enter this experience at various developmental stages. All Teacher Candidates have completed content specific, curriculum, and methods courses related to their endorsement area. However, some will have had experience working with children in a school setting, and others’ experiences will be limited to the required pre-Residency field hours.

The university supervisor is available as a resource, support system, and evaluator for the Teacher Candidate. Teacher 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 Teacher Candidate.
Pre-Residency

Pre-Residency teacher candidates meet and work with their mentor teachers 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 will vary by school system and is designed to put teacher candidates into classrooms before the beginning of school in late July/early August.

Residency I

Residency I teacher candidates meet and work with their mentor teachers in partner school systems prior to Residency II. 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 at-risk students as needed. Candidates will have the opportunity in Residency I to practice the skills and knowledge connected with their coursework. Coursework will include classroom management, co-teaching and other instructional strategies. The number of hours in Residency I will vary by program.

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, Teacher Candidates should be assisting and observing in classes, with one period per day being reserved for preparation time.
Guidelines for Teacher Candidate Placements

Early childhood majors will teach in either PreK/kindergarten setting or in a grade 1-3 classroom, and will spend 2 weeks observing in the other setting.

Candidates seeking K-6 licensure will teach in either a K-3 classroom or in a 4-6 classroom and will spend 2 weeks observing in the other setting.

Secondary Education Candidates, with few exceptions, must spend part of the Residency II semester in grades 7-8 or 9-12 and spend at least 2 weeks observing in the other setting. Secondary Education majors have experience in ALL areas for which certification is being sought. Secondary Education majors, such as foreign language, who often do not have settings in grades 7 or 8, are not required to have experiences at that level.

K-12 areas (art, music, special education, physical education) must complete Residency II with both an elementary and a middle/high school placement.
THE TEACHER CANDIDATE
Letter from the Director of Residency

East Tennessee State University
College of Education
Office of the Dean Box 70685 -Johnson City, Tennessee 37614-0685 - (423) 439-4444 - Fax: (423) 439-5764

Dear Residency Candidate,

Congratulations on reaching an important mile-marker on your road to becoming a teacher: The regular coursework is behind you, and it's time to put to good use the skills and knowledge you have learned in the classroom. The Residency II component of your educational program will be challenging, exciting, and rewarding.

Even though you will be working in a classroom environment which may have been established prior to your arrival, there will still be room for you to use creative techniques in your lessons. Your success this semester will depend on your ability to plan instruction, deliver instruction, assess student learning, and reteach effectively.

You and your mentor are entering into a collaborative, co-teaching relationship. However, don’t hesitate to take the opportunity to contribute to the educational program in your classroom. Your mentor teacher will appreciate having you as a team member. Also, use every opportunity to solicit ideas from your mentor which will add to your storehouse of instructional techniques.

I hope that this experience will provide you with the opportunity to grow in your own ability to perceive the strengths of your students and to be skillful in using this knowledge to motivate them so they too will be successful. “Success breeds success.”

We are available to assist you with any area of concern. 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.

Sincerely,

Jean Smith
Director of Field Placement and
Clinical Residency
Teacher Candidate Code of Ethics

I realize the importance of the responsibilities I am to assume as a Teacher 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. To accept students for who they are: as individual human beings of worth, with purposes, interests, and needs.
2. To earn students' respect through genuine interest in them and their activities.
3. To refrain from disclosing information about students obtained during Residency.
4. To foster critical thinking among students by examining facts and opinions on issues without imposing personal opinions.
5. To utilize all available evaluative techniques in assessing student learning and to assist students in making judgments about their own development.
6. To establish only mature, professional relationships with students.

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

The School and Community
1. To study and support school policies.
2. To discuss school matters only with persons (principals and other administrators) responsible for formulating and implementing school policies.
3. To avoid violation of community morals.
4. To refrain from unjustified or casual criticism of the school and community.
5. To follow school rules and expectations for professional conduct and dress.
6. To avoid use of alcohol and drugs prior to contact in a professional role with students, parents, or others.

The University Supervisor
1. To accept the supervisor as an East Tennessee State University faculty person concerned with assisting the Teacher Candidate to have a successful apprenticeship teaching experience.
2. To seek the supervisor’s suggestions for improving learning situations for students and for implementing the Teacher Candidate’s many activities in the school and community.
3. To arrange and confirm a schedule that plans for personal conferences with the supervisor.
4. To call, e-mail, or write the supervisor with respect to weekly schedule of Teacher Candidate activities in school and community.
5. To consider all conferences with the supervisor as professional and confidential.

The University Supervisor

1. To accept the seminar leader as an East Tennessee State University faculty person concerned with assisting the Teacher Candidate to have a successful apprenticeship teaching experience.
2. To consider all conferences with the seminar leader as professional and confidential.
3. To view the seminar as an opportunity to share and learn from peers in other school settings.
4. To recognize the expertise of the seminar leader in the development, analysis, and evaluation of the EdTPA.

The College of Education and East Tennessee State University

1. To recognize that the Teacher Candidate represents the College and University and that his/her conduct reflects upon the reputation of the institution.
2. To refrain from criticism of my College and University, should I find situations in the school different from my expectations.

The Profession

1. To study toward understanding the role of a teacher within the school, the community, and the profession.
2. To exhibit confidence and pride in the profession.
3. To look upon the profession as the greatest service to humankind and the career as offering the opportunities and responsibilities of the profession.
4. To encourage students to consider seriously the opportunities and responsibilities of the profession.
5. To contribute whenever possible to student learning experiences in the school, to the school program, and faculty planning for school improvement.
6. To become an active member in chosen professional organizations.
7. To 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 (circle one) Syllabus and the Code of Ethics and will conduct myself accordingly.

__________________________  
Sign and Date
Memorandum of Understanding
Between Teacher Candidates in
Residency I and II And
The Clemmer College of Education and Partner Schools

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

Conduct
While completing the yearlong Residency, Teacher 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 of Education 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 and words during Residency should be carefully considered, as they will affect both the Residency evaluation and the written/verbal recommendations of the Teacher Candidate by the mentor teacher, Residency Supervisors, school administrators, and the Office of Field Experience and Clinical Residency.

Residency Teacher Candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from their Residency placements and, if necessary, dismissal from the Teacher Education Program at East Tennessee State University. Dispositions are evaluated during each Residency placement.

Residency Placements
Placements are made in conjunction with the school districts and identified partner schools. Candidates are not allowed to request or locate a Residency Placement.

Grade Preference
Residency Candidates will be placed with a licensed and experienced mentor teacher in the appropriate licensure area and grade ranges. Candidates will not be allowed to request a specific grade level placement. To the extent possible, consideration of previous field placements will be taken into consideration.

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

Make up Days
There are no excused absences during the yearlong Residency other than attending the annual job fair. If a Candidate has to miss for extenuating circumstances, he/she must schedule to make up the absence according to the Supervisor’s instructions, if in Residency I. If the Candidate is in Residency II, the missed day(s) will be added on to the end of a Residency II placement. Coordination with and approval from the mentor teacher and the Residency II university supervisor to make up the missed day(s) are required. Excessive absences due to
illness or other extenuating circumstances may interfere with graduation and/or result in a Teacher Candidate’s removal from the current Residency placement and being rescheduled for the following semester. Please note that Teacher Candidates in Residency II follow the calendar of the School District (i.e. Spring break) rather than the University’s calendar.

**Tardies/Leaving School Early**
Tardies and leaving the partner school early are not permitted. Residency I Candidates are expected to adhere to the school mandated arrival times required of the mentor teachers or the times required by the supervisor. Residency II Candidates are expected to adhere to the school mandated arrival times required of the mentor teachers. 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 beyond established dismissal times.

**Seminars**
Residency Candidates must attend all seminars scheduled during Residency I and Residency II. The seminars are designed to prepare the Teacher Candidate for the Teacher Performance Assessment (edTPA) that is completed during Residency II. Residency I and II Professional Seminars are mandatory and failure to attend them will affect the Teacher Candidate’s performance on the Teacher Performance Assessment and will impact the Teacher Candidate’s overall grade in Residency II.

**Lesson Plans**
Residency Candidates will follow the Clemmer College of Education adopted lesson plan format. 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 lessons in question will jeopardize the Teacher Candidate’s continuance in his/her Residency.

**Teacher Performance Assessment**
The capstone project for Residency II is the Teacher Performance Assessment. This document will be uploaded to LiveText and scored by Pearson. It is the Teacher Candidate’s responsibility to insure that this document is complete and ready to upload by the due date. The Teacher Candidate will be required to attend all edTPA support seminars. Failure to attend the Residency II seminars will affect the Teacher Candidate’s performance on the Teacher Performance Assessment and will affect the Teacher Candidate’s overall grade for Residency II.

**Outside Commitments**
Teacher 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 Experience and Clinical Residency as early as possible.

**Dispositions/Professional Behaviors**
As noted above, Teacher Candidates are expected to follow all rules and policies of the school/school system, the Clemmer College of Education, and East Tennessee State University, including those pertaining to dress code and grooming, written and oral language, and communicating and interacting with students, mentors, and peers. Teacher Candidates should assume the role of an adult professional-in-training and behave accordingly. If a Teacher Candidate is unsure of appropriate professional behavior or encounters a problematic situation,
he/she 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 teacher candidates 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.

Teacher Candidate dispositions are formally assessed during Residency I and again during Residency II. Teacher Candidates should be aware that infractions related to any of the above may result in appropriate disciplinary action.
Memorandum of Understanding
Between
Teacher Candidates in Pre-Residency,
Residency I and Residency II
And
The Clemmer College of Education and Partner Schools

I understand that I am a representative of the Clemmer College of Education of East Tennessee State University, a guest in my Pre-Residency, Residency I and Residency 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: ____________________________
Supervision Visits & Evaluation Schedule for Residency I (RI) and Residency II (RII)

Pre Residency
- Introduction Visit
- Coaching visit

Residency I (RI)
4 students/3 credit course

Visits
- Evaluative observation visit
- Evaluative observation visit
- Mid-Residency evaluation visit (Summative evaluation at the conclusion of RI with mentor, supervisor, teacher candidate)

Evaluations
- Mid-Residency evaluation (This is the former mid-term teaching evaluation) (Live Text)
- Disposition evaluation (mentor, supervisor, teacher candidate) (Live Text)

Residency II (RII)
4 students/3 credit course

Visits
- Introduction visit
- Evaluative observation visit
- Evaluative observation visit
- Evaluative observation visit
- Evaluative observation visit
- Evaluative observation visit
- Additional observation visit(s) if needed
- Final evaluation visit (Final evaluations are collaborative between the supervisor, mentor, and teacher candidate.)

Evaluations
- Summative evaluation (Submitted in LiveText by the supervisor.)
- Disposition evaluation (Submitted in LiveText by the supervisor.)
Co-Teaching Information

The Clemmer College of Education, along with colleges of education at other TBR institutions, has adopted a co-teaching model for the Residency experience. The main focus of Co-teaching is to find ways to keep teachers actively engaged with students and their learning. Although there will be times when each adult is teaching alone, there are strategies that describe what the co-teacher can be doing.

Identify the appropriate co-teaching strategies on your lesson plan. Make sure you also share them with your mentor teacher.
## Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach, One Observe</td>
<td>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.  &lt;br&gt;<strong>Example:</strong> One teacher can observe students for their understanding of directions while the other leads.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>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.  &lt;br&gt;<strong>Example:</strong> 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.</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>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.  &lt;br&gt;<strong>Example:</strong> 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.</td>
</tr>
<tr>
<td>Parallel Teaching</td>
<td>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.  &lt;br&gt;<strong>Example:</strong> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</td>
</tr>
<tr>
<td>Supplemental Teaching</td>
<td>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.  &lt;br&gt;<strong>Example:</strong> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</td>
</tr>
<tr>
<td>Alternative (Differenatied)</td>
<td>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.  &lt;br&gt;<strong>Example:</strong> 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.</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>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.  &lt;br&gt;<strong>Example:</strong> Both instructors can share the reading of a story or text so that the students are hearing two voices.</td>
</tr>
</tbody>
</table>

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.
Sharing Responsibilities
Mentor Teacher and Teacher Candidate

Planning:

The Teacher Candidate and Mentor Teacher 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 Teacher Candidate and Mentor Teacher 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 Teacher Candidate and Mentor Teacher 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
Teacher Actions During Co-Teaching


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

<table>
<thead>
<tr>
<th>If one teacher is leading instruction…</th>
<th>The other can be doing this…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing for:</strong></td>
<td></td>
</tr>
<tr>
<td>student understanding and/or questions (through body language, facial expressions, etc.);</td>
<td></td>
</tr>
<tr>
<td>specific types of questions asked by instructing teacher; specific student interactions and behaviors;</td>
<td></td>
</tr>
<tr>
<td>teacher movement; specific</td>
<td></td>
</tr>
<tr>
<td>teacher behaviors;</td>
<td></td>
</tr>
<tr>
<td>specific student or group behaviors</td>
<td></td>
</tr>
<tr>
<td><strong>Charting:</strong></td>
<td></td>
</tr>
<tr>
<td>where questions are directed within the classroom; gender of responders;</td>
<td></td>
</tr>
<tr>
<td>on-task/off task behavior; teacher</td>
<td></td>
</tr>
<tr>
<td>wait time;</td>
<td></td>
</tr>
<tr>
<td>specific teacher behaviors or movements; specific student or group behaviors</td>
<td></td>
</tr>
<tr>
<td><strong>Circulating:</strong></td>
<td></td>
</tr>
<tr>
<td>checking for comprehension;</td>
<td></td>
</tr>
<tr>
<td>using proximity control for behavior management; checking for comprehension;</td>
<td></td>
</tr>
<tr>
<td>providing one-on-one support as needed</td>
<td></td>
</tr>
<tr>
<td>Collecting and reviewing last night’s homework</td>
<td></td>
</tr>
<tr>
<td>Introducing a social or study skill</td>
<td></td>
</tr>
<tr>
<td>Taking roll</td>
<td></td>
</tr>
<tr>
<td>Reviewing directions; modeling first problem on the assignment</td>
<td></td>
</tr>
<tr>
<td>Writing down instructions on board</td>
<td></td>
</tr>
<tr>
<td>Repeating or clarifying any difficult concepts</td>
<td></td>
</tr>
<tr>
<td>Passing out papers</td>
<td></td>
</tr>
<tr>
<td>Giving instructions orally</td>
<td></td>
</tr>
<tr>
<td>Facilitating a silent activity</td>
<td></td>
</tr>
<tr>
<td>Introducing a new concept to whole group</td>
<td></td>
</tr>
<tr>
<td>Asking clarifying questions</td>
<td></td>
</tr>
<tr>
<td>If one teacher is...</td>
<td>The other can be doing this...</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Reading a test aloud to a group of students</td>
<td>Proctoring a test silently with a group of students</td>
</tr>
<tr>
<td>Explaining a new concept through discussion</td>
<td>Introducing a new concept through role play or modeling;</td>
</tr>
<tr>
<td>Provide enriching or extended activities on a concept already discussed in class</td>
<td>Re-teach or review and old concept with students who didn’t understand it</td>
</tr>
<tr>
<td>Provide enriching or extended activities related to items on a test</td>
<td>Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam</td>
</tr>
<tr>
<td>Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead</td>
<td>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</td>
</tr>
<tr>
<td>Re-teaching or pre-teaching with a small group</td>
<td>Monitoring large group as they work on practice materials</td>
</tr>
<tr>
<td>Facilitating sustained silent reading</td>
<td>Reading aloud quietly with a small group</td>
</tr>
<tr>
<td>Lecturing</td>
<td>Modeling note taking on the board/overhead</td>
</tr>
<tr>
<td>Running last minute copies or errands</td>
<td>Reviewing homework; providing a study or test-taking strategy</td>
</tr>
<tr>
<td>Prepping half of the class for one side of a debate</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
</tr>
<tr>
<td>Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class</td>
<td>Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class</td>
</tr>
<tr>
<td>Facilitating a station or group</td>
<td>Facilitating a station or group</td>
</tr>
</tbody>
</table>

The main focus of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning.
Responsibilities of Teacher Candidate for Residency

Residency Syllabi
Read and become familiar with the Residency and Seminar syllabi for your area of licensure.

Introduce Yourself
Once you receive confirmation of your Residency placement, you should 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 tests, teacher’s manuals, and course outlines.

In addition, you will want to ask for copies of the school’s teacher handbook and pupil handbook. These handbooks will describe school policies, daily schedules, records, reports, and the school calendar.

Be sure to let your supervisor know when you have contacted your mentor teacher.

Notebook
A Residency notebook will be kept throughout the Residency experience. This should be kept in a 3 ring binder. You may also keep this electronically. Your notebook should be kept with you at your placement.

When an observation is planned, have your notebook (and your daily lesson) ready to give to the supervisor. The notebook should contain the following in the order given:

- Teacher Candidate Checklist
- Personal Goals and Objectives for Residency
- Teacher Candidate Attendance Log
- Teacher Candidate Activities Log
- ETSU Supervisor Visits (Please keep up-to-date)
- All Focused Observation Summaries (write in paragraph form)
- All Lesson Plans observed by either mentor or supervisor
- Candidate and Mentor Discussion forms
- Self-Evaluation and Reflection Forms (if needed)
- Teacher Performance Assessments
- All Mentor Evaluations
- All Supervisor Evaluations
- Any additional ideas, handouts, test samples, pictures, parent letters, etc.
- Common Core Standards

Reflective Journal
A reflective journal with daily entries is required for the total Residency experience. The entries are strictly confidential, but must be shared weekly with the supervisor by email and/or D2L. Use the journal to analyze strengths and weaknesses. Think about which strategies did and did not work and reflect upon why. Also include victories, disappointments, challenges, problems, and any concerns. REMINDER: This journal is to be an affective account of your day, not simply a listing of what occurred.
Seminars/Meetings
Attend all meetings arranged by your school, supervisor, and the College of Education. These include, but are not limited to PTA meetings, faculty meetings, and meetings with your supervisor.
Career Day: All Teacher Candidates must attend Education Job Opportunities Day held at ETSU. Information will be supplied before each job fair. This is the only excused absence during Residency.

Focused Observations
In addition to the 2 weeks spent in another classroom, a minimum of five focused observations are required. These should include observations of: a special education teacher, a specialist or vocational teacher (Art, Music, P.E., Guidance), a teacher in the same grade or content area, a teacher in a different grade or content area (traditional or multi-age), and an ESL teacher. A reflective summary of each visit should be included in the Residency Notebook. (Focused observation guide can be found on p. 29)

Professionalism

Seminars
Teacher Candidates are required to attend all seminars. Just as there are no excused absences for Residency, there are no excused absences for seminar.

Assessment
Just as the Teacher Candidate assesses student performance based on achievement of goals, the Teacher Candidate will be assessed.

Pre-assessment: Personal Goals and Objectives

Formative: Reflective Journal
Mentor and Supervisor Lesson Plan Evaluation
Mentor and Supervisor Classroom Observations

Summative: Summative Evaluations
Knowledge and Dispositions
Seminar performance
Teacher Performance Assessment (edTPA)

Assessment of Program: Teacher Candidate Evaluation of Program (submitted through LiveText)

Attendance
The Teacher Candidate is required to observe the same daily schedule as that set by the Board of Education for that school. Teacher Candidates follow public schools’ vacation days, not ETSU’s, (with the exception of seminar).

Absences/Tardiness
If a Teacher 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. All absences must be made up.
Activities
The Teacher Candidate participates 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 and may come and go as he/she feels necessary, since he/she is the teacher of record. At the same time, the Teacher Candidate is to be regarded as a fellow professional and co-teacher rather than as an aide.

Professional Appearance
Grooming reflects attitude. The Teacher Candidate will dress according to school policy. As a Teacher Candidate you are constantly being evaluated. Appropriate attire may influence future employment opportunities. Remember that your appearance reflects you as well as upon the University. Consider your experience in Residency an ongoing interview.

Classroom Management
Typically, the greatest area of concern for the Teacher Candidate is classroom discipline. Simply put, effective learning is not likely to occur unless the teacher can control the classroom. Well-defined procedures and structures that are carefully planned, taught, and put into place by the Teacher Candidate before teaching begins will enable students to know what is expected and allow them to participate more successfully. Well-planned, interesting lessons that keep students actively engaged in the learning process will prevent many discipline issues. However, problems can occur in any classroom. There are several things the Teacher Candidate can do to prepare for maintaining classroom discipline.

- Discipline is not something asked of students; it is something expected from them. This point should be discussed with the mentor teacher and university supervisor.

- The basis of good classroom management is mutual respect. This begins the very first day of the Residency experience. Teacher Candidates should model professional, respectful behavior for students and expect to be treated respectfully.

- If the school uses a specific discipline program, become very familiar with how it works and follow it from the beginning of your Residency. An important key is to be reasonable and consistent. Pupils need to know how to react to a new authority figure.

- Classroom control methods used by the mentor teacher should be studied. It is neither the responsibility nor the right of the Teacher Candidate to change established classroom rules or procedures.

- As questions arise regarding classroom management, the Teacher Candidate should ask the mentor teacher or university supervisor and raise questions at the Residency II seminar. Problems should not be ignored; they will probably not go away, and will probably only get worse.

- Focus behavior related statements in a positive manner. Usually, providing specific, positive reinforcement to students whose behaviors are appropriate is more effective than “calling down” students who are disruptive.

- Identify behaviors that disrupt the learning process in the classroom or that are harmful to the well-being of any student. Reflect carefully on the cause of the misbehavior and determine a course to prevent the disruption.
• A repertoire of non-punitive strategies should be developed for managing the classroom, such as, nonverbal methods such as eye contact, gestures or proximity, general "with-it-ness," praise for the good behavior of a student who is not misbehaving with a specific focus on the desired behavior to get the attention of the student who is misbehaving, calling for attention of all students or calling for on-task behavior by everyone or giving a rule reminder to everyone. The most successful strategies will be those which do not disrupt the flow and pace of the lesson.

• You may not participate in administering corporal punishment to pupils, nor may you serve as a witness when staff members administer corporal punishment. Under no circumstances is a Teacher Candidate to use physical force, strike, or place a hand on a pupil while disciplining the pupil.

• Seek resources on classroom management as you engage in professional reading. See the Appendix and your supervisor for additional sources.
Focused Observation Guide

This guide is to be used to help Teacher Candidates have a better understanding of how to evaluate, analyze, and use what they see in the classroom. (In one class period, all aspects in the observation guide may not be present.) As you observe, take notes. Summarize your observations in paragraph form. Keep these in the Residency Notebook.

Format
On each observation list your name, observation number, date, class/teacher observed, and school.

Preparation
Talk with the teacher: State the purpose of your observation. Plan a time for the observation. Arrive on time. Remain until the class ends and consult with the teacher or make an appointment to confer at the teacher’s convenience. Remember: Your purpose is to learn, not to judge or criticize. Thank the teacher for allowing you to visit his/her classroom.

Physical aspects
Make notes concerning the physical environment, including: heat, light, ventilation, classroom seating, instructional equipment, audiovisual aids, bulletin boards, chalkboards, display areas, technology resources.

Social aspects
Teacher-student rapport – accepting, praising, criticizing Student-student rapport– accepting, praising, criticizing
 Provision for diverse learners
 Group control – class management/discipline
 Handling of routine matters

Instructional techniques
Evidences of effective planning and preparation, assessment techniques, effective use of technology
Motivation – physical or instructional? Desired results acquired?
Teaching techniques:
• Lecture
• Assessment strategies
• Demonstration or explanation
• Cooperative learning
• Questions for discussion to stimulate higher-order thinking
• Supervised study (guided and/or independent practice)
• Discovery or inquiry strategy
• Field trip or community resource
• Other (describe)
Questions – student initiated? How does the teacher “think on his/her feet?”
Assignments – reflect continuity in learning, clarity, effectiveness, diversity?
Closure techniques

Class Response
Active involvement of individual members of the class – response or initiation?
What evidence was there that the participants were learning?
Learning taking place – factual information, skills, attitudes, values, ways of thinking, etc.?

What did you as an observer accomplish?
Lesson Planning

Lesson plans must be prepared and turned in to the mentor teacher and supervisor for each lesson taught. Detailed lesson plans are required as teaching begins in each subject area.

Turn in lesson plans to the mentor teacher and supervisor two school days in advance to allow for preview. Request feedback from mentor and make necessary revisions. Keep all lesson plans in Residency Notebook for review by supervisor.

Technology should be incorporated when appropriate and possible in your teaching. Lesson plans obtained from another source should be cited.

Post-Reflections should be written for all lessons observed by mentor and/or supervisor.

Use Lesson Plan and Post-Reflection template in Appendix B:
Preparation for the Mid-Residency/Summative Evaluation and Grading
(Note: The Mid-Residency Evaluation will take place at the end of RI. In RII, here are 2 Summatives for SPED, PE, Visual and Performing Arts)

Throughout the Residency placement, the mentor and supervisor gather information about the Teacher Candidate through classroom observations, conferences, and a review of the student teacher’s professionally related materials and activities. This information is reviewed with the Teacher Candidate regularly. The Teacher Candidate’s file of materials and activities is available for reference by supervisor and mentor at the time of the summative evaluation at the end of the placement period.

During the Mid-Residency/summative evaluation conference the mentor and supervisor review the information regarding the Teacher Candidate’s performance during the placement. They also identify any special conditions that might have influenced the Teacher Candidate’s performance, such as students from deprived backgrounds, mainstreamed students, lack of instructional materials, and oversized class. The supervisor, mentor, and teacher candidate review the student’s performance using the Summative Evaluation Rubric for and the Knowledge and Dispositions rubric. The final evaluation information is uploaded into LiveText by the supervisor. LiveText will post the evaluations on the candidates LiveText account page. This serves as official notification of the results of the evaluations. After the Mid-Residency conference, if needed, the supervisor and mentor may decide to implement a development plan in order to help the Candidate overcome any areas in which s/he is having difficulty. A copy of this plan must be sent to the field placement office.

Evaluation of Residency
The ETSU supervisor is responsible for determining and reporting the final grade. It is important to note that the final grade is not an average of performance throughout the Residency period, but is an assessment of the Teacher Candidate’s overall performance, based on evaluation of all work required for the entire semester. The final grade takes into account mentor recommendations, observation critiques, and summative evaluations from each placement, and overall assessment of the Teacher Candidate’s knowledge, skills, and dispositions for teaching and the Teacher Performance Assessment (RII). It is the university supervisor’s final judgment that determines the “letter” grade of the Residency semesters.

The grade will be determined by consideration of the following elements:

- A passing score of 38 on the edTPA.
- Summative Evaluations by mentors and supervisor (to be submitted in LiveText by the supervisor)
- University supervisor’s final evaluation rating of professional behaviors (Conceptual Framework – Knowledge and Dispositions) (to be submitted in LiveText by the supervisor)
- Seminar Performance (if applicable)

*Supervisors will provide summative feedback through the teacher candidate’s LiveText account.
Guidelines for Development Planning

The development plan (Appendix D) is completed jointly by the supervisor, the mentor, and the Teacher Candidate. The purpose of the plan is to provide recommendations to the Teacher Candidate in those competency areas that are identified as needing improvement. Related activities which may assist a Teacher 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 student should be closely related to the components identified in the summative and Knowledge and Dispositions rubrics. In addition, here are some examples of skills and knowledge issues that might warrant a development plan. The pre and post evaluation of lesson plan forms may also be used as a development tool.

- Change/improve communication with students
- Establish clear expectations for the learning segments
- Align objectives to teaching methods and assessments
- Increase content knowledge
- Develop classroom management skills
- Develop lecture/ discussion skills
- Improve technology skills
- Develop better assessments
- Establish a consistent teaching philosophy
- Use media effectively
- Employ active learning strategies in class
- Help students develop critical thinking skills
- Use effective student motivation strategies
- Make the learning segments more interesting for students
- Improve lesson planning
- Work on professional skills
- Submit required documents on time

Example:

<table>
<thead>
<tr>
<th>Example: Improvement Objectives</th>
<th>Activities-Plan of Action</th>
<th>Date of Completion</th>
<th>Documented Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase higher order questioning techniques</td>
<td>Have 3 challenging questions on the overhead/SMARTboard as students enter the room. Draw from Bloom’s Taxonomy. Include analysis and synthesis.</td>
<td>By 11/3/12</td>
<td>Teacher Candidate observed by mentor and supervisor asking 5/20 students for higher level thinking answers. Questions documented on lesson plans weekly.</td>
</tr>
</tbody>
</table>
THE MENTOR TEACHER
Letter from the Director of Residency

East Tennessee State University
College of Education
Office of the Dean Box 70685 *Johnson City, Tennessee 37614-0685 * (423) 439-4444 * Fax: (423) 439-5764

Dear Mentor Teacher,

Thank you for your commitment to the preparation of our Teacher Candidates! Serving as a mentor for a Teacher Candidate makes a contribution not only to that person’s development but also to the profession as a whole. If we are to prepare the kind of educational leaders our schools require in the 21st century, we must have the kind of nurturing, yet challenging, support that only an accomplished teacher like you can give.

Things are changing here at ETSU in our teacher education program. We are moving to a full year of Residency for some of our Teacher Candidates by the fall of 2013. We are changing from a teacher preparation model where the student observes, assists, and finally takes over instruction completely to a co-teaching model where the student and mentor plan, instruct, and assess as a team. We understand the pressure that teachers are under as accountability measures add more pressure for student performance outcomes. Co-teaching is our way of responding to that pressure. Working as a team can only serve to strengthen both individual competencies and the profession as a whole.

Your service as a mentor teacher makes you a part of our teacher education program here at East Tennessee State University. It is in your classroom that theory gets translated into practice. It is through our Candidates observing and learning from you that they become competent practitioners. Your service is invaluable, and we thank you for all that you do to help our Teacher Candidates become excellent teachers.

Sincerely,

Jean Smith
Director of Field Experience and Clinical Residency
Responsibilities of the Mentor Teacher

Research suggests that the mentor teacher serves as a clinical instructor and is an especially influential person in the professional development of the Teacher Candidate. Selected on the basis of professional experience and success as a teacher, the mentor is a role model for the Teacher Candidate. The mentor plays an essential part in the induction of the Teacher Candidate into the teaching profession.

The mentor teacher can assist the Teacher Candidate in the following ways: In becoming a **caring professional**

- Become familiar with the Mentor section of the Residency Handbook.
- Provide class rolls, textbooks, etc. for your Teacher Candidate.
- Prepare to receive the Teacher Candidate by adjusting the classroom situation as necessary.
  - Organize a work place (desk).
  - Prepare a Survival Kit.
  - 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 Teacher Candidate to insure a positive relationship and successful experience.
- Communicate frequently before problems escalate and work with the Teacher Candidate to remedy problems promptly.
- Generate the necessary faculty cooperation for school-wide acceptance of the Teacher Candidate.
- Encourage other teachers to allow the Teacher Candidate to observe.
- Help the Teacher 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 Teacher Candidates as novice professional colleagues or co-teachers rather than teachers’ aides.

In becoming an **effective practitioner**

- Discuss with the Teacher Candidate the decision making process and alternatives as they relate to planning, implementing instruction, and managing the classroom.
- Model effective teaching techniques and behaviors:
  - Accommodations for learner differences
  - Classroom management techniques
  - Professional behavior.
- Instruct the Teacher Candidate in methods, techniques, and approaches used in the classroom.
- Provide opportunities for the Teacher Candidate to observe varied teaching styles and methods.
- Work with the Teacher Candidate using co-teaching models.
- Plan a progression of experiences that will ease the Teacher 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 Teacher Candidate to employ individual methods of his/her choosing within the existing framework of the classroom.
- Require Teacher Candidate’s lesson plans (using the Lesson Plan Format form) 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 Teacher Candidate’s performance in informal daily conferences and in regularly scheduled formal conferences with the Teacher 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.
- Meet with Teacher Candidate and provide weekly feedback, using the Candidate and Mentor Weekly Discussion Summary form (Appendix B), which the Teacher Candidate will file in the Residency notebook.
- Observe Teacher Candidate’s instruction 6 times during the semester, using the Classroom Observation Instrument.
- For each formal observation, analyze lesson plans using Analysis of Lesson Plan form and require revisions as needed.
- Encourage the Teacher Candidate’s self-evaluation and reflection.

**Teacher Candidate Evaluations**

- Provide the university supervisor with written assessment (Mentor Quick-Check Evaluation Form) of the Teacher Candidate’s progress during each scheduled observation.
- Please immediately call or e-mail the supervisor with concerns.
- If problems arise, participate in designing a Development Plan (appendix D.)
- Participate in Mid-Residency and Summative evaluations, incorporating information from all observations/evaluations.
- Care should be taken to provide an accurate and specific description of the Teacher Candidate’s competencies in the evaluations, as these will become a part of the Candidate’s file.
Welcoming Your Teacher Candidate

- Introduce the Teacher Candidate to other faculty members, support personnel and administrators.
- Tour the school...staff work areas, the lounge, adult restrooms, etc.
- Post the Teacher Candidate’s name (Mr./Ms. Smith) along with your name near the classroom door.
- Send a note to families to let them know you will have a Teacher Candidate co-teaching with you.
- Provide a desk (preferably not a student-size desk) or designate a work area for the Teacher Candidate with supplies and copies of necessary manuals, textbooks, the current read-aloud book, etc.
- Provide a picture of the class or individual students to help the Teacher Candidate learn names more quickly.
- Review items in the faculty handbook that directly affect the Teacher 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 Teacher Candidate could choose to participate in or attend.
- Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences.
- Review the student handbook.
- Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.
- On a desk-top calendar or planner, mark important dates for faculty meetings, your week for hall duty, school-wide music programs, etc.
- Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your Candidate to add to it throughout the experience.
- Leave an inspirational quote or article related to teaching on the Candidate’s desk that might spark an interesting discussion.
- Gestures of kindness, no matter how small, have a positive impact.
- If your Teacher Candidate will start later in the school year, send an email or letter from the class a few weeks before to share information about current units, upcoming special events, etc.
Supervision Visits & Evaluation Schedule for Residency I (RI) and Residency II (RII)

Pre Residency
-Introduction Visit
-Coaching visit

Residency I (RI)
4 students/3 credit course

Visits
-Evaluative observation visit
-Evaluative observation visit
-Mid-Residency evaluation visit (*Summative evaluation at the conclusion of RI with mentor, supervisor, teacher candidate*)

Evaluations
-Mid-Residency evaluation (*This is the former mid-term teaching evaluation*) (Live Text)
-Disposition evaluation (*mentor, supervisor, teacher candidate*) (Live Text)

Residency II (RII)
4 students/3 credit course

Visits
-Introduction visit
-Evaluative observation visit
-Evaluative observation visit
-Evaluative observation visit
-Evaluative observation visit
-Evaluative observation visit
-Additional observation visit(s) if needed
-Final evaluation visit (*Final evaluations are collaborative between the supervisor, mentor, and teacher candidate.*)

Evaluations
-Summative evaluation (Submitted in LiveText by the supervisor.)
-Disposition evaluation (Submitted in LiveText by the supervisor.)
Co-Teaching Information

The Clemmer College of Education, along with colleges of education at other TBR institutions, has adopted a co-teaching model for the Residency experience. The main focus of Co-teaching is to find ways to keep teachers actively engaged with students and their learning. Although there will be times when each adult is teaching alone, there are strategies that describe what the co-teacher can be doing.

Identify the appropriate co-teaching strategies on your lesson plan. Make sure you also share them with your mentor teacher.
## Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach, One Observe</td>
<td>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. <strong>Example:</strong> One teacher can observe students for their understanding of directions while the other leads.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>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. <strong>Example:</strong> 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.</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>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. <strong>Example:</strong> 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.</td>
</tr>
<tr>
<td>Parallel Teaching</td>
<td>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. <strong>Example:</strong> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</td>
</tr>
<tr>
<td>Supplemental Teaching</td>
<td>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. <strong>Example:</strong> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</td>
</tr>
<tr>
<td>Alternative (Differentiated)</td>
<td>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. <strong>Example:</strong> 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.</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>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. <strong>Example:</strong> Both instructors can share the reading of a story or text so that the students are hearing two voices.</td>
</tr>
</tbody>
</table>

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.
Sharing Responsibilities
Mentor Teacher and Teacher Candidate

Planning:

The Teacher Candidate and Mentor Teacher 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 Teacher Candidate and Mentor Teacher 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 Teacher Candidate and Mentor Teacher 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
Teacher Actions During Co-Teaching

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

<table>
<thead>
<tr>
<th>If one teacher is leading instruction…</th>
<th>The other can be doing this…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing for:</strong></td>
<td></td>
</tr>
<tr>
<td>student understanding and/or questions (through body language, facial expressions, etc.);</td>
<td></td>
</tr>
<tr>
<td>specific types of questions asked by instructing teacher;</td>
<td></td>
</tr>
<tr>
<td>specific student interactions and behaviors;</td>
<td></td>
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<tr>
<td>teacher movement;</td>
<td></td>
</tr>
<tr>
<td>specific teacher behaviors;</td>
<td></td>
</tr>
<tr>
<td>specific student or group behaviors;</td>
<td></td>
</tr>
<tr>
<td><strong>Charting:</strong></td>
<td></td>
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<tr>
<td>where questions are directed within the classroom;</td>
<td></td>
</tr>
<tr>
<td>gender of responders;</td>
<td></td>
</tr>
<tr>
<td>on-task/off task behavior;</td>
<td></td>
</tr>
<tr>
<td>teacher wait time;</td>
<td></td>
</tr>
<tr>
<td>specific teacher behaviors or movements; specific student or group behaviors</td>
<td></td>
</tr>
<tr>
<td><strong>Circulating:</strong></td>
<td></td>
</tr>
<tr>
<td>checking for comprehension;</td>
<td></td>
</tr>
<tr>
<td>using proximity control for behavior management;</td>
<td></td>
</tr>
<tr>
<td>checking for comprehension;</td>
<td></td>
</tr>
<tr>
<td>providing one-on-one support as needed</td>
<td></td>
</tr>
<tr>
<td>Collecting and reviewing last night's homework</td>
<td></td>
</tr>
<tr>
<td>Introducing a social or study skill</td>
<td></td>
</tr>
<tr>
<td>Taking roll</td>
<td></td>
</tr>
<tr>
<td>Reviewing directions; modeling first problem on the assignment</td>
<td></td>
</tr>
<tr>
<td>Writing down instructions on board</td>
<td></td>
</tr>
<tr>
<td>Repeating or clarifying any difficult concepts</td>
<td></td>
</tr>
<tr>
<td>Passing out papers</td>
<td></td>
</tr>
<tr>
<td>Giving instructions orally</td>
<td></td>
</tr>
<tr>
<td>Facilitating a silent activity</td>
<td></td>
</tr>
<tr>
<td>Introducing a new concept to whole group</td>
<td></td>
</tr>
<tr>
<td>Asking clarifying questions</td>
<td></td>
</tr>
<tr>
<td><strong>If one teacher is…</strong></td>
<td><strong>The other can be doing this…</strong></td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Reading a test aloud to a group of students</td>
<td>Proctoring a test silently with a group of students</td>
</tr>
<tr>
<td>Explaining a new concept through discussion</td>
<td>Introducing a new concept through role play or modeling;</td>
</tr>
<tr>
<td>Provide enriching or extended activities on a concept already discussed in class</td>
<td>Re-teach or review and old concept with students who didn’t understand it</td>
</tr>
<tr>
<td>Provide enriching or extended activities related to items on a test</td>
<td>Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam</td>
</tr>
<tr>
<td>Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead</td>
<td>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</td>
</tr>
<tr>
<td>Re-teaching or pre-teaching with a small group</td>
<td>Monitoring large group as they work on practice materials</td>
</tr>
<tr>
<td>Facilitating sustained silent reading</td>
<td>Reading aloud quietly with a small group</td>
</tr>
<tr>
<td>Lecturing</td>
<td>Modeling note taking on the board/overhead</td>
</tr>
<tr>
<td>Running last minute copies or errands</td>
<td>Reviewing homework; providing a study or test-taking strategy</td>
</tr>
<tr>
<td>Prepping half of the class for one side of a debate</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
</tr>
<tr>
<td>Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class</td>
<td>Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class</td>
</tr>
<tr>
<td>Facilitating a station or group</td>
<td>Facilitating a station or group</td>
</tr>
</tbody>
</table>

The main focus of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning
Guidelines for Acceptable Candidate Support

edTPA Guidelines for Acceptable Candidate Support
Revised April 2014

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates’ readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning,1 programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors and cooperating teachers should take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design, and an educational psychology class could include assignments related to analyzing student assessment data: both activities could help support the candidate’s thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to “practice the activities of edTPA” and to synthesize their learning from the program. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at http://edtpa.aacte.org/ and https://www.edtpa.com/.

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Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as Making Good Choices about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates’ draft edTPA responses or videorecordings, without providing direct edits of the candidate’s writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate’s official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

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2 Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.
Preparation for the Mid-Residency/Summative Evaluation and Grading
(Note: The Mid-Residency Evaluation will take place at the end of R1.
In RII, here are 2 Summatives for SPED, PE, Visual and Performing Arts)

Throughout the Residency placement, the mentor and supervisor gather information about the Teacher Candidate through classroom observations, conferences, and a review of the student teacher’s professionally related materials and activities. This information is reviewed with the Teacher Candidate regularly. The Teacher Candidate’s file of materials and activities is available for reference by supervisor and mentor at the time of the summative evaluation at the end of the placement period.

During the Mid-Residency/summative evaluation conference the mentor and supervisor review the information regarding the Teacher Candidate’s performance during the placement. They also identify any special conditions that might have influenced the Teacher Candidate’s performance, such as students from deprived backgrounds, mainstreamed students, lack of instructional materials, and oversized class. The supervisor, mentor, and teacher candidate review the student’s performance using the Summative Evaluation Rubric for and the Knowledge and Dispositions rubric. The final evaluation information is uploaded into LiveText by the supervisor. LiveText will post the evaluations on the candidates LiveText account page. This serves as official notification of the results of the evaluations. After the Mid-Residency conference, if needed, the supervisor and mentor may decide to implement a development plan in order to help the Candidate overcome any areas in which s/he is having difficulty. A copy of this plan must be sent to the field placement office.

Evaluation of Residency
The ETSU supervisor is responsible for determining and reporting the final grade. It is important to note that the final grade is not an average of performance throughout the Residency period, but is an assessment of the Teacher Candidate’s overall performance, based on evaluation of all work required for the entire semester. The final grade takes into account mentor recommendations, observation critiques, and summative evaluations from each placement, and overall assessment of the Teacher Candidate’s knowledge, skills, and dispositions for teaching and the Teacher Performance Assessment (RII). It is the university supervisor’s final judgment that determines the “letter” grade of the Residency semesters.

The grade will be determined by consideration of the following elements:

- A passing score of 38 on the edTPA.
- Summative Evaluations by mentors and supervisor (to be submitted in LiveText by the supervisor)
- University supervisor’s final evaluation rating of professional behaviors (Conceptual Framework – Knowledge and Dispositions) (to be submitted in LiveText by the supervisor)
- Seminar Performance (if applicable)

*Supervisors will provide summative feedback through the teacher candidate’s LiveText account.
Guidelines for Development Planning

The development plan (Appendix D) is completed jointly by the supervisor, the mentor, and the Teacher Candidate. The purpose of the plan is to provide recommendations to the Teacher Candidate in those competency areas that are identified as needing improvement. Related activities which may assist a Teacher 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 student should be closely related to the components identified in the summative and dispositions rubrics. In addition, here are some examples of skills and knowledge issues that might warrant a development plan.

- Change/improve communication with students
- Establish clear expectations for the learning segments
- Align objectives to teaching methods and assessments
- Increase content knowledge
- Develop classroom management skills
- Develop lecture/discussion skills
- Improve technology skills
- Develop better assessments
- Establish a consistent teaching philosophy
- Use media effectively
- Employ active learning strategies in class
- Help students develop critical thinking skills
- Use effective student motivation strategies
- Make the learning segments more interesting for students
- Improve lesson planning
- Work on professional skills
- Submit required documents on time

Example:

<table>
<thead>
<tr>
<th>Improvement Objectives</th>
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</thead>
<tbody>
<tr>
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<td>By 11/3/12</td>
<td>Teacher Candidate observed by mentor and supervisor asking 5/20 students for higher level thinking answers. Questions documented on lesson plans weekly.</td>
</tr>
</tbody>
</table>
THE UNIVERSITY SUPERVISOR
Responsibilities of University Supervisor

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

In becoming a caring professional
- Provides an example by modeling behaviors of support, interest, and concern for the Teacher Candidate’s professional growth and development.
- Establish and maintain communication between Teacher Candidate and mentor.
- Works closely with the Director of Field Placements to maintain good public relations and communications with all personnel involved in the Residency program.
- Arranges an introductory visit with Teacher Candidates before or during the first week of the Residency experience during which all the expectations and responsibilities will be discussed by reviewing this handbook, 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.
- Helps mentor teacher in guiding Teacher Candidate through a successful and rewarding teaching experience.
- Provides sympathetic understanding and professional coaching to help alleviate the tensions that often accompany Residency and aid the student in gaining self-confidence.

In becoming an effective practitioner
- Acts as a resource and an instructional guide by recommending strategies, techniques, books, videos, journal articles, and other resources that may assist the Teacher Candidate in his/her practice.
- Assists the Teacher Candidate in gaining meaningful school-wide experiences during the Residency II experience.
- Encourages and assist the Teacher Candidate in the preparation and implementation of lessons, incorporating Common Core and technology standards.
- Visits the Teacher Candidate in the classroom for observations, following the visitation schedule for Residency I and Residency II as outlined in the appendix. An observation form is completed during each visit.
- Confers with the Teacher Candidate following each observation. The university supervisor shares with the Teacher Candidate all notes and reports prepared as a result of the observation.
- Confers with the mentor teacher during each visit to receive progress reports (Mentor Quick-Check Form).
- If a situation demands additional visits to resolve any conflicts or problems, the university supervisor acts accordingly.
- Completes a Development Plan if a situation warrants, in collaboration with the mentor and Teacher Candidate, and provides additional guidance and support to address the situation.

In becoming a critical thinker
- Reviews the reflective journal and provides feedback.
- Encourages the Teacher Candidate to question his/her behaviors as well as the behaviors of the students in the classroom.
Supervision Visits & Evaluation Schedule for Residency I (RI) and Residency II (RII)

Pre Residency
- Introduction Visit
- Coaching visit

Residency I (RI)
4 students/3 credit course

Visits
- Evaluative observation visit
- Evaluative observation visit
- Mid-Residency evaluation visit (Summative evaluation at the conclusion of RI with mentor, supervisor, teacher candidate)

Evaluations
- Mid-Residency evaluation (This is the former mid-term teaching evaluation) (Live Text)
- Disposition evaluation (mentor, supervisor, teacher candidate) (Live Text)

Residency II (RII)
4 students/3 credit course

Visits
- Introduction visit
- Evaluative observation visit
- Evaluative observation visit
- Evaluative observation visit
- Evaluative observation visit
- Evaluative observation visit
- Additional observation visit(s) if needed
- Final evaluation visit (Final evaluations are collaborative between the supervisor, mentor, and teacher candidate.)

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SCALE
Stanford Center for Assessment, Learning, & Equity

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
52
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APPENDIX A: Resources
Classroom Management Resources

BOOKS:


Classroom management for secondary teachers, Edmund Emmer, Carolyn M. Evertson; Julie P. Sanford; Barbara S. Clements; Murray E. Worsham (1997). Fourth edition, Allyn and Bacon: Boston.


Helpful Websites

Specific to ETSU/TN/Residency:

http://www.etsu.edu/reg/documents/PDF/Syllabus_Attachment.pdf (Residency Syllabi)

http://drwilliampmartin.tripod.com/classm.html (The Really Big List of Classroom Management Resources)

http://www.state.tn.us/education/curriculum.shtml (state standards)

http://www.tennesseeanymtime.org/education/index.html

General

http://www.harrywong.com/

http://www.teachers.net/

http://www.glavac.com/

http://www.new-teacher.com/

http://educationnews.org

http://www.edhelper.com/

http://www.teachnet.com/

http://jedarling.home.mindspring.com/index.htm (high school English teacher)

http://www.k-6educators.about.com/

http://www.eduquery.com/

http://www.education-world.com/
APPENDIX B: Candidate Forms
Residency II Checklist

Teacher Candidate_________________________Semester/Yr._________________________
Mentor_________________________Date ______________________________

INITIAL VISIT (Supervisor)

MENTOR INFORMATION FORM   RI______   RII______
Turned in MENTOR TEACHER SCHEDULE   RI______   RII______
__  Turned in CODE OF ETHICS FORM
__  Turned in MEMORANDUM OF UNDERSTANDING
__  Turned in STUDENT INFO FORM
PERSONAL GOALS AND OBJECTIVES - (Copies to mentor and supervisor)
   Mentor _______   Supervisor _______
__  NOTEBOOK complete and well-organized
   REFLECTIVE JOURNAL with thoughtful analysis
   RI ____________________________________
   RII ___________________________________

FOCUSED OBSERVATIONS
   ______________________________________

SUPERVISOR OBSERVATIONS (RI and RII)
   ______________________________________

MENTOR OBSERVATIONS (RI)     MENTOR OBSERVATIONS (RII)
   ____________________________________

MENTOR QUICK CHECKS
   ____________________________________

   __  Turned in EVALUATION OF PROGRAM
   __  Turned in ETSU SUPERVISOR VISITS LIST
   __  Turned in TEACHER CANDIDATE ACTIVITIES LOG
   __  Turned in DAILY ATTENDANCE LOG
   __  Returned all BORROWED MATERIALS to mentor, school, and supervisor
   __  Wrote THANK YOU NOTE to mentor
Candidate Information Form

Complete and turn in to supervisor and mentors.

Name: _______________________________ Phone: __________________

Address: _____________________________________________________________

E-mail: ______________________________________________________________

E-number: ____________________________________________________________

Major – Content (Concentration) Area of Certification:
____________________________________________________________________

Areas of Interest (Academic, Outside):
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Prior Work Experience:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Additional Information to Help Us Get Acquainted:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
**Personal Goals and Objectives for Residency II**

Complete and turn in to supervisor and mentor(s).

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date</th>
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Focused Observation Request Form

I have a Teacher Candidate this semester and would like for him/her to visit your classroom. Could he/she visit you on the requested day? Please initial and return. Thank you!

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Circle YES or NO</th>
<th>Time</th>
<th>Initial</th>
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<tbody>
<tr>
<td>1.</td>
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<td>YES / NO</td>
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<td>YES / NO</td>
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<td>YES / NO</td>
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<td>YES / NO</td>
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Focused observations must be completed prior to the 2 week observation period.

Five Focused Observations (minimum)
1. A special education teacher
2. A specialist or vocational teacher (Art, P.E., Music, Guidance)
3. A teacher in the same grade or content area,
4. A teacher in a different grade or content area (Traditional or Multi-Age)
5. An ESL teacher
Teacher Candidate Attendance Log

Please indicate absences, late arrivals, and early dismissals. Must be kept in Candidate’s notebook.

Teacher Candidate: ____________________________  School: ____________________________

Mentor Teacher: ____________________________  Grade/Course: ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Explanation of Absence*</th>
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*All absences require explanation and/or a doctor’s statement.
# Teacher Candidate Activities Log

Must be kept in Candidate’s notebook.

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

Teacher Candidate: __________________________ Supervisor: ________________ Semester: ______

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</table>
ETSU Supervisor Visits RI and RII

Turn in this form to Supervisor at the final Summative Conference

Teacher Candidate: ____________________________  Supervisor: ____________________________
Mentor: ____________________________  School: ____________________________
Semester: ____________________________  Program: ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Description</th>
<th>Length of Meeting Including Post Conference Time</th>
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Must be turned in to the residency office.

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
### Curriculum Standards

**State Curriculum Standards**

### Focus Question/Big Idea/Goal

What question(s), big idea(s), and/or goals drive your instruction?

### Rationale/Theoretical Reasoning

<table>
<thead>
<tr>
<th>Curriculum Standards</th>
<th>Focus Question/Big Idea/Goal</th>
<th>Rationale/Theoretical Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Curriculum Standards</td>
<td>What question(s), big idea(s), and/or goals drive your instruction?</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Objective(s)

Objectives are measurable.

### Academic Language

What is the key language demand? What Academic Language will you teach or develop? What is the key vocabulary and/or symbols? What opportunities will you provide for students to practice content language/vocabulary and develop fluency?

**When does this lesson appear in the sequence of instruction?**

### Assessment/Evaluation

**Formative:** How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback? How will feedback promote student understanding?

**Summative:** What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?

### Instruction

**Set/Motivator:** How to engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.

**Instructional Procedures/Learning Tasks:** Provide specific details of lesson content and delivery based on students’ prior knowledge, strengths and weaknesses.

**Questions and/or activities for higher order thinking:** These cannot be answered by yes or no.

**Closure:** Verbalize or demonstrate learning or skill one more time. May state future learning.

**Material/Resources/Technology:** What do you need for this lesson? Identify the specific instructional technologies that you will use. (cite source)

**Co-Teaching Strategies Used:** (circle all that apply and explain): One Teach, One observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching

**Adaptations to Meet Individual Needs/Learning Styles:** How will you adapt the instruction to meet the needs of individual students?

**Management/Safety Issues:** Are there any management and/or safety issues that need to be considered when teaching this lesson?

**Reflections/Future Modifications:** To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?

---

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
Self-Evaluation/Pre-Assessment of Lesson Plan

Name __________________________

Prior to a scheduled observation, complete this evaluation of the lesson plan. Be prepared to discuss these reflections with the supervisor during the post-observation conference.

What is the learning/understanding (goal) that you want students to achieve?

What is (are) the behavioral objectives for this lesson?

What will be evaluated before, during, and at the conclusion of this lesson (assessment)?

Does this evaluation assess the stated goals/behavioral objectives?

How does the set (introduction) actively involve all students?

Explain how the procedures (instructions) will help children achieve the stated goal(s). Why have you chosen these procedures?

How does this lesson require students to think? Explain. What kind of questions might be appropriate that use higher order thinking skills (synthesis, evaluation, comparing/contrasting, summary)? Give an example.

Are the materials and media listed appropriate and complete for this lesson? Why or why not?

How do you plan to give feedback to promote attainment of instructional objectives?
Self-Evaluation/Reflection

(can be used with the Development Plan)

Name

After teaching a lesson, complete this evaluation of the lesson plan. Be prepared to discuss these reflections with the supervisor during the next post-observation conference.

1. What did the students learn from this lesson? Were the students actively involved in the lesson and how do I know?

2. Did I follow my formal lesson plan, or did I modify my plan? Why?

3. In what ways did assessment throughout the lesson enable me to modify instruction to meet diverse needs?

4. What did I like most about this lesson? What would I change about the lesson?

5. Were my materials appropriate? Why or why not?

6. What are my teaching strengths?

7. In which areas can I improve and how?

8. State/System/Common Core standards or benchmarks
   http://www.state.tn.us/education/curriculum.shtml
APPENDIX C: Mentor Forms
Mentor Forms To Be Completed (RII)

Mentor: ___________________________ Semester/Year ________________________

_____ Mentor Information Sheet/Mentor Daily Schedule/W-9

Mentor Quick Check Form *
Each observation:

1st ______
2nd ______
3rd ______
4th ______

Mentor Observations:

1st ______
2nd ______
3rd ______
4th ______
5th ______
6th ______

Due at Summative: ______ Summative Evaluation (LiveText-submitted by supervisor)

_____ Mentor Evaluation of Program (emailed to mentor from LiveText)

_____ Candidate Dispositions (LiveText-submitted by supervisor.)

*All evaluation are collaborative between Teacher Candidate, supervisor and mentor.
East Tennessee State University
Mentor Teacher Information
Please complete all information legibly

Mentor Name (as appears on SS card): ___________________________ DOB: __________________
Race/Ethnicity (Optional): ___________________________ Tennessee Licensure # __________________
Residency 1 or Residency II (circle one)
ETSU Supervisor Name: ___________________________
Teacher Candidate Name ___________________________ Licensure Area: __________________
This assignment covers ___________________________ to ___________________________

Beginning Date of Residency

Ending Date of Residency

Grade/Subject Now Teaching: ___________________________ Program: __________________
School Name: ___________________________ School Telephone: __________________
School Address: ___________________________
School District: ___________________________
Mentor’s Email: Home ___________________________ School: __________________
Mentor’s Home Telephone: ___________________________
Mentor’s Home Address: ___________________________

City
State
Zip

EDUCATION: BA/BS Date ___________________________

College/University ___________________________

MA/MS/M.Ed. Date: ___________________________

College/University: ___________________________

Other: ___________________________

Highly Qualified Status: Yes _______ No _______

Number of years Teaching Experience: __________________

(Must have 4 yrs. experience to be primary mentor)

PLEASE CONTACT ETSU IF ANY OF YOUR CONTACT INFORMATION CHANGES

Cindy Lucas: lucasc@etsu.edu 423-439-7597

Please make a copy of this form for your records.

Please give original mentor information form AND original W-9 form to the ETSU supervisor to be delivered to the Office of Field Experience and Clinical Residency.

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
W-9 Form

Form W-9

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Name (as shown on your income tax return)

Business name/disregarded entity name, if different from above

Check appropriate box for federal tax classification:

☐ Individual/sole proprietor
☐ C Corporation
☐ S Corporation
☐ Partnership
☐ Trust/estate
☐ Limited liability company. Enter the tax classification (C=c corporation, S=s corporation, P=partnership)
☐ Exempt payee

☐ Other (see instructions)

Address (number, street, and apt. or suite no.)

City, state, and ZIP code

Requestor’s name and address (optional)

Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the “Name” line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 3.

Note: If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U.S. citizen or other U.S. person (defined below).

Certification Instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners’ share of effectively connected income.

Cat. No. 10231X

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
Mentor Teacher Daily Schedule

(Complete and turn in to Supervisor by first observation.) (You may submit your schedule on a different form if you wish.)

Mentor Teacher Name: __________________________ School: __________________________

Teacher Candidate Name: __________________________ School Year: __________________________

<table>
<thead>
<tr>
<th>TIME</th>
<th>Monday</th>
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APPENDIX D: Evaluation Instruments
## Grading Rubrics

### Grading Rubric for Residency II Graduate Candidates

<table>
<thead>
<tr>
<th></th>
<th>edTPA</th>
<th>FINAL SUMMATIVE</th>
<th>FINAL KNOWLEDGE AND DISPOSITIONS: Dispositions</th>
<th>FINAL KNOWLEDGE AND DISPOSITIONS: Knowledge</th>
<th>FIELD</th>
<th>SEMINAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Candidate receives an A if all indicators are met.</td>
<td>score of 38 or higher</td>
<td>Target or Acceptable in all rating areas</td>
<td>Target or Acceptable in all rating areas</td>
<td>464-500 points</td>
<td>602-650 points</td>
</tr>
<tr>
<td>B</td>
<td>Candidate receives a B if any indicator in this row is met and no indicators are met in the rows below.</td>
<td>score of 38 or higher</td>
<td>Unacceptable in 1 rating area</td>
<td>Unacceptable in 1 rating area</td>
<td>414-463 points</td>
<td>537-601 points</td>
</tr>
<tr>
<td>C</td>
<td>Candidate receives a C if any indicator in this row is met and no indicators are met in the rows below.</td>
<td>score of 38 or higher</td>
<td>Unacceptable in 2 rating areas</td>
<td>Unacceptable in 2 rating areas</td>
<td>374-413 points</td>
<td>485-536 points</td>
</tr>
<tr>
<td>F</td>
<td>Candidate receives an F if any indicator in this row is met.</td>
<td>Score below 38</td>
<td>Unacceptable in 4 or more rating areas</td>
<td>Unacceptable in 4 or more rating areas</td>
<td>000-373 points</td>
<td>000-484 points</td>
</tr>
</tbody>
</table>

A plus or minus may be added to a letter grade to further define its meaning.

**Incomplete** - assigned (per University policy) only if the student is making satisfactory progress and cannot complete the assignment for other reasons. Documentation of extenuating circumstances may be required.

A grade of D or F will result in a candidate not being recommended for licensure.

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
## Grading Rubric for Residency II Undergraduate Candidates

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>edTPA</th>
<th>FINAL SUMMATIVE</th>
<th>FINAL KNOWLEDGE AND DISPOSITIONS: Dispositions</th>
<th>FINAL KNOWLEDGE AND DISPOSITIONS: Knowledge</th>
<th>FIELD</th>
<th>SEMINAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Candidate receives an A if all indicators are met.</td>
<td>score of 38 or higher</td>
<td>Target or Acceptable in all rating areas</td>
<td>Target or Acceptable in all rating areas</td>
<td></td>
<td>458-500 points</td>
<td>595-650 points</td>
</tr>
<tr>
<td>B</td>
<td>Candidate receives a B if any indicator in this row is met and no indicators are met in the rows below.</td>
<td>score of 38 or higher</td>
<td>Unacceptable in 1 rating area</td>
<td>Unacceptable in 1 rating area</td>
<td></td>
<td>403-457 points</td>
<td>523-594 points</td>
</tr>
<tr>
<td>C</td>
<td>Candidate receives a C if any indicator in this row is met and no indicators are met in the rows below.</td>
<td>score of 38 or higher</td>
<td>Unacceptable in 2 rating areas</td>
<td>Unacceptable in 2 rating areas</td>
<td></td>
<td>348-402 points</td>
<td>455-522 points</td>
</tr>
<tr>
<td>D</td>
<td>Candidate receives a D if any indicator in this row is met and no indicators are met in the rows below.</td>
<td>score of 38 or higher</td>
<td>Unacceptable in 3 rating areas</td>
<td>Unacceptable in 3 rating areas</td>
<td></td>
<td>303-347 point</td>
<td>395-521 points</td>
</tr>
<tr>
<td>F</td>
<td>Candidate receives an F if any indicator in this row is met.</td>
<td>Score below 38</td>
<td>Unacceptable in 4 or more rating areas</td>
<td>Unacceptable in 4 or more rating areas</td>
<td></td>
<td>000-302 points</td>
<td>000-394 points</td>
</tr>
</tbody>
</table>

A plus or minus may be added to a letter grade to further define its meaning.  
**Incomplete** - assigned (per University policy) only if the student is making satisfactory progress and cannot complete the assignment for other reasons. Documentation of extenuating circumstances may be required.  
A grade of D or F will result in a candidate not being recommended for licensure.
# Mentor Quick-Check Evaluation Form

*Please complete and turn in to the Supervisor at each formal observation.*

Name of Mentor: __________________________ Date: __________________

Name of Teacher Candidate: __________________________ Program: __________

<table>
<thead>
<tr>
<th>Please check the level at which your Teacher Candidate performs</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Appearance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Health and Physical Energy</td>
<td></td>
<td></td>
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<tr>
<td>Voice Quality</td>
<td></td>
<td></td>
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<tr>
<td>Tact</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to Accept Criticism</td>
<td></td>
<td></td>
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<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promptness and Thoroughness</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Oral Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision-Making Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of Instructional Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of Student Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision for Feedback to Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and Use of Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of a Variety of Strategies (including technology)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction with Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction with Co-workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assumption of Non-Instructional Duties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Professional Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson/Unit Plans Turned in On Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Mentor ___________________________ Candidate ___________________________
## Lesson Plan Evaluation Rubric

<table>
<thead>
<tr>
<th>Components</th>
<th>Target (5)</th>
<th>Acceptable (3)</th>
<th>Unacceptable (1)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Objectives</td>
<td>Standards guide the development of tasks, lesson procedures, and assessments.</td>
<td>Standards and objectives are clearly stated.</td>
<td>Standards and objectives are not identified.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary/Academic Language</td>
<td>Language needs are identified and are central to the tasks and focus on student needs and strengths. Opportunities for students to practice content vocabulary and develop fluency are identified. Language demands goes beyond vocabulary.</td>
<td>Language needs are clearly aligned with the learning tasks and focus on student needs and strengths. Opportunities for students to practice content vocabulary and develop fluency are identified.</td>
<td>Language needs are not identified or are vaguely related to the standards and objectives and focus on student needs only.</td>
<td></td>
</tr>
<tr>
<td>Assessment/Evaluation</td>
<td>Criteria are clearly aligned with standards/objectives and are measurable. Assessment includes both formative and summative. Plans for feedback are identified. Assessments provide clear evidence of expected student learning.</td>
<td>Criteria are clearly aligned with standards/objectives and are measurable. Assessment includes both formative and summative. Plans for feedback are identified.</td>
<td>Criteria vaguely aligned with standards/objectives.</td>
<td></td>
</tr>
<tr>
<td>Set/Motivator</td>
<td>Set/motivator is related to standards and objectives and draws on students’ prior learning and social/emotional development or interests.</td>
<td>Set/motivator are related to standards and objectives and draws on students’ prior learning.</td>
<td>Set/motivator is not identified.</td>
<td></td>
</tr>
<tr>
<td>Instructional Procedures</td>
<td>Tasks are clearly aligned with standards/objectives and engage students in application of previous learning. Tasks ask students to make connections between new content/prior learning and multiple representations of concepts.</td>
<td>Tasks are clearly aligned with standards/objectives and engage students in application of previous learning. Students use multiple representations, but are not required to make connections among them.</td>
<td>Tasks are vaguely related to standards/objectives. Tasks rely on previously learned material and recall.</td>
<td></td>
</tr>
<tr>
<td>Components</td>
<td>Target (5)</td>
<td>Acceptable (3)</td>
<td>Unacceptable (1)</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Closure</td>
<td>Closing activities are relevant to the objectives and provide an opportunity to conduct a final check for understanding. Students are active participants.</td>
<td>Closing activities are relevant to the objectives and provide a clear opportunity to conduct a final check for understanding, but are done by the teacher.</td>
<td>Lesson plan contains no closure.</td>
<td></td>
</tr>
<tr>
<td>Adaptations for Individuals/Groups/Class</td>
<td>Adaptations are central to the task and tied to specific learning objectives. Adaptations include questions or strategies for higher order thinking.</td>
<td>Adaptations are related to standards and objectives and are clearly identified. Planned adaptations focus on the characteristics of special populations and the class as a whole.</td>
<td>Adaptations are not identified or are not aligned with the targeted standards and objectives.</td>
<td></td>
</tr>
<tr>
<td>Materials/Resources/Technology</td>
<td>Uses media, materials, and electronic technology that benefit student learning of lesson goals. Uses materials, media, and electronic technology with an ease and finesse that benefits student learning.</td>
<td>Uses media, materials, and electronic technology that benefit student learning of lesson goals. Demonstrates effective use of media, materials, and electronic technology.</td>
<td>Misses opportunities to select and use appropriate and relevant media, materials, and electronic technology. Displays limited skills in effectively using materials and technology.</td>
<td></td>
</tr>
<tr>
<td>Rationale/Theoretical Reasoning</td>
<td>Candidate uses examples of relevant research/theory to justify why learning tasks (or their adaptation) are appropriate</td>
<td>Candidate refers to relevant research and/or theory.</td>
<td>No research or theory listed</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** _________/45

**Notes/Evidence**
East Tennessee State University

Classroom Observation Instrument

<table>
<thead>
<tr>
<th>Evidence of Planning</th>
<th>Unacceptable 1-5</th>
<th>Acceptable 6</th>
<th>Target 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards/objective(s)/focus question communicated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set/motivator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview and or directions provide clear expectations for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson content is relevant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content is accurate and appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson pacing is appropriate for learners (beginning, middle, end)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson structure provides for smooth transition time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Language</th>
<th>Unacceptable 1-2</th>
<th>Acceptable 3</th>
<th>Target 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic language demand is noted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key vocabulary identified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for academic language is provided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities provided for students to use language (both teacher-student and student-student)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Unacceptable 1-7</th>
<th>Acceptable 8</th>
<th>Target 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/teaching strategies: cooperative learning, direct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction, concept development, pair/share, inquiry, other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student groupings: individual, pairs, small group, whole group, ability group, gender group, other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students participate in discussion/activity (individual/large/small group)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher provides opportunities for thinking and problem solving (generating ideas, predicting outcomes, abstraction, categorization, experimenting, analyzing, creating, researching, drawing conclusions, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes student responses (volunteer and non-volunteer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses balanced for gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media/Materials used to support lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Use of Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes use of available technology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>Unacceptable 1-3</th>
<th>Acceptable 4</th>
<th>Target 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Affect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Student-to-teacher Rapport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good student-to-Student Rapport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirects off-task students, as necessary (describe)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses non-punitive measures to redirect off-task students (describe)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Unacceptable 1-3</th>
<th>Acceptable 4</th>
<th>Target 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks for understanding: formative and summative assessments before, during and after lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks higher order thinking questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors individual/group activity or practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides feedback that promotes attainment of instructional objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides feedback for what students did well related to specific objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Qualities</th>
<th>Unacceptable 1-4</th>
<th>Acceptable 5</th>
<th>Target 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate dress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional manner/dispositions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: ________/36

Signature of Supervisor or Mentor    Date    Signature of Candidate    Date

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### East Tennessee State University

**Mid-Residency/Summative Evaluation Rubric**

(Submit in LiveText)

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Program</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>Supervisor</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td><strong>Acceptable</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Planning</strong></th>
<th>Instructional plans include measurable and explicit goals that align with state content standards.</th>
<th>Instructional plans align to state content standards</th>
<th>Instructional plans are inconsistently or vaguely aligned with state content standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans build on individual and group differences, abilities, interests, needs, and prior knowledge to differentiate instruction.</td>
<td>Plans recognize the abilities, interests, needs, and knowledge of most learners.</td>
<td>Limited evidence that plans are appropriate for student differences, abilities, interests, needs, or prior knowledge.</td>
<td></td>
</tr>
<tr>
<td>Plans reflect accurate and broad understanding of content areas and use of current research.</td>
<td>Plans reflect accurate content knowledge.</td>
<td>Plans contain errors in content knowledge or reflect limited knowledge of the content to be taught.</td>
<td></td>
</tr>
<tr>
<td>Candidate consistently provides explicit models, opportunities, and practice for students to use the content language to express their understanding.</td>
<td>Plans identify opportunities for students to use the language demands associated with the content to complete tasks.</td>
<td>Plans provide limited or vague support for students to understand the academic language demands associated with content.</td>
<td></td>
</tr>
<tr>
<td>Plans created both individually and collaboratively that reflect a variety of representations, materials, and activities to engage all students in the learning content.</td>
<td>Planning created individually with some collaboration and reflects a variety of representations, materials, or activities to engage most students in the learning content.</td>
<td>Plans created with limited or vague collaboration with mentor. Representations and variety of materials are limited with little attention to the needs of special individuals.</td>
<td></td>
</tr>
<tr>
<td>Plans are done well in advance and a copy is made available to mentor 2 days prior to teaching.</td>
<td>Plans usually prepared on time.</td>
<td>Plans are frequently late or turned in immediately prior to lesson</td>
<td></td>
</tr>
<tr>
<td>Includes a set which motivates all students, incorporates prior knowledge and interests, and engages all students in active learning.</td>
<td>Includes a set which motivates most students, incorporates prior knowledge and engages the some students in active learning.</td>
<td>Set is not evident or not motivating.</td>
<td></td>
</tr>
<tr>
<td>Closure includes an opportunity for students to articulate and demonstrate understanding of lesson content.</td>
<td>Closure includes an opportunity for students to articulate or demonstrate understanding of lesson content.</td>
<td>Closure is not evident or does not include an opportunity for students to articulate or demonstrate understanding of lesson content.</td>
<td></td>
</tr>
<tr>
<td>Uses media, materials, and electronic technology that benefit student learning of lesson goals. Uses materials, media, and electronic technology with an ease and finesse that benefits student learning.</td>
<td>Uses media, materials, and electronic technology that benefit student learning of lesson goals. Demonstrates effective use of media, materials, and electronic technology.</td>
<td>Misses opportunities to select and use appropriate and relevant media, materials, and electronic technology. Displays limited skills in effectively using materials and technology.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: ______/45

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<table>
<thead>
<tr>
<th></th>
<th><strong>5</strong> Target</th>
<th><strong>3</strong> Acceptable</th>
<th><strong>1</strong> Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Learning objectives and content standards are clearly and consistently communicated to students and are connected to prior knowledge and to student learning needs.</td>
<td>Learning objectives and content standards are clearly communicated to students.</td>
<td>Learning objectives are not communicated clearly to students.</td>
</tr>
<tr>
<td>Uses instructional strategies which provide students with multiple representations, guidance through learning progression, and recognition of common misconceptions. Lessons stimulate reflection of prior knowledge, build connections between prior experiences and content and include supports which help students master the academic language/language demands of the content area.</td>
<td>Uses Instructional strategies which guide students through logical learning progressions, causes them to reflect on prior knowledge, and helps students make connections between prior experience and content. Academic language includes a language demand.</td>
<td>Uses instructional strategies which rarely or vaguely guide students through a logical learning progression, build on prior knowledge, or make connections between prior experience and content. Academic language is not addressed or focuses only on vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Uses a variety of instructional strategies which integrate critical/creative thinking, problem solving and student collaboration as a means to promote and deepen student learning. Questions often require active responses.</td>
<td>Uses instructional strategies which incorporate critical/creative thinking questioning techniques, problem solving, and student collaboration.</td>
<td>Uses instructional strategies that do not incorporate critical thinking and questioning techniques that deepen student understanding.</td>
<td></td>
</tr>
<tr>
<td>Uses a wide variety of resources, including human and technological that contribute and benefit lesson goals and student learning.</td>
<td>Uses resources beyond the school curriculum texts. Demonstrates effective use of media, materials, and technology.</td>
<td>Relies on school curriculum text for instructional resources. Displays limited skills in using media and technology.</td>
<td></td>
</tr>
<tr>
<td>Combines independent, cooperative, and whole-class organization strategies to promote student understanding of lesson goals and objectives. Develops lessons in cooperation with student and collaborative mentors.</td>
<td>Combines independent, cooperative, and whole-class organization strategies to promote student understanding of lesson goals and objectives.</td>
<td>Relies primarily on whole class organization regardless of student needs or learning objectives.</td>
<td></td>
</tr>
<tr>
<td>Displays extensive content knowledge of all subjects being taught. Content is taught in sufficient depth to allow for development of understanding.</td>
<td>Displays accurate content knowledge of all of the subjects being taught.</td>
<td>Displays under-developed knowledge of the content being taught.</td>
<td></td>
</tr>
<tr>
<td>Paces presentation of content appropriately with no instructional time lost in transitions. Pacing provides many opportunities for students to learn at different learning rates.</td>
<td>Paces presentation of content appropriately with little instructional time lost in transitions. Pacing provides some opportunities for students to learn at different learning rates.</td>
<td>Paces presentation of content in such a way that time is lost in transitions. Pacing rarely provides opportunities for students who learn in different learning rates.</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback is clear, specific, and accurate</strong>, helps the student understand what she did well and provides guidance for improvement</td>
<td>Feedback accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives.</td>
<td>Feedback is unrelated to the learning objectives.</td>
<td></td>
</tr>
<tr>
<td>Consistently provides students with opportunities to extend their thinking through the use of technology and other resources such as games, manipulatives, simulations, or teacher made materials. Activities and materials provide opportunities for student to student interaction</td>
<td>Provides students with some opportunities to extend their thinking through the use of technology and other resources such as games, manipulatives, simulations, or teacher made materials.</td>
<td>Seldom uses technology or other resources beyond the textbook to enhance student knowledge of the content objectives.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

**Score:** ____/45

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
### Assessment and Evaluation

<table>
<thead>
<tr>
<th>5</th>
<th>Target</th>
<th>3</th>
<th>Acceptable</th>
<th>1</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments and Evaluation</strong></td>
<td>Assessments are aligned with state content standards. Assessments have clear criteria and measure student learning in <strong>three or more ways</strong> (projects, experiments, presentations, short answer, multiple choice, or anecdotal checklists) throughout the learning segment.</td>
<td>Assessments are aligned with content standards and have criteria for measuring student learning. Assessments measure student learning in <strong>more than two ways</strong> (projects, experiments, presentations, short answer, multiple choice, or anecdotal checklists).</td>
<td>Assessments are vaguely aligned with content standards and criteria for student learning are missing or not clearly measurable. Assessments measure student learning in only one way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessments consistently include provisions for students with diverse learning needs. (including, but not limited to IEP, 504, ELL, gifted)</td>
<td>Assessments include some provisions for students with diverse learning needs. (including but not limited to IEP, 504, ELL, gifted).</td>
<td>Assessments do not include provisions for students with diverse learning needs (including, but not limited to IEP, 504, ELL, gifted).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzes student learning in order to make wise instructional decisions and adjust/modify instruction to meet the diverse needs of all learners.</td>
<td>Includes some analysis of student learning in order to make instructional decisions to adjust/modify instruction to meet the diverse needs of all learners.</td>
<td>Includes little or no analysis of student learning and seldom modifies instruction based upon student needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflects upon assessment results to identify <strong>specific changes</strong> in teaching practices that target diverse needs of students.</td>
<td>Reflects upon assessment results to identify <strong>general changes</strong> in teaching practices.</td>
<td>Tends to blame poor student performance on factors outside of the classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: _____/20

### Climate and Learning Environment

<table>
<thead>
<tr>
<th>5</th>
<th>Target</th>
<th>3</th>
<th>Acceptable</th>
<th>1</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate and Learning Environment</strong></td>
<td>Creates a safe environment in which all children are respected and differences are acknowledged and classroom environment is positive and conducive to learning.</td>
<td>Creates a safe environment in which children are respected and classroom environment is conducive to learning.</td>
<td>Lacks the knowledge and skills necessary to build a community feeling within the classroom and classroom environment is teacher oriented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishes clear classroom expectations for behavior which emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.</td>
<td>Uses classroom management techniques which are mostly positive and encourage student self-control and self-discipline.</td>
<td>Classroom rules and expectations are not clearly communicated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: _____/10

### Professional Qualities

<table>
<thead>
<tr>
<th>5</th>
<th>Target</th>
<th>3</th>
<th>Acceptable</th>
<th>1</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Qualities</strong></td>
<td>Actively participates in all school functions and is willing to take on extra responsibilities recognized as helpful to the school, colleagues, and students.</td>
<td>Actively participates in all school functions and is willing to take on some extra responsibilities recognized as helpful to students or school.</td>
<td>Does not participate in all school functions or seldom takes on extra responsibility in school or community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adheres to Code of Ethics and Memorandum of Understanding and demonstrates the standards outlined in the ETSU Conceptual Framework.</td>
<td>Adheres to professional Code of Ethics and Memorandum of Understanding.</td>
<td>Does not adhere to professional Code of Ethics or Memorandum of Understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continually seeks professional growth and opportunities in the school and the community.</td>
<td>Takes advantage of professional growth and service opportunities offered by the school.</td>
<td>Seldom seeks opportunities for professional growth and service</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: _____/15
<table>
<thead>
<tr>
<th>Communication</th>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently speaks and writes standard English.</td>
<td>Generally speaks and writes standard English.</td>
<td>Makes frequent errors in grammar, word choice, and spelling when speaking and/or writing.</td>
<td></td>
</tr>
<tr>
<td>Skillfully uses a variety of communication modes, including effective questioning, listening, clarifying, and restating to promote student learning.</td>
<td>Mostly models effective communication strategies through questioning, listening, clarifying, and restating.</td>
<td>At times models ineffective communication strategies at times when questioning, listening, clarifying, and restating.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: ______/10

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the relationship of content areas to each other and how they can be integrated into the curriculum and consistently uses research based practices to guide planning and instruction.</td>
<td>Demonstrates understanding of the relationship of content areas to each other and how they can be integrated into the curriculum.</td>
<td>Does not understand how content areas relate to each other.</td>
<td></td>
</tr>
<tr>
<td>Understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learner’s strengths and needs.</td>
<td>Shows some understanding that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learner’s strengths and needs.</td>
<td>Little evidence of understanding that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learner’s strengths and needs.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: ______/10

Total Score: ______/155

---

Mentor

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Candidate</th>
</tr>
</thead>
</table>

Date | Date | Date

---

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
## Development Plan

Residency II

<table>
<thead>
<tr>
<th>Conference Date</th>
<th>Improvement Objectives</th>
<th>Activities-Plan of Action</th>
<th>Date of Completion</th>
<th>Documented Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

I understand that this Development Plan is to provide recommendations to the Teacher Candidate in those competency areas that are identified as needing improvement. I understand that additions recommendations for improvement can be added as needed. I understand that failure to demonstrate improvement in these areas could jeopardize my successful completion of Residency II.

Teacher Candidate  Date

Residency II Supervisor  Date

Mentor Teacher  Date
**Knowledge and Dispositions Rubric**

**Teacher Candidate** ___________________________  **Program** ___________________________  **School** ___________________________

**Mentor** ______________________________________  **Supervisor** ___________________________  **Date** ___________________________

<table>
<thead>
<tr>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
</table>
| **1. General Knowledge**  
Candidate has in-depth knowledge of the content that s/he plans to teach as described in professional, state, and institutional standards. | Candidate knows the content that s/he plans to teach as delineated in professional, state, and institutional standards | Candidate has inadequate knowledge of content that s/he plans to teach as delineated in professional, state, and institutional standards. |
| Candidate demonstrates knowledge of important principles and concepts through inquiry, critical analysis, and synthesis of the subject | Candidate can explain important principles and concepts | Candidate is unable to give examples of important principles and concepts. |
| Candidate has passed the content examination required for licensure | Candidate has passed the content required examination required for licensure. | Candidate has not passed the content Praxis II test. |
| Candidate consistently communicates effectively in written and oral form | Candidate usually communicates effectively in written and oral form. | Candidate does not exhibit effective oral and written communication. |

**Notes/Evidence**

*Score: _____/20*

---

ETSU Clemmer College of Education Residency Handbook, rev. 6/2015
<table>
<thead>
<tr>
<th>Score</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Candidate <strong>reflects a thorough understanding of the relationship of content and content specific pedagogy</strong> delineated in professional, state, common core and institutional standards.</td>
<td>Candidate understands the relationship of content and content-specific pedagogy delineated in professional, state, common core, and institutional standards.</td>
<td>Candidate <strong>does not understand the relationship of content and content-specific pedagogy</strong> delineated in professional, state, common core, and institutional standards.</td>
</tr>
<tr>
<td>3</td>
<td>Candidate has <strong>in-depth knowledge and understanding</strong> of the content and is able to provide <strong>multiple explanations and instructional strategies</strong> so that all students learn.</td>
<td>Candidate has a <strong>broad knowledge of content and instructional strategies</strong> that draws upon content and pedagogical knowledge and skills to help all students learn.</td>
<td>Candidate has <strong>limited knowledge of instructional strategies related to content, pedagogical knowledge and skills</strong> to help all students learn.</td>
</tr>
<tr>
<td>1</td>
<td>Candidate has a deep understanding of how to develop learning experiences that integrate technology with content and build on students’ cultural backgrounds so that students learn.</td>
<td>Candidate develops learning experiences that integrate technology with content and build on students’ cultural backgrounds so that students learn.</td>
<td>Candidate cannot develop learning experiences that integrate technology with content and build on students’ cultural backgrounds so that students learn.</td>
</tr>
</tbody>
</table>

**Notes/Evidence**
<table>
<thead>
<tr>
<th>Dispositions (NCATE Standard 1G)</th>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate works with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.</td>
<td>Candidate works with students, families, colleagues, and communities in ways that show familiarity with the professional dispositions delineated in professional, state, and institutional standards.</td>
<td>Candidate fails to work with students, families, colleagues, and communities in ways that show familiarity with the professional dispositions delineated in professional, state, and institutional standards.</td>
<td></td>
</tr>
<tr>
<td>Candidate consistently demonstrates classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students</td>
<td>Candidate often demonstrates classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students</td>
<td>Candidate rarely demonstrates classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.</td>
<td></td>
</tr>
<tr>
<td>Candidate consistently demonstrates classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.</td>
<td>Candidate often demonstrates classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.</td>
<td>Candidate does not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.</td>
<td></td>
</tr>
<tr>
<td>Consistently recognizes when his/her own professional dispositions may need to be adjusted and is able to develop plans to do so.</td>
<td>Often recognizes when his/her own professional dispositions may need to be adjusted and is able to develop plans to do so.</td>
<td>Seldom or never recognizes when his/her own professional dispositions may need to be adjusted and is able to develop plans to do so.</td>
<td></td>
</tr>
<tr>
<td>Candidate’s interactions with students, families, colleagues and communities consistently reflect professional dispositions</td>
<td>Candidate’s interactions with students, families, colleagues and communities almost always reflect professional dispositions</td>
<td>Candidate’s interactions with students, families, colleagues and communities rarely if ever reflect professional dispositions.</td>
<td></td>
</tr>
</tbody>
</table>

Generic dispositions rubric from NCATE Standard 1, part G

Notes/Evidence

Score: ____/25
3. Professional Knowledge
Candidate has attained a level of professional knowledge associated with his/her place in the program and works to obtain additional knowledge. Promotes learning at high levels and persists in helping all children achieve success. Demonstrates appreciation for presenting multiple perspectives. Takes responsibility for establishing and maintaining a positive learning environment.

<table>
<thead>
<tr>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate reflects a thorough understanding of, and is able to apply, professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.</td>
<td>Candidate reflects a general understanding of, and can usually apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.</td>
<td>Candidate reflects a limited understanding of, and can rarely apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.</td>
</tr>
<tr>
<td>Consistently develops meaningful learning experiences embedded in the school, family and community contexts to facilitate learning for all students.</td>
<td>Candidate usually develops meaningful learning experiences in family and community contexts to facilitate learning for some students.</td>
<td>Candidate lacks knowledge of school, family, and community</td>
</tr>
<tr>
<td>Consistently reflects on his/her practice and makes necessary adjustments to enhance student learning.</td>
<td>Reflects on own practice and sometimes makes necessary adjustments to enhance student learning.</td>
<td>Does not reflect on own work, and makes few adjustments to enhance student learning.</td>
</tr>
<tr>
<td>Has extensive knowledge of major schools of thought about schooling, teaching, and learning and establishes and maintains a positive learning environment based on that knowledge.</td>
<td>Knows major schools of thought about schooling, teaching, and learning and attempts to establish a positive learning environment based on that knowledge.</td>
<td>Is unable to explain major schools of thought about schooling, teaching, and learning and is unable to establish or maintain a positive learning environment.</td>
</tr>
<tr>
<td>S/he is able to analyze educational research findings and incorporate new information into their practice as appropriate.</td>
<td></td>
<td>Does not use current research to inform their practice.</td>
</tr>
</tbody>
</table>

Notes/Evidence

Score: ____/25
<table>
<thead>
<tr>
<th>4. Diversity – Candidate embraces diversity and values the contributions made by all individuals regardless of differences or exceptionalities. Appreciates and values human diversity and demonstrates respect for diverse talents and individual variation of learners, colleagues, and community regardless of race, class, gender, disability, sexual orientation or language.</th>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate is aware of different learning styles and adapts instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities with the idea of fairness and the belief that all students can learn.</td>
<td>Candidate often is aware of different learning styles and adapts instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities with the idea of fairness and the belief that all students can learn.</td>
<td>Candidate is not aware of different learning styles and is unsuccessful at adapting instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities with little idea of fairness and or lack of belief that all students can learn.</td>
<td></td>
</tr>
<tr>
<td><strong>Contextualizes teaching</strong> and draws effectively on representations from the students’ personal experiences and cultures. Challenges all students toward <strong>cognitive complexity</strong> by connecting lessons, instruction, and services to students’ experiences and cultures.</td>
<td><strong>Understands the influence</strong> of culture on education and is developing the ability to create meaningful learning experiences for all students by connecting lessons, instruction, or services to students’ experiences and cultures.</td>
<td><strong>Does not understand the influence</strong> of culture on education and or develop the ability to create meaningful learning experiences for all students by connecting lessons, instruction, and/or services to students’ experiences and cultures.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: _____ /10

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<table>
<thead>
<tr>
<th>5. Collaboration - Candidate works well with others and recognizes that teaching requires collaborative efforts. Engages in and supports professional practice of self and colleagues. Demonstrates cooperative attitude and skills in college classroom, field and clinical experiences, and the community at large.</th>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate works collaboratively with other candidates and clinical faculty in all settings to critique and reflect on each other’s practice and their effects on student learning with the goal of improving practice.</td>
<td>Candidate is familiar with the importance of working collaboratively and works with other candidates and clinical faculty in all settings toward the goal of improving professional practice.</td>
<td>Candidate is only familiar with the concept of professional collaboration but shows little or no evidence of collaborative effort.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: _____ /5
### 6. Reflective Practice

**Candidate demonstrates the ability to reflect on his/her practice, shows respect for community values, and deals effectively with constructive criticism. Accepts constructive criticism as part of learning and growth. Is aware of effect of own attitude and actions on others.**

<table>
<thead>
<tr>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate implements the reflective process and demonstrates classroom behaviors that create caring and supportive learning environments and encourages self-directed learning by all students.</td>
<td>Candidate implements the reflective process and sometimes demonstrates classroom behaviors that create caring and supportive learning environments and encourages self-directed learning by most students.</td>
<td>Candidate shows little or no inclination to reflect upon practice in order to improve learning conditions for all students or their own teaching practices.</td>
</tr>
</tbody>
</table>

- Recognizes when his/her own professional dispositions may need to be adjusted and is able to develop plans to do so.

- When in the field reflects on his/her content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults and successfully applies the revised practices.

When in the field usually reflects on his/her content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults and is often successful in applying the revised practices.

When in the field, rarely reflects on his/her content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and is unsuccessful at applying any revised practices.

**Notes/Evidence**

**Score:** ______/15

### 7. Lifelong Learning

**Candidate demonstrates his/her commitment to lifelong learning. Demonstrates commitment to continuous learning and professional development. Exhibits enthusiasm for learning and teaching.**

<table>
<thead>
<tr>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate consistently demonstrates active commitment to lifelong learning and conveys the enthusiasm for student learning opportunities beyond the immediate classroom.</td>
<td>Candidate often demonstrates active commitment to lifelong learning and tries to convey enthusiasm for student learning opportunities beyond the immediate classroom.</td>
<td>Candidate shows no interest in learning beyond the requirements of an assignment or a course.</td>
</tr>
</tbody>
</table>

- Actively participates in a professional organization by holding an office or some leadership position.

- Enthusiastically connects learning to events taking place in other classes as well as in everyday life.

- Is a participating member of a professional organization without holding an office

- Often connects learning to events taking place in other classes as well as in everyday life.

Is not actively involved in professional organizations

Shows a lack of enthusiasm for relating student learning to everyday life.

**Notes/Evidence**

**Score:** ______/15
### 8. Caring

**Candidate** makes caring a priority in his/her relationships with others and is committed to helping all students reach their full potential. Demonstrates respect, sensitivity and concern for others and has a positive effect on learning for all students.

<table>
<thead>
<tr>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate accurately assesses student learning and the development of learning experiences based on students’ developmental levels or prior experience.</td>
<td>Candidate is often accurate in the assessment of student learning or the development of learning experiences based on students’ developmental levels or prior experience.</td>
<td>Candidate cannot accurately assess student learning or develop learning experiences based on students’ developmental levels or prior experience.</td>
</tr>
<tr>
<td>Consistently exhibits concern for students in the classroom and respect for students as individuals. Maintains respectful relationships with students and community members, and guides the behavior of students in a gentle and caring way.</td>
<td>Usually exhibits concern for students in the classroom and displays respect for students as individuals, usually maintains a respectful relationship with students and community members, and attempts to guide the behavior of students in a gentle and caring way.</td>
<td>Rarely exhibits concern for students in the classroom. Rarely displays respect for students as individuals and fails to maintain a respectful relationship with students and community members, or guide the behavior of students in a gentle and caring way.</td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: _____ /10

### 9. Social Responsibility

**Candidate** demonstrates a willingness to work for the common good and demonstrates a commitment to behaving in a socially responsible manner. Sensitive to community and social norms and cultural dimensions in communication. Demonstrates emotional stability, is even-tempered, and self-disciplined.

<table>
<thead>
<tr>
<th>5 Target</th>
<th>3 Acceptable</th>
<th>1 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates a willingness to work for the common good and demonstrates a commitment to behaving in a socially responsible manner.</td>
<td>Candidate occasionally demonstrates a willingness to work for the common good and an emerging commitment to behaving in a socially responsible manner.</td>
<td>Candidate fails to demonstrate a willingness to work for the common good or a commitment to behaving in a socially responsible manner.</td>
</tr>
<tr>
<td>Models language that is exemplary, both oral and written.</td>
<td>Attempts to model language that is exemplary, both oral and written.</td>
<td>Rarely models language that is exemplary, both written and oral.</td>
</tr>
<tr>
<td>Models appropriate emotional and behavioral responses in difficult situations.</td>
<td>Usually models appropriate emotional and behavioral responses in difficult situations.</td>
<td>Fails to model appropriate emotional and behavioral responses in difficult situations.</td>
</tr>
<tr>
<td>Demonstrates responsible use of social media (or does not use it at all)</td>
<td>Occasionally demonstrates responsible use of social media</td>
<td>Fails to demonstrate responsible use of social media</td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: _____ /20
<table>
<thead>
<tr>
<th>10. Leadership - Candidate is aware that teachers are role models and leaders in their schools and communities. Meets professional responsibilities re: attendance, punctuality, dress, etc. Conducts self in a professional manner.</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate maintains confidentiality of student records, professional correspondence and student records</td>
<td>Candidate maintains confidentiality of student records, professional correspondence and student records</td>
<td>Candidate does not consider confidentiality of student records, professional correspondence or student records</td>
<td></td>
</tr>
<tr>
<td>Does not tolerate gossip or abuse of confidentiality</td>
<td>Rarely tolerates gossip or abuse of confidentiality</td>
<td>Engages in gossip or abuse of confidentiality</td>
<td></td>
</tr>
<tr>
<td>Always displays thorough preparation of academic materials and goes beyond required criteria</td>
<td>Usually displays thorough preparation of academic materials and often goes beyond required criteria</td>
<td>Rarely displays preparation of academic materials</td>
<td></td>
</tr>
<tr>
<td>Always abides by deadlines and always demonstrates behaviors that exemplify honesty and integrity</td>
<td>Abides by deadlines and demonstrates behaviors that exemplify honesty and integrity</td>
<td>Demonstrates difficulty meeting deadlines and honesty and integrity are questionable. Shows no interest in implementing new ideas and practices</td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of developments in his/her field and shows initiative in implementing new ideas and practices</td>
<td>Demonstrates understanding of developments in his/her field and shows potential for taking initiative in the implementation of new ideas and practices</td>
<td>Rarely demonstrates and understanding of developments in his/her field and shows no initiative for implementing new ideas and practices</td>
<td></td>
</tr>
</tbody>
</table>

**Notes/Evidence**

Score: ______ /25

Total Score: ________ /180