Mentoring Your Residency Candidate

A Handbook for Mentor Teachers and University Supervisors

2023-2024

East Tennessee State University
Clemmer College of Education and Human Development
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Introduction

Thank you for your willingness to mentor or supervise residency candidates at Clemmer College of Education and Human Development, ETSU. For those who are returning mentors or supervisors, we appreciate your dedication to our program, and we look forward to strengthening our relationship with you. For those serving as a mentor teacher or supervisor for the first time, we want to welcome you and assure you we are here to provide information and answer questions about our program, and offer various levels of support throughout the year. We know that mentoring pre-service teachers can be a rewarding experience as well as a way to give back to the teaching profession. Mentor teachers and university supervisors are an integral part in the professional development of our pre-service teachers, therefore, you make a difference for many students in future classrooms.

This handbook is designed to help you work with residency candidates throughout their residency year. It addresses the topics below and compliments the Residency Handbook. To understand the expectations for residency candidates and mentor teachers or supervisors, please review BOTH handbooks. This handbook addresses the following topics:

Qualifications

Mentor Teacher	University Supervisor

Required Qualifications:
 • Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate;
 	
 • Have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year; and
 	
 • Have a minimum of three (3) years of experience as a teacher, school services personnel, or instructional leader as applicable.
 	
 Desired Qualifications:
 • Recommended by the principal or other appropriate district supervisor.
 	
 • Demonstrated dispositions that support the development of teacher candidates, including:
    o Willingness and ability to assume the roles expected of a mentor, such as advocate, counselor, coach, and critic.
    o Willingness and ability to work as a team member to promote the development of a novice.
 	
 • Interested in working with teacher candidates.
    o Understands and is committed to the co-teaching model for preparing beginning teachers
 	
 • Willingness to attend mentor teacher orientation and/or training during the first few weeks of the mentoring experience.
 	
 • Willingness to provide feedback to the Office of Educator Preparation and university faculty.
 	
 • Proficient with technology to use Watermark platform and communicate with university supervisors and Office of Educator Preparation.
	Required Criteria:
	 • Must hold a Master's Degree (15+ years of teaching experience may be considered in lieu of master's degree).
	 • Minimum of three years' experience teaching in a Pre-K-12 school setting.
	 • Recommended by previous principal and/or district leaders.
	 • TEAM Training Certified or willingness to obtain TEAM Training Certification
	
	 Other Qualifications to be considered:
	 • Documented years of professional teaching experience in the grade span or in content hired to supervise.
	 • Experience as a school or district administrator.
	 • A teaching license in the content area and/or grade span they will supervise.
	 • Awards or special recognition for teaching.
	
	 **EPP and LEA collaboratively review university supervisor selection criteria.

Compensation Information and Procedures

<u>Mentor Teachers</u>

Once school districts confirm mentor teachers with the Office of Educator Preparation, mentor teachers will receive an email from our Placement Coordinator. This email will provide you with information about your residency candidate and mentor teacher training.

Mentor teachers need to complete the two action items below by the end of Pre-residency (third week in August).

1. Mentor Contact Information Form: Please complete this revised electronic form, which takes less than five minutes, to ensure we have your current contact information on file. (You will need your teaching license number for this form).
https://etsuclemmer.iad1.qualtrics.com/jfe/form/SV_eCIuJpLSdxhFUmG

2. **Mentor Compensation Information***:* Mentors that complete the Mentor Teacher Compensation Account set up through ETSU will receive compensation for mentoring a residency candidate. (Payments will be sent at the end of the fall and spring semesters.)

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

<u>Compensation Procedures for Mentor Teachers</u>

Please use steps A and B below to create your account in our online platform. Setting up this account allows you to make changes to your banking information and other compensation changes, if needed, at a later date. Once the account is created, use the link in section B to complete the direct deposit authorization form. **You will need to have a completed W-9 and voided check ready to attach to this authorization**. We are encouraging mentor teachers to complete the compensation procedures below during the first few of receiving their residency candidate, so the Office of Educator Preparation and Procurement will have time to process the paperwork. **Mentor Teachers should complete the compensation procedures no later than September 30, for the fall semester, and April 30, for the spring semester, or payments for December and May cannot be guaranteed.**

*If you would like to decline compensation, you do not need to complete the steps below, only email the Office of Educator Preparation at edprep@etsu.edu stating that you decline compensation.

**Compensation paperwork only needs to be completed if you have never been a mentor teacher or if you have not completed paperwork after Spring 2021. Please contact the Office of Educator Preparation if you have questions.
***Previous mentor teachers with an address change, name change, or change in banking information need to contact the Office of Educator Preparation before completing additional paperwork.
****University School mentor teachers do NOT need to complete the compensation procedures below. Instead, the Placement Coordinator will contact these mentors to sign the ETSU extra compensation form for payment.
**If a mentor has had a name change or address change at any time since attending ETSU or during mentorship, they must complete and submit a Personal Information Change Form. The Office of Educator Preparation will provide this documentation.

A. **Dynamic Forms Account setup:**
   1. **Create an account in our Dynamic Forms system by following this link:**
      https://dynamicforms.ngwebsolutions.com/AccountManagement/CreateAccount.aspx
   2. **Activate your account via the activation email sent to the email address that you used to create account.** (Save your username and password for future changes).
      Now that you have created your account, use the information below to set up direct deposit.
B. **Direct Deposit Authorization Form** (You will need a voided check and a copy of this completed W-9 to upload to the direct deposit authorization form). **Link to W-9 Form**: https://www.irs.gov/pub/irs-pdf/fw9.pdf
   1. Use the following link and scroll down to the bottom of the page to submit your W-9 and set up your direct deposit. When asked, "Who asked you to complete this form, "please list Amanda Black-Chandler.
      https://dynamicforms.ngwebsolutions.com/Submit/Start/871acdee-1fe2-4940-acf0-f8d51a3e1137?SSO=N

Compensation Information and Procedures

University Supervisors

Once you have been hired as a university supervisor, you will need to contact the Office of Educator Preparation in Warf Pickel Hall, Room 305 or 423-439-4256 The Placement Coordinator, Amanda Black-Chandler will provide you with compensation information for travel and other requirements necessary to enter the field as a university supervisor.

Contact Information
The Office of Educator Preparation keeps contact information on file for all supervisors so they can be reached when out in the field. Please submit your address and current cell phone number to the Office of Educator Preparation either by phone 423-439-4256, email, edprep@etsu.edu, or in person.

Travel Authorization
You will need to sign a Travel Authorization before you begin visiting residency candidates in the field. The Placement Coordinator will provide you with a prefilled copy so you only need to add your name at the top and signature under "traveler" at the bottom of the document. You may also sign the form electronically and email it back to the Office of Educator Preparation. If you do not have an E# or ETSU email address, you can leave those questions blank, and the Placement Coordinator will fill them in once your E# has been established.

TEAM Certification
University supervisors must complete TEAM Training and Certification before they can begin observing and evaluating residency candidates. Supervisors will use the link below to register for TEAM training. If TEAM training was completed the previous year, supervisors will only need to complete recertification. For supervisors who did not complete TEAM training during the previous year, they will need to complete the **Initial Teacher Evaluator Certification**. Once TEAM training is complete, supervisors need to email the certificate of completion to the Office of Educator Preparation, edprep@etsu.edu.

TEAM Link: https://team-tn.org/schedule/

Auto Accident Reporting Instructions
ETSU has auto accident instructions that must be kept in your car when traveling. Please contact the Placement Coordinator in the Office of Educator Preparation to obtain a copy of this document.

Watermark Student Learning & Licensure Information:
Watermark is an internet-based subscription service that allows residency candidates, instructors, mentors, and supervisors to create, share, and collaborate on educational curricula. Candidates can upload their work and other documents to share with their instructors and other stakeholders. During the residency year, candidates, mentor teachers, and university supervisors will connect on this shared space, complete observations and assessments, and attach additional documents (reflection summaries, performance checklist, etc.) related to the candidates' residency placement. Candidates will also log their residency hours in *Watermark* so their mentor teachers can approve and university supervisors can monitor. Mentor teachers need to check *Watermark* weekly to confirm candidates are logging their hours and approve their hours. This ensures residency candidates are adhering to their set schedule as well as arriving and departing school on time.

Clemmer College of Education and Human Development Residency Overview

Mentor Teachers and Supervisors

The Residency Program at ETSU is for all licensure programs and incorporates the following elements:
- High standards for candidate performance
- Project-based learning integrated throughout program of study
- Restructured curriculum emphasizing practical aspects of becoming a teacher, including using classroom assessment data and TVAAS data to make instructional decisions
- Increased integration of technology
- Year-long residency in the classrooms of experienced, instructive mentor teachers
- Ongoing formative assessments that monitor candidates' progress
- A summative Teacher Performance Assessment (edTPA) that is modeled after the National Board of Professional Teaching Standards. The edTPA is a high-stakes performance assessment in which prospective teachers demonstrate their knowledge of subject matter, teaching methods, and child growth and development

Pre-Residency
Pre-residency candidates meet and work with their mentor teachers in partnering school systems prior to Residency I. Pre-Residency includes a 50-hour field component and additional coursework. The start date for Pre-residency is the beginning of summer term II at ETSU and is designed to put candidates into the school and classroom before school starts (late July/early August). Candidates are required to continue to complete Pre-residency hours through the last week of Pre-residency, even if they have already met their 50-hour minimum requirement.

Residency I
Residency I candidates continue to work with their mentor teachers in partnering school systems during the fall semester prior to Residency II. Residency I includes a 135-hour field component and additional coursework. Residency I candidates learn classroom and school demographics and policies while getting to know students and their academic needs. Candidates can also provide individual attention and tutoring to students as needed. In Residency I, candidates will have the opportunity to practice the skills and knowledge connected with their coursework, and observations will be completed by their mentor teachers and supervisors. Coursework will include classroom management, co-teaching, and other instructional strategies. During Residency I, candidates will complete field hours as well as classroom courses at ETSU; therefore, candidates will follow ETSU's calendar during Residency I. Candidates will complete lesson plans, and will be observed and evaluated by their mentor teachers and university supervisors. Candidates are required to continue to complete Residency I hours through the last week of classes, even if they have already met their 135-hour minimum requirement. Candidates cannot bank hours during Residency I for Residency II.

Residency II
The Residency II semester must be a minimum of 15 full weeks of observation, teaching, and co-teaching (Residency II time is accumulated in weeks NOT hours like Pre-residency and Residency I). This semester must include a placement in at least two different settings. The amount of time spent in each setting will vary according to the candidate's area of concentration. Candidates will follow the school system's calendar during Residency II. When not directly teaching, candidates should be assisting and observing in classes, and one period per day should be reserved for preparation and collaboration time with mentor teachers. **State regulations prohibit taking additional course work during Residency II** (student teaching). Under extreme circumstances, students may be allowed to take one course with approval from the Dean. Additionally, **any employment that conflicts with the 15 weeks of Residency II is prohibited.** If the candidate has completed all Candidate to Substitute Requirements, they can substitute up to 5 days once they have completed edTPA filming (See Candidate to Substitute Agreement).

Clemmer College of Education and Human Development Residency Overview

Mentor Teachers and Supervisors

Licensure Guidelines Residency II Semester

Each clinical practice shall provide candidates direct teaching experience with a variety of student populations, including students with diverse learning needs and from diverse backgrounds in at least two (2) settings.

Early Childhood- PreK-3
- Candidates seeking and Early Childhood license will teach in both a PreK or Kindergarten setting and in a grade 1-3 classroom.

Elementary K-5 and ESL Dual License
- Candidates seeking K-5 and ESL dual license will teach in two K-5 classrooms while obtaining experience working with ESL mentor teachers and students during their Residency II placements.

Secondary Education 6-12
- Candidates, with few exceptions, seeking 6-12 licensure will teach in both a 7th-8th grade classroom and a 9th-12th grade classroom. Students majoring in disciplines such as foreign language, which is often not taught in the middle grades, are not required to have experiences at that level.

Special Education Interventionist and Comprehensive K-12 Dual License
- Candidates seeking Special Education Interventionist and Comprehensive K-12 dual licensure will teach in both a comprehensive and interventionist setting in both an elementary and secondary placement.

K-12 Areas: Art, Music, and Physical Education
- Candidates must complete Residency II in both an elementary and a secondary placement.

Candidates in a student teaching clinical practice shall complete at least fifteen (15) weeks of full-time student teaching during one (1) semester in the grade span and content area of preparation. *If candidates are unable to complete a minimum of 15-weeks in their Residency II placement due to the school calendar, an alternative assignment will be required.

Candidates completing a student teaching clinical practice shall not serve as a teacher of record.

The Office of Educator Preparation will determine a date for candidates to switch from the first placement to the second placement. Second placements are not official until candidates receive a confirmation email from the Placement Coordinator. Any change in placements must be approved by the Office of Educator Preparation.

Watermark: Procedures and Requirements

Please follow the instructions below to access your Watermark account:

Accessing Watermark Student Learning & Licensure Login:
1. You should receive an email from Watermark to begin the login process (In some instances it may go to your spam or junk folder). If you do not receive and email, you can use the following link to login to Watermark: [Mentor Login to SLL](#)
2. Use your school email address as your username, and you will receive a prompt to create a password.

Once you access Watermark you will need to work with your candidate to complete the following Pre-residency requirements:
1. Approve your candidate's logged hours on a weekly basis.
2. Provide your candidate with information to complete the Residency Placement Information Document by August 25, 2023. (Students will upload this document in Watermark)

We have also included some links to helpful instructions and videos below:
- [Field Experience Mentor Guide](#)
- [Approving or Rejecting Student Time Log Entries (Video)](#)
- [Reset Password](#)

If you have trouble logging into Watermark or any additional questions, please email the Office of Educator Preparation at edprep@etsu.edu

Watermark Requirements	
Mentor Teacher	**University Supervisor**
• Mentor teachers need to check *Watermark* WEEKLY to confirm candidates are logging their hours and to approve the hours. ***Contact the university supervisor with any attendance concerns.** • Complete and attach the *Candidate and Mentor Reflective Discussion Summary* once a month in Residency I (September, October, and November) and twice a month during Residency II (January, February, March, and April). • Complete and attach the *Residency Candidate Performance Checklist* (required during each supervisor observation visit (3 times during RI and 3 times during RII). • Complete the *Informal Teaching Observation and Rubric* (1 time during Residency I and 2 times during Residency II (1 time with each residency candidate supported)	• Supervisors need to check *Watermark* every two weeks to confirm candidates are logging in their hours and mentor teachers are approving these hours on a weekly basis. ****If there are attendance concerns or if candidates miss 5 or more days during RII, contact the Office of Educator Preparation.** • Complete the *Informal Teaching Observation and Rubric* (2 times during Residency I and 2 times during Residency II (1 time in each placement). • Complete the *CAEP Lesson Plan Rubric and TEAM Evaluation e*ach semester (1 time during Residency I and 1 time during Residency II) • Complete the **Educator Disposition Assessment (EDA)** once at the end of RI and once at the end of RII (Use the **Residency Candidate Performance Checklist** completed by mentor teacher for support). • Check to see that mentor teachers are completing all Watermark requirements in a timely manner and that residency candidates have completed the EDA self-assessment during pre-residency and at the end of RII.
**Please contact the Office of Educator Preparation if *Watermark* requirements are not being met in a timely manner.	

Getting Off to the Right Start

The initial weeks of the residency can play a critical role in the success of residency candidates. The detailed suggestions below complement and expand on concepts presented in the Residency Handbook. Residency candidates have more successful experiences during their residency year when mentor teachers and university supervisors work collaboratively and deliver consistent feedback to the candidates regarding teaching strengths and professional growth needs.

Residency candidates are guests of the school and need time to become familiar with both the instructional and non-instructional aspects of the school. The Residency Handbook provides candidates with suggestions for the first few weeks of their residency placement, and the list below provides additional suggestions to help ensure candidates are comfortable in the school setting during this time.

Because university supervisors follow the ETSU calendar, they will not begin their role as supervisor until the end of August when Residency I begins. Candidates will receive support from their program of study and the Office of Educator Preparation during this time. While you are working with candidates during pre-residency, please use this time to introduce and orient candidates to the district, school and classroom using the suggestions below:

Mentor Teachers

Get acquainted with residency candidates and create an atmosphere in which candidates have a sense of belonging

• Establish a supportive climate of acceptance, enthusiasm, and open communication with residency candidates to ensure a positive relationship and successful experience.
• Think of residency candidates as novice professional colleagues or co-teachers rather than teachers' aides.
• Exchange contact information and your teaching schedule (also provide this information to the university supervisor).
• Provide residency candidates with a work space, if possible.
• Provide residency candidates with curriculum guides, teacher's editions of textbooks, access to grade book, and if available, a lesson plan book.
• Agree on a procedure for contacting you and providing lesson plans if candidates are sick and unable to report to school.
• Establish a time for informal daily conferences and provide oral feedback as needed on professionalism, instructional skills, classroom management, communication skills, content knowledge, methodology, and rapport with students.
• Establish a time each week to meet for more in-depth conferences with the candidate, making use of written and verbal feedback. **(See the Candidate and Mentor Reflective Discussion Summary)**
• Encourage residency candidates' self-evaluation and reflection.
• Communicate frequently before problems escalate and work with residency candidates to remedy problems promptly. Notify university supervisors as soon as possible with concerns that do not improve.
• Become familiar with the Residency Handbook and discuss expectations around professionalism, referring to **the Residency Candidate Performance Checklist** and Residency Handbook.

Orient residency candidates to school, community, and building culture
• Introduce residency candidates to staff, building administrators, library media specialists, counselors, specialists, secretaries, custodians, and others in the building. Generate the necessary faculty cooperation for school-wide acceptance of residency candidates.
• Provide a map and tour of the building and school's website, particularly where to find calendars, schedules, policies, and contact information.
• Explain norms and procedures re: parking, sign in/out, reporting sick, teacher arrival and departure times, professional attire, where to eat/store food, acceptable times or places to make personal calls or conduct personal business.
• Explain any staff activities or special events residency candidates should participate in or attend. Mark important dates for faculty meetings, bus duty, school wide programs, etc.
• Provide information about the building's culture (and sub-cultures), the school's mission/vision statements, and if appropriate the school's improvement plan.

• Help residency candidates develop a positive perception of the profession, a commitment to teaching, and a realistic concept of the total responsibilities of the teacher.

• Review building safety policies, including evacuation and lock-down procedures, and any policies regarding administering medication to students.

• Explain academic and student behavior policies, and provide Faculty and/or Student Handbooks, if available.

• Discuss what your expectations and limits are, e.g., can the residency candidate decide final grades, choose the curriculum, or design and implement classroom management systems?

• Explain how to make copies, reserve space (e.g., library media lab) or request special materials.

Prepare students for the residency candidates' arrival and guide the residency candidate in getting to know students

• Introduce residency candidates as a co-teacher: welcome them, acknowledge accomplishments publicly, and show confidence. Students should perceive residency candidates as a co-teacher in the classroom.

• Send a note to families letting them know you will have a residency candidate co-teaching with you.

• Provide class rosters and help residency candidates learn to pronounce students' names accurately. Encourage residency candidates to learn all students' names as soon as possible.

• Discuss information about your students, in particular, guide residency candidates to know students who have been identified with specific needs (ILP, IEP, or 504 plans) and assist residency candidates in providing appropriate accommodations and support to meet students' needs.

• Guide residency candidates in noticing and interpreting students' actions/interactions.

Explain classroom routines and policies, curriculum, instruction and assessment practices

• Explain routines, procedures, and expectations for student behavior.

• Explain academic policies, e.g., grading policy, returning papers, accepting late work, routines for starting the day/class period, etc.

• Provide support in using instructional technology (e.g., document camera or interactive whiteboard).

• Discuss curriculum guide (standards/benchmarks) and provide information on concepts students have been introduced to or are working on.

• Discuss decision making processes and alternatives as they relate to planning, implementing instruction, and managing the classroom. How you plan (long-term, weekly, and daily)? How you determine the big picture or essential questions you want students to know/do? How you break that down into weekly or daily objectives? How you align tasks and assessments with them?

• Discuss how you break down instructional tasks so lessons flow. How you anticipate students' responses? How you prepare materials/resources for a lesson, etc.?

• Discuss your assessment practices: How you know what your students have learned? What are you looking, listening for? How you give effective feedback to students? How you design summative assessments? What is a fair grade? How you manage your electronic grade book? Explain to the residency candidate that "fair is not always equal".

• Model effective teaching techniques and behaviors: accommodations for learners, classroom management techniques, professional behavior.

• Provide opportunities for residency candidates to observe varied teaching styles and methods.

• Work with residency candidates using the co-teaching models (Co-teaching models are provided in the Mentor Teacher/University Supervisor Handbook and the Residency Handbook).

• Plan a progression of experiences that will ease residency candidates from small group teaching to assuming responsibility for designing instruction for the entire class.

• Explain how you maintain student records, attendance, grades, behavioral notes, and communication with parents or others about particular students

Getting residency candidate involved in classroom life and routines

• Involve residency candidates in co-planning and reviewing/providing feedback on student work. Provide help during planning sessions and allow residency candidates to employ individual methods of their choosing within the existing framework of the classroom.

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• Have residency candidates interact with students (one-on one, small group, and whole class).

• Have residency candidates observe and record your procedures and methods of handling routine matters, procedures, and seating arrangements designed to prevent management problems. Discuss with residency candidates what they observed. Share your thinking about effective management strategies with your residency candidate.

• Involve residency candidates early in routine matters: taking attendance, distributing books, returning assignments, etc. Some teaching duties should be assigned within a day or two of arrival.

• Involve residency candidates in all non-classroom duties, e.g., monitor halls, lunch room, study hall, bus duty, etc.

• Involve residency candidates in any meetings you typically attend (e.g., staff or grade-level team), including any ILP, IEP, or 504 meetings.

Getting Off to the Right Start

University Supervisors

Get acquainted with your residency candidates and mentor teachers

• Schedule an introductory meeting with each residency candidate and their mentor teacher before or during the first or second week of Residency I. During this introductory meeting, review all expectations and responsibilities by going over the evaluation instruments and answering any questions.

• Exchange schedules and contact information with residency candidates and mentor teachers. Establish guidelines on how and when candidates should contact you.

• Establish and maintain communication between residency candidates and mentors.

• Discuss your role as an advocate, mentor and supervisor for residency candidates. Sometimes candidates are intimidated knowing that supervisors will be completing observations and evaluations. Explaining that your role is to support and help residency candidates improve and grow as educators can alleviate those fears.

• Spend some time getting to know your candidates. What is their background, their interests, and immediate concerns?

• Share your approach to school visits. What can candidates expect at your visits? What do they need to prepare? How should lesson plans be provided to you? What format for observations will you follow? Letting residency candidates know your observations will be scheduled may help eliminate stress they may be feeling.

• Review the Observation and Evaluation Schedule.

• Guide candidates to the *Residency Handbook* as a resource.

Explain policies, curriculum, instruction, feedback, and assessment practices

• Provide an example by modeling behaviors of support, interest, and concern for the residency candidate's professional growth and development.

• Help mentor teachers in guiding residency candidates through a successful and rewarding teaching experience.

• Act as a resource and an instructional guide by recommending strategies, techniques, books, videos, journal articles, and other resources that may assist residency candidates in their practice.

• Assist residency candidates in gaining meaningful school-wide experiences during Residency II. (This could include additional observations in other classrooms, in-service trainings, professional development, etc.)

• Visit residency candidates in the classroom for observations and feedback according to the *Observation and Evaluation Schedule* for Residency I and Residency II. An *Informal Teaching Evaluation Rubric* or *TEAM Evaluation Rubric* is completed during each visit and included in *Watermark.*

• Confer and provide feedback to residency candidates following each observation. University supervisors share observational notes with residency candidates and mentor teachers through *Watermark*.

• Confer with mentor teachers during each visit to receive progress reports (**Candidate and Mentor Reflective Discussion Summary**, **Residency Candidate Performance Checklist**, and/or **Informal Teaching Observations** that have been completed by mentor teachers).

• Encourage residency candidates to question their behaviors as well as the behaviors of the students in the classroom.

• Aid residency candidates in gaining self-confidence and provide sympathetic understanding and professional coaching to help alleviate the tensions that often accompany residency placement.

• Work closely with the Director of Field Experiences and Residency and the Office of Educator Preparation to maintain good public relations and communications with all personnel involved in the residency program.

• If a situation demands additional visits, the university supervisor is responsible for informing candidates and arranging the additional visits.

• In collaboration with mentors and residency candidates, complete a Student Support Plan if a situation warrants, and provide candidates with additional guidance and support to improve the situation.

Residency Year-Roles and Responsibilities

Pre-Residency Responsibilities (50 hours during July & Aug.)	
Mentor Teacher	**University Supervisor**
Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors and/or the Director of Field Experience and Residency. - Complete Mentor Teacher Information Form & Compensation Paperwork for ETSU. - Encourage residency candidates to participate in district and school wide in-service opportunities and faculty meetings. - Introduce candidates to other faculty members, support personnel, and administrators. - Plan for candidates to attend the first full day of school. If the first day of school is ½ day, then candidates should attend the first and second day of school. - Tour the school with candidates (staff work areas, adult restrooms, teacher's lounge). - Provide copies of the faculty and student handbooks and highlight important information. - Designate a set time each week to meet with candidates to answer questions and share the "why" behind your decisions. - Focus on building a relationship with residency candidates as a co-teacher within the classroom. - Provide candidates with a list of things they can do when they are not interacting with students. **Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).**	***Because university supervisors following the ETSU calendar, they will not begin their supervisor role until Residency I begins at the end of August. Candidates will receive support from their program of study and the Office of Educator Preparation during this time.** - Attend the pre-residency meeting for residency candidates if possible, if unable to attend, watch the video recording of the meeting. - Attend mentor teacher training if possible, if unable to attend, watch the video recording of the meeting. - Complete TEAM Training and submit your certification to the Office of Educator Preparation. - Sign and return the Travel Authorization form to the Office of Educator Preparation once the Placement Coordinator has emailed it to you.

Residency Year-Responsibilities and Roles

Residency I Responsibilities (135 hours during Aug.-Dec.)	
Mentor Teacher	**University Supervisor**
• **Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors.** • Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. (*Candidate and Mentor Reflective Discussion Summary* should be completed to document these meetings). • Review lesson plans before candidates teach any lesson. • Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be engaged in some form of co-teaching each day they are in the classroom in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). • Complete and/or upload 1 observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric and r*eflect with candidates afterwards. • Follow up with university supervisors during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). • Complete the *Residency Candidate Performance Checklist* for each university supervisors' visit. • Provide feedback to university supervisors for the Educator Disposition Assessment completed at the end of the semester. • Support candidates edTPA work and allow them flexibility to complete filming or other requirements associated with the edTPA. • **Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).**	▪ Review the Residency Handbook and Mentor Teacher/University Supervisor Handbook. ▪ Attend monthly supervisor meetings (August through December) ▪ Schedule initial meetings with mentor teachers and residency candidates to review requirements and answer questions. ▪ **Check Watermark twice a month to ensure candidates are entering their attendance and that mentor teachers are approving these hours on a weekly basis. Report any attendance issues to the Program Coordinator and/or Department Chair and Director of Field Experience and Residency.** ▪ Submit travel claims to the Placement Coordinator by the end of the first full week of each month. ▪ Complete 1 Lesson Plan evaluation during Residency I and check with mentor teachers to ensure candidates are submitting lesson plans at least 2 days in advance. ▪ Complete and/or upload observations and evaluations in Watermark using the *Informal Teaching Evaluation and Rubric* and *TEAM Evaluation Rubric* (See **Observation and Evaluation Schedule**). Reflect with candidates after each observation. ▪ Follow up with mentor teachers during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). ▪ Check and review the *Residency Candidate Performance Checklist* submitted by mentor teachers. (Report any disposition issues to the Program Coordinator and/or Department Chair and the Director of Field Experience and Residency). ▪ Complete the Educator Disposition Assessment at the End of the Semester using feedback from the **Residency Candidate Performance Checklist** completed by mentor teachers. ▪ Review Watermark at the end of the semester to ensure all attendance has been submitted and approved, all evaluations and observations have been completed, and all Performance Checklists and Reflective Summaries are in *Watermark.*

Residency Year-Responsibilities and Roles

Residency II Responsibilities (Full-time student teaching Jan.-Apr./May)	
Mentor Teacher	**University Supervisor**
• **Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors.** • Include candidates during your planning session, PLC, IEP, data meetings, or collaborative work sessions. • Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. *(Candidate and Mentor Reflective Discussion Summary* should be completed to document these meetings). • Complete observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric*. Attach any observational notes and feedback in Watermark. Reflect with candidates afterwards. • Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be teaching or co-teaching daily in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). Residency II is the time for candidates to get as much teaching experience as possible. . • Follow up with university supervisors during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). • Complete *Residency Candidate Performance Checklist* BEFORE each supervisor visit and attach in Watermark. • Support candidates edTPA work and allow them flexibility to complete filming or other requirements associated with the edTPA. • **Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).** • Complete Mentor Teacher Survey	• Attend monthly supervisor meetings (August through December) • **Check Watermark twice a month to ensure candidates are entering their attendance and that mentor teachers are approving these hours on a weekly basis. Report any attendance issues to the Program Coordinator and/or Department Chair and Director of Field Experience and Residency.** • Submit travel claims by the end of the first full week each month. • Complete 1 Lesson Plan evaluation during Residency II and check with mentor teachers to ensure candidates are submitting lesson plans at least 2 days in advance. • Complete and/or upload observations and evaluations in Watermark using the *Informal Teaching Evaluation and Rubric* and *TEAM Evaluation Rubric* (See Observation and Evaluation Schedule). Reflect with candidates afterward each observation. • Follow up with each mentor teacher during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). • Check and review the *Residency Candidate Performance Checklist* submitted by each mentor teacher. (Report any disposition issues to the Program Coordinator and/or Department Chair and the Director of Field Experience and Residency. • Complete the Educator Disposition Assessment at the End of the Semester using feedback from the **Residency Candidate Performance Checklists** completed by mentor teachers. • Review Watermark at the end of the semester to ensure all attendance has been submitted and approved, all evaluations and observations have been completed, and all Performance Checklists and Reflective Summaries are in *Watermark.* • Complete the Supervisor Survey on every mentor teacher that you have worked with this year.

**If you have candidates during the second placement of Residency II, allow candidates time to build relationships with students, observe instructional routines, and then gradually increase teaching and co-teaching responsibilities. Complete and/or upload 1 observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric*. Reflect with candidates afterwards.

Residency Candidate Requirements:
Attendance, Make-Up Days, and Daily Schedule

Mentor Teachers and University Supervisors

Dates of Attendance

A typical residency year begins during Pre-residency, which starts the first day of summer session II and ends on the last day of classes during your Residency II semester. Candidates may not arrive at the school at a later date or leave before the final dates of their residency semesters. Candidates may not schedule vacation days during their residency year, unless they are taken when they have a scheduled break. Any changes to this schedule must be approved by their Program Coordinator or Department Chair and the Director of Field Experiences and Residency.
*Candidates placed at University School will begin during the beginning of July due to the year-round schedule.
**Off-schedule students may have different start dates due to individual circumstances.

ETSU Sponsored Meetings & Seminar Sessions

Candidates are expected to attend all mandatory meetings related to residency—including Residency Orientation and events occurring during Pre-residency in the summer term. Candidates are expected to attend all seminar courses required during Pre-residency, Residency I, and Residency II (see the course syllabus for more specific details on attendance expectations for seminar). Seminar days/dates and specific details about expectations are set by seminar instructors.

Absences

Residency candidates are required to be at their assigned school on their scheduled days of the week during Pre-residency and Residency I and every day during Residency II. A careful record of attendance, time of arrival, and time of departure should be kept in Watermark and approved by their mentor teacher. Candidates are also required to sign in/out at the front office of their assigned school. It is vital that candidates contact mentor teachers and university supervisors immediately if an event occurs that will prevent candidates from being on time or require candidates to be absent. At minimum, candidates will need to send one email copying the appropriate stakeholders (mentor teacher, ETSU supervisor, and principal or secretary) before the school day begins. Candidates who have absences that are not warranted and/or fail to contact their mentor teacher and supervisor commit a serious breach of professional responsibility and may be removed from residency and/or receive a failing grade for their residency semester. If more than two consecutive days are missed, candidates must provide a doctor's note upon their return.

Pre-Residency: Candidates will complete field hours and seminar. Candidates will arrange a set schedule with their mentor to complete their 50-hour field component. Candidates should attend district and school based in-service sessions which can count toward their field hour requirement. Candidates should plan to attend the first day of school. If the first day of school is ½ day, then candidates should plan to attend both the 1st and 2nd day of school.

Residency I: Candidates will complete field hours and classroom courses at ETSU; therefore, candidates will follow ETSU's calendar during Residency I. Candidates will arrange a set schedule with their mentor teachers to complete their 135-hour field component.

During Pre-residency and Residency I, candidates are encouraged to attend before and after school duties, faculty meetings, and other school events, which can count toward their field hour component.

Residency II: Candidates are required to observe the same daily schedule as set by the Board of Education for their mentor teacher. This includes attending school functions such as faculty meetings, homeroom activities, clubs, bus duties, in-service meetings, and PTSA. Candidates in Residency II also follow the school district's calendar for holiday and vacation days, NOT ETSU's schedule (except for seminar). In the event of a school closure due to weather or other circumstance, candidates should follow the policy of the school district and these days are not required to be made up unless these days keep candidates from acquiring the minimum of 15 weeks of student teaching.

During Residency II, there are NO excused absences. All candidate absences must be made up at the end of Residency II. The only events that should prevent candidates from reporting to their Residency II placement are the university approved events below. Since candidates are attending a university approved event, they are not required to make up these days.

<u>Excused Absences During Residency II</u>

edTPA	**Graduation Events and Career Fairs**
½ day for edTPA Writing Camp 1	½ day for Graduation Celebration
½ day for edTPA Writing Camp 2	1 day for Career Fairs (½ day for ETSU Career
1 day for edTPA Bootcamp	fair is included in this 1 day)
1 day for edTPA Upload Day	

<u>**Make up Days**</u>

During Residency I, candidates will follow ETSU's calendar. Residency I candidates must schedule to make up absence(s) with their mentor teacher and university supervisor. Residency II candidates will have absences added to the end of the Residency II placement. Candidates must coordinate with and receive approval from mentor teachers and university supervisors to make up the missed day(s). Excessive absences due to illness or other extenuating circumstances may interfere with graduation and/or result in a candidate's removal from the residency placement. Candidates in Residency II follow the calendar of the school district rather than ETSU's calendar.

<u>**Late Arrivals /Early Dismissals**</u>

Candidates should not arrive late nor leave early. If for some reason there is an emergency and candidates are going to arrive late, they will need to email their mentor teacher, university supervisor and the school office before the school day begins. Arriving late and/or leaving school early without a valid or approved reason may result in removal from residency and/or a failing grade for Residency I and/or II. Please note that during Residency II, candidates are expected to arrive early and depart after established dismissal times.

<u>**Professional Development**</u>

If candidates wish to participate in a professional development activity outside of their school district during Residency II, candidates must complete a **Request for Approval of Professional Development** to receive approval from the Department Chair of their program of study and Office of Educator Preparation. **Request for Approval of Professional Development** must be submitted a minimum of two weeks in advance. Some programs may require candidates to share information from the professional development with other members of their program. ***See the Residency II Professional Development Request for Approval located in the Residency Candidate Resources section at the back of the Residency Handbook.**

<u>**Outside Commitments**</u>
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, candidates will be given the choice of withdrawing from 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 Educator Preparation as early as possible.

During Residency II, candidates' first priority is to successfully carry out student teaching responsibilities and assignments. Commitments other than student teaching during Residency II must take a secondary place. Candidates in Residency II are strongly encouraged not to work outside of school.

Athletic Coaching Positions During Residency II

Athletic coaching is a major time commitment that requires modification of the teaching schedule. It can also affect planning and preparation in ways that can negatively impact the success of classroom teaching. Residency candidates may not accept a coaching position during Residency II unless they have prior approval from their Department Chair or Program Coordinator. ***See the ETSU Residency Candidate Athletic Coaching Contract for Residency II located in the Residency Candidate Resources section at the back of the Residency Handbook.**

Opportunities at the School Site

The residency year affords candidates extended opportunities to learn from practice and observation (both theirs and those of other veteran teachers at their school). Candidates should take advantage of opportunities to broaden their views of teaching by seeing a variety of teaching styles and methods. The Office of Educator Preparation recommends that candidates spend some time observing or possibly working, perhaps on a limited basis, with other teachers in the building within a candidates' licensure area. For example, residency candidates working in elementary classrooms might spend some time visiting another classroom in the grade level they are working or in grades above or below where they are placed. Residency candidates in secondary classrooms might observe one or two other teachers within the department as well as outstanding teachers in other departments. **Candidates will need to obtain approval from their mentor teachers and university supervisors before scheduling these extended opportunities.**

- K-5 candidates placed in a departmentalized grade, should obtain experiences in both math and ELA

Additionally, over the course of the year, candidates are encouraged take advantage of professional development sessions offered by the school or district. Candidates should also take advantage of networking opportunities, finding ways to contribute to the life of the school community, and after checking with their mentor teachers, invite building administrators or other teachers to observe their teaching.

Mandatory Reporting

All members of the University community are responsible for compliance with Tennessee laws on mandatory reporting of child abuse and child sexual abuse. Go to the [Tennessee Department of Children's Services](#) website to find out more information on how to identify and report child abuse and child sexual abuse. *Additional information in resources section.

Residency candidates placed in school districts should proactively ask the placement site for the school's procedures for mandatory reporting and adhere to those reporting structures when possible.

Supporting Residency Candidates with Professionalism and the Educator Disposition Assessment (EDA)

Mentor Teachers and University Supervisors

While completing the yearlong residency, candidates should assume the role of an adult professional-in-training and should conduct themselves in a professional manner. If residency candidates are unsure of appropriate professional behavior or encounters a problematic situation, candidates should consult their mentor teachers, university supervisors, or other school personnel as soon as possible for guidance and assistance.

In all actions and interactions, residency candidates should demonstrate the highest level of professionalism. Candidates should view this experience as a yearlong job interview as well as an opportunity to learn from their mentor teachers and to develop and demonstrate their teaching skills. Actions taken and words spoken during residency should be carefully considered, as they will affect both the candidates' residency evaluation and the written/verbal recommendations provided for candidates by mentor teachers, university supervisors, school administrators, and the Office of Educator Preparation.

Residency candidates agree to follow the rules of the school system as well as policies of Clemmer College of Education and Human Development and East Tennessee State University, including those pertaining to the professional dispositional skills located below.

Residency candidates' professional dispositions will be measured throughout the residency year on the *Educator Disposition Assessment (EDA)*. Candidates complete the EDA self-assessment at the beginning of Pre-residency, and then again at the end of Residency II. University supervisors complete the EDA at the end of Residency I and Residency II, using feedback from the *Residency Candidate Performance Checklist* complete by mentor teachers.

Mentor teachers can refer to the professional disposition skills below when completing the *Residency Candidate Performance Checklist* throughout Residency I and Residency II.

Professionalism

Professional Dispositions	Performance Expectations
Demonstrates Effective Oral Communication Skills	Candidates use professional language, grammar, and word choice and encourage participatory behaviors. All interactions are respectful, demonstrating sensitivity for the feelings and thoughts of others.
Demonstrates Effective Written Communication Skills	Candidates communicate respectfully with colleagues, parents/guardians, or with k-12 students (e.g., email, letters, assignments); that is, the text maintains a relatively formal tone/word choice and almost never includes errors in punctuation and usage.
Demonstrates Professionalism	Candidates arrive early and are prepared to contribute meaningfully to all teaching responsibilities and school-related commitments, and collaborative meetings. Candidates communicate in a timely and appropriate manner if an emergency arises. Candidates respond to email requests for information within 24 hours. All lesson plans are submitted at least 2 days in advance and evidenced as a solid first-attempt

	or revision. Candidate's dress is professional and models' appropriate attire for a safe and focused professional learning environment, and is in accordance with school policy.
Demonstrates a Positive and Enthusiastic Attitude	Candidates try new ideas and activities and actively seek solutions to problems without complaint. Candidates consistently accept responsibility for the outcomes of his/her actions, and is responsive to feedback. Candidates have a positive affect with students using verbal/nonverbal cues.
Demonstrates Preparedness in Teaching and Learning	Candidates consistently demonstrate drive, initiative, determination, and a commitment to hard work. Candidates show steady effort and a desire to produce high quality products or performance. Candidates treat setbacks as opportunities to learn. Candidates do not give up when things don't go as planned or when there is uncertainty about a task or situation; instead, candidates try again. Candidates are able to problem-solve and complete multiple complex tasks independently.
Exhibits an Appreciation of and Value for Cultural and Academic Diversity	Candidates embrace diversity through inclusive activities and behaviors and create a safe classroom with zero tolerance of negativity.
Collaborates Effectively with Stakeholders	Candidates are engaged and supportive colleagues. Candidates demonstrate flexibility and maintains a respectful tone during difficult situations and accepts decisions. Candidates proactively share teaching strategies through collaboration.
Demonstrates Self-Regulated Learner Behaviors and Takes Initiative	Candidates recognize their own weaknesses and actively seek solutions to problems before consulting with others. Researches and implements effective teaching styles.
Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability	Candidates demonstrate appropriate maturity and self-regulation when discussing sensitive issues. Candidates are compassionate and empathetic social awareness. Candidates are sensitive to the school's policy on confidentiality as related to the children/schools/school districts in which they are placed. Candidates follow the school districts' policies on photographing or video recording students in the classroom, and understands that disclosing student information (e.g., academic progress, student records, private personal issues) violates the student's right to privacy.
Workplace Policies & Codes of Conduct	Candidates follow all state and local school/district policies that govern the ethical, moral and legal practices of teachers. Candidates request and review faculty and student handbooks (if available). Candidates follow district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures, and mandatory reporting.
Social Media & Technology	Candidates manage social media presence and communication in a professional manner and refrain from posting residency materials, information, photos, or personal commentary on social networking sites. Candidates are comfortable learning new technologies and trouble-shooting technology breakdowns. The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

*Residency Candidate Performance Checklist references dispositions from the Educational Disposition Assessment (EDA) instrument created by Watermark Insights, LLC.

Professionalism Concerns

If residency candidates are consistently not adhering to the Residency Handbook guidelines, university supervisors or mentor teachers should contact the Program Coordinator or Department Chair and the Director of Field Experience and Residency to schedule a meeting to discuss their concerns. If necessary, a Student Support Meeting with residency candidates will be scheduled to develop a Student Support Plan to improve their professional dispositions. A follow-up meeting to review candidates' progress should be held in two to four weeks. During the follow-up meeting, candidates' progress and/or additional concerns will be discussed, and a recommendation will be made for residency candidates to continue in their original placement, arrange an alternate placement, or be removed from the residency program. The Office of Educator Preparation is responsible for obtaining alternate placements if necessary.

Sharing Responsibilities: Mentor Teacher and Residency Candidate Co-Teaching

Mentor Teacher

During the residency year, residency candidates should be considered a co-teacher within the classroom and are encouraged to co-teach with their mentor teachers each time they are in the classroom. Co-teaching is defined as two teachers working together in a classroom with students; sharing the planning, organization, delivery, and assessment of instruction, as well as, the physical space. During the residency year, co-teaching provides benefits to not only mentor teachers and residency candidates, but also to the students in the classroom.

Planning

While Planning, mentor teachers and residency candidates will share:
- What content to teach
- What co-teaching strategies to use
- Who will lead various parts of the lesson
- How to assess student learning
- Materials and resources

Instruction

While Co-Teaching, mentor teachers and residency candidates 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, mentor teachers and residency candidates 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

The benefits of co-teaching for mentor teachers include a lower student-teacher ratio, successful project-based teaching, heightened productivity in the classroom, and improved morale. Moreover, this allows residency candidates to form strong partnerships with their mentor teachers, develop a deeper understanding of the curriculum through co-planning, increase their confidence and collaboration skills, improve classroom management, and provide more teaching time. The chart below provides co-teaching strategies and examples that can be used throughout the residency year.
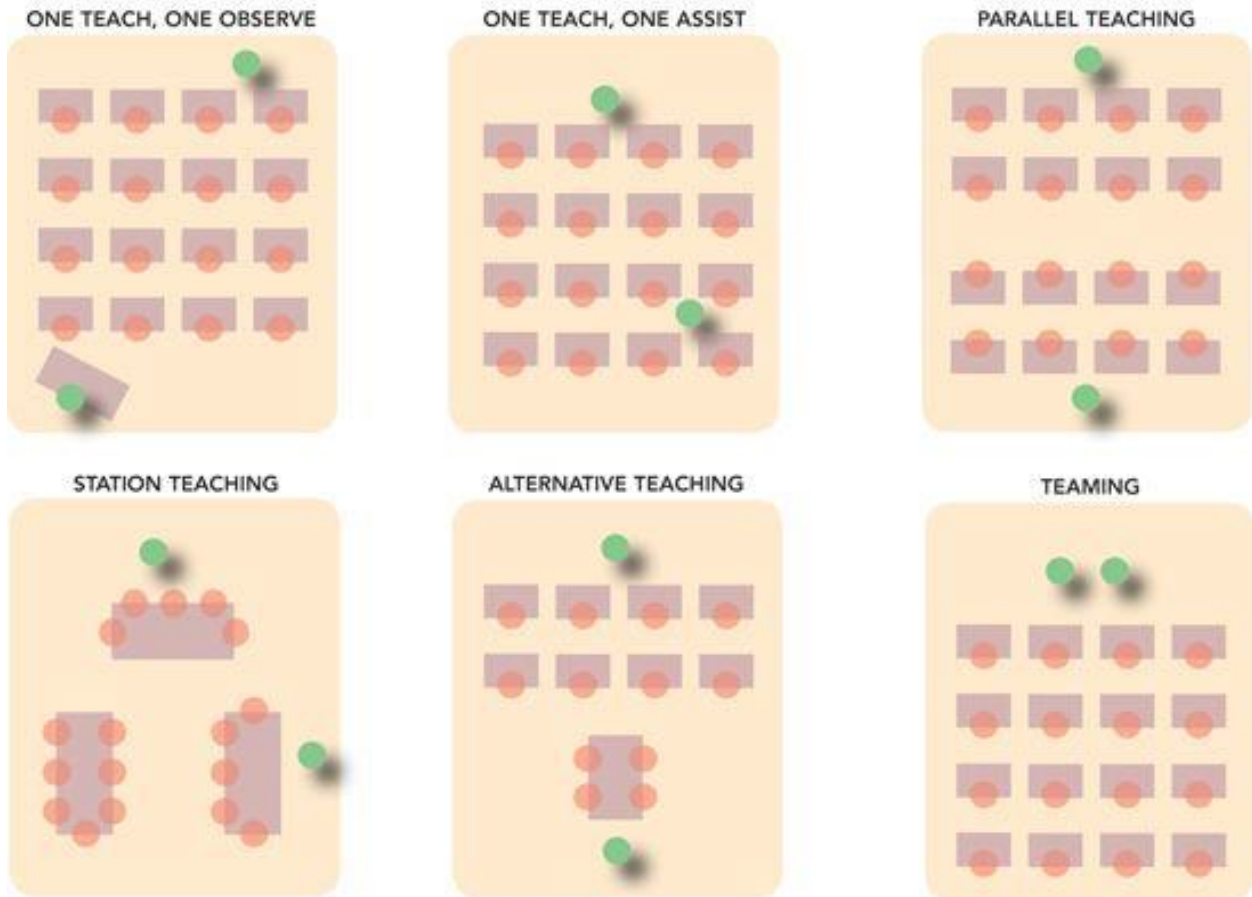
Sharing Responsibilities: Mentor Teacher and Residency Candidate Co-Teaching

Co-Teaching is an Attitude... an attitude of sharing the classroom and students.
Co-Teachers must always be thinking-We are BOTH teaching!

Co-Teaching Strategies & Examples	
Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors. **Example:** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	This is an extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. **Example:** While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they do not understand or are having difficulties.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. **Example:** Both teachers are leading a question-and-answer discussion on specific current events and the impact they have on our economy.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. **Example:** One teacher might lead a station where the students play a money math game, and the other teacher could have a mock store where the students purchase items and make change.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated. **Example:** One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative Teaching (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different. **Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
**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	

SOURCE: *Co-teaching: Concepts, Practices, and Logistics*, Marilyn Friend, Ph.D., August, 2006

Sharing Responsibilities: Mentor Teacher and Residency Candidate Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

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

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

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

Observations and Conferences: Providing Formative Feedback

Expectations for Frequency and Format of Observations and Conferences

Just as residency candidates assess students' performance based on achievement of goals, residency candidates will also be assessed. Mentor teachers and university supervisors collaboratively supervise residency candidates' development during the residency year. Observations and conference cycles drive residency candidates' learning throughout the semester.

Mentor Teachers

Mentor teachers observe and confer with their candidate on a daily basis throughout the residency year. This is a good time for candidates to ask for specific feedback and suggestions for improvement from their mentor teachers as well as a time to problem solve issues and dilemmas that arise.

- Mentors should provide candidates with written notes from informal observations.
    - Notes help residency candidates keep thinking about feedback, as they don't hear it all in the conversation.
- Mentor teachers provide guidance through modeling and daily discussions of teaching and student learning.
    - Make your thinking transparent: Sharing reasons behind your teaching choices and actions will help residency candidates understand the work of teaching.
    - Reassure residency candidates that you are available for help, especially during the early weeks.
    - Maintain clear and open channels of communication; let university supervisors know if communication is breaking down.

Mentor teachers should observe and confer formally once a week. Residency candidates and mentor teachers should also schedule lengthier conferences once a month during Residency I and twice a month during Residency II that promote reflection and professional growth. These conferences and feedback sessions should be documented on the *Candidate and Mentor Reflective Discussion Summary* and attached in *Watermark* for university supervisors to view*.*

Mentor teachers will conduct one observation during Residency I, and another observation during each placement of Residency II (see assessment schedule below). This is a formative assessment that should be used to recognize candidates' strengths and provide areas for refinement. Candidates are responsible for submitting lesson plans to their mentor teachers and university supervisors a minimum of 2 days in advance of their observation. Candidates may use any lesson plan template that has been approved by their mentor teachers for observations completed by mentors, but are required to use the ETSU Lesson Plan for observations completed by university supervisors.

- Use the *Informal Teaching Evaluation Rubric* for these observations. The *Informal Teaching Evaluation* is an informal, modified TEAM evaluation. These should be completed once during the fall semester and twice during the spring semester.
- If residency candidates are not making adequate progress, alert university supervisors immediately. In some cases, more extensive written documentation of weekly observations or conferences may be requested, or a Student Support Plan may be required.

Mentor teachers will also complete the *Residency Candidate Performance Checklist* for each supervisor visit. The *Residency Candidate Performance Checklist* assesses candidate's professional dispositions exhibited during their residency year. University supervisors will use the *Residency Candidate Performance Checklist* to complete the *Educator Disposition Assessments (EDA)* at the end of Residency I and Residency II.

Observations and Conferences: Providing Formative Feedback

University Supervisors

University supervisors are advocates and liaisons between the university, residency candidates, and their mentor teachers. University supervisors will make at least 6 observational visits during the residency year to complete formative assessments.

      o Multiple observations should not occur on the same day.

      o Additional observations may be necessary, particularly if residency candidates are not making adequate progress.

      o Following each observation, provide oral and written feedback to residency candidates and mentor teachers. These evaluation rubrics and feedback should be included in *Watermark*.

      o Expect to visit residency candidate's classroom once a month.

During Residency I, university supervisors will evaluate one lesson plan using the ETSU lesson plan rubric, and complete two informal teaching observations using the *Informal Teaching Evaluation Rubric*, and 1 TEAM observation using the *TEAM Evaluation Rubric for each candidate they are supervising*. During Residency II, university supervisors will complete a second lesson plan evaluation, two informal teaching observations using the *Informal Teaching Evaluation Rubric*, and 1 TEAM observation using the *TEAM Evaluation Rubric* with each candidate they are supervising (see assessment schedule below).

University supervisors' visits will be scheduled in advance and supervisors will collaborate with candidates to schedule visits and share their expectations for pre- and/or post-conferences. **Candidates MUST use the ETSU Lesson Plan Template for Informal Teaching Evaluations and TEAM Evaluations completed by their university supervisors and submit lesson plans a minimum of 2 days before scheduled observations.**

If residency candidates are not making adequate progress, alert the Program Coordinator and/or Department Chair. In some cases, more extensive written documentation of weekly observations or conferences may be requested, or a Developmental Plan may be required. Care should be taken to provide an accurate and specific description of the residency candidate's competencies in evaluations, as these will become a part of the candidate's file.

Assessment Schedule		
Residency Candidate	**University Supervisor**	**Mentor Teacher**
Pre-Residency		
EDA Self-Assessment Residency Field Placement Information		
Residency I		
Lesson Plans for each observation completed by your mentor teacher or university supervisor	Lesson Plan Evaluation	*The Candidate and Mentor Teacher Reflective Discussion Summary* (once a month in Residency I (September, October, and November)
	Informal Teaching Observation (2)	*Residency Candidate Performance Checklist* (required during each supervisor observation visit -3 times during Residency I)
	TEAM Evaluation	Informal Teaching Observation (1)
	Educator Disposition Assessment (EDA)	
Residency II		
Lesson Plans for each observation completed by your mentor teacher or university supervisor	Informal Teaching Observation (2) (One in 1st placement and one in 2nd placement)	Informal Teaching Observation and Rubric (2) (1 time with each residency candidate supported)
Submission of Teacher Performance Assessment (edTPA)	TEAM Evaluation	*The Candidate and Mentor Teacher Reflective Discussion Summary* twice a month during Residency II (January, February, March, and April).
Educator Disposition Self-Assessment (EDA)	Lesson Plan Evaluation	**Residency Candidate Performance Checklist** (Required for each Supervisor Visit- 3 times during Residency II)
	Educator Disposition Assessment (EDA)	
*End of Program Survey	*Supervisor Survey	*Mentor Teacher Survey

Supporting Residency Candidates with the edTPA

Mentor Teacher and University Supervisor

The capstone project for Residency I and II is the edTPA. The edTPA is a nationally available, subject-specific performance assessment designed to assess candidates seeking initial licensure. Modeled after the National Board for Professional Teaching Standards assessments for experienced teachers, the edTPA provides a valid and reliable classroom-based assessment of a teacher candidate prior to licensure. Through edTPA, teacher candidates demonstrate the knowledge, skills, and abilities needed to meet the needs of Tennessee's diverse pre-K-12 learners.

The edTPA is:
• a multiple measure assessment that examines lesson plans, videos of teaching, teaching artifacts (handouts slides, etc.), student work samples, narrative explanations/rationales, and reflections as evidence of candidate preparedness;
• focused on student learning and principles from research and theory; and
• designed to be educative for candidates, preparation programs, and policy makers

The state of Tennessee is committed to ensuring that novice teachers are prepared to meet the diverse needs of Tennessee students. Performance-based assessments, such as the edTPA, are designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. The edTPA has replaced the Professional Learning and Teaching (PLT) exam for most endorsement areas and is a licensure requirement. Candidates enrolled in traditional educator preparation programs are required to have qualifying edTPA scores prior to licensure.

Residency candidates complete the edTPA during their residency year. Supporting candidates as they prepare to become licensed educators is a collaborative effort that involves multiple stakeholders. Candidates work with their mentor teachers, university supervisors, and EPP faculty to determine a schedule for completion that is appropriate for the classroom and meets the necessary deadlines. Mentor teachers will assist candidates in identifying appropriate concepts and objectives for the learning segment in the Teacher Performance Assessment (edTPA). See the edTPA Handbook for more information on identifying content for the edTPA learning segment.

Main components of the edTPA Portfolio	
Planning	Lesson plans, instructional materials, student assignments, assessments, commentary that justifies how plans meet student learning needs
Instruction	Unedited video clips, commentary that analyzes student engagement in learning
Assessment	Samples of student work, feedback to identified focus students, commentary that analyzes student learning and justifies next steps for teaching
Analysis of teaching	Planning, instruction, and assessment commentaries
Academic language	Unedited video clips and/student work samples, planning and assessment commentaries

*Residency candidates are also required to attend all edTPA support seminars at ETSU. Failure to attend Residency I and II Seminars will affect candidates' performance on the Teacher Performance Assessment and their overall grade for Residency I and II as well as ability to obtain licensure.

**In order for candidates to begin filming for edTPA, candidates must receive parental consent for their child to be included in the filming. If the parent does not provide consent for their child to be filmed, the child should remain in the classroom, but cannot be included in the filming. Students will provide parental consent (both English and Spanish versions) for filming.

Mentor Teacher Support

The primary role of mentors remains the same as candidates complete their edTPA—support residency candidates during their residency year as they strengthen clinical skills needed to become an effective teacher. Receiving mentor feedback and engaging in professional dialogue with an experienced educator can be beneficial to residency candidates as they complete each of the edTPA tasks. Mentors should openly discuss any edTPA related expectations and questions with residency candidates and university supervisors early in the clinical experience. Mentor teachers should get acquainted with the edTPA through meetings and documents provided by the edTPA Coordinator.

Mentor teachers should know that:
• Collecting all consent forms before the video recording is very important. Clinical mentors can help facilitate the distribution and collection of these forms in advance of the teacher candidate's scheduled video recordings. For more information on the value of videotaped lessons, review the AACTE PK-12 Cooperating Teacher Privacy and Classroom Video Recordings document.
• If a student does not have permission to appear in the video, the residency candidates must ensure that the student is not visible yet is still able to receive instruction. Mentor teachers can help determine the best ways to accommodate these needs.
• Residency candidates will have a timeline for portfolio completion. Candidates should work with mentor teachers to develop a planning and teaching schedule based on the needs of the class and the various edTPA related expectations and due dates.
• Residency candidates need to teach 3-5 consecutive lessons as a part of the assessment. It is important that they work with their mentor teachers to determine how to fit this appropriately into the class schedule and meet the dates set by their EPP for edTPA submission.

Building Administrator Support

Placing candidates with effective mentor teachers in Tennessee schools is one significant way that school districts support the work of EPPs in building Tennessee's teacher pipeline. District and building administrators should know that:

• The videotaped lesson and student work samples are two major components in the candidates' edTPA portfolio that require parent permissions. All consent forms must be collected before a candidate records video of her/his teaching. For more information on the value of videotaped lessons, review the AACTE PK-12 Administrators Privacy and Classroom Video Recording document.
• Districts should communicate with partner EPPs to review any existing district-based permission/consent forms to determine whether they are adequate or must be amended to the meet district or school requirements.
• EPPs can also provide additional information about supporting candidates in following all security requirements.

For additional information regarding edTPA Permissions, Confidentiality, and Data Security

https://www.tn.gov/content/dam/tn/education/licensure/edprep/edTPA_Info_for_Districts_508CR.pdf

Mentor Teacher and University Supervisor

Pre-Residency and Residency I

Candidates are eligible to substitute during their Pre-residency and Residency I term as defined by ETSU. In order for residency candidates to become eligible for substitute teaching during Pre-residency and Residency I, they will need to complete substitute training offered through the school district where they are completing their residency year. Candidates may count district substitute training toward their residency hours; however, candidates **may NOT count time substituting toward their required Pre-residency or Residency I hours.**

Residency II

Candidates are eligible to substitute up to 5 days during their Residency II term as defined by ETSU. Candidates are NOT allowed to substitute <u>before</u> edTPA filming in Residency II.

In order for residency candidates to become eligible for substitute teaching during Residency II, they will need to complete the following protocol:
1. Attend substitute training offered through the school district where they are completing their residency.
2. Once training is complete, the candidate will need to complete the **Candidate to Substitute Agreement** which requires approval signatures from their mentor teacher, school principal, ETSU supervisor, and ETSU seminar leader.
3. After the agreement is complete with signatures, the candidate should email the contract to their ETSU supervisor and upload into Watermark.
4. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the Watermark time log.

**District substitute training during Residency II is considered an excused absence while candidates are attending the training. Candidates should attach training documentation to their Watermark account for their absence.

Additional Substituting Guidelines

Candidates are allowed to substitute in three settings but the preference must be in the following order:
1. **Classroom of mentor teacher**
2. **Another classroom in the school they are assigned**-this requires mentor teacher and ETSU supervisor approval
3. **A classroom in another school within the district**- this requires advance notice and must be approved by the mentor teacher and ETSU supervisor

*Candidates may be removed from eligibility for substitute teaching at any time, for any reason or for no reason, by the principal of the school, mentor teacher, and/or ETSU Supervisor, or seminar leader.

**Long-term substituting must receive prior approval through the Office of Educator Preparation.

***When substituting, the candidate is acting as a substitute for the school system rather than as a teacher candidate for ETSU. Candidates will abide by all policies, rules and regulations of the school system while performing the duties of a substitute teacher.

MENTOR TEACHER AND UNIVERSITY SUPERVISOR RESOURCES

Candidate and Mentor Reflective Discussion Summary

In order to support professional growth of residency candidates, opportunities for frequent and ongoing reflection between mentors and candidates are necessary and expected. Mentor teachers and candidates should set aside a scheduled time to reflect on the candidate's progress while identifying their strengths and an area of refinement to focus on. These discussions are also an excellent time to provide candidates with strategies that will offer support and foster success.

This *Candidate and Mentor Reflective Discussion Summary* should be used to record strengths and refinements mentioned during these reflective discussions and should be signed and added as an attachment to Watermark for the university supervisors to review.

To show evidence of these discussions throughout the residency year, we are asking for these reflective conversations to be documented on this format least <u>once a month</u> during Residency I (September, October, and November). These reflective conversations should be documented at least <u>twice a month</u> during Residency II (January, February March, and April).

Reflective Discussion Summary for the month of: _____

Strengths

Area of Refinement

Strategies for Improvement

Residency Candidate Signature: _____ Date: _____

Mentor Teacher Signature: _____ Date: _____

Residency Candidate Performance Checklist*

Please complete and attach to Watermark before each supervisor visit 3 times each semester.

Name of Mentor: _____ Date: _____

Name of Residency Candidate: _____ Program: _____

Please check the level at which your Teacher Candidate performs	Meets Expectations	Developing	Needs Improvement
Demonstrates Effective Oral Communication Skills			
Professional language, grammar, and word choice			
Encourages participatory behaviors			
Demonstrates Effective Written Communication Skills			
Communicates respectfully and positively			
Precise spelling and grammar			
Demonstrates Professionalism			
Responds promptly to communication and submits all assignments			
Exhibits punctuality and attendance			
Maintains ethical standards of practice			
Collaborative group member who participates inproductive outcomes			
Keeps inappropriate personal life issues out of theclassroom			
Demonstrates a Positive and Enthusiastic Attitude			
Actively seeks solutions to problems without complaint			
Tries new ideas and activities			
Positive affect with student using verbal/nonverbal cues			
Demonstrates Preparedness in Teaching and Learning			
Accepts constructive feedback with implementation			
Learns and adjusts from experience and reflection			
Arrives prepared with needed materials			
Alters lesson in progress when needed			
Exhibits an Appreciation of and Value for Cultural and Academic Diversity			
Embraces diversity through inclusive activities and behaviors			
Creates safe classroom with zero tolerance of negativity			
Collaborates Effectively with Stakeholders			
Demonstrates flexibility			
Maintains a respectful tone at all times.			

Proactively shares teaching strategies through collaboration			
Demonstrates Self-Regulated Learner Behaviors/Takes Initiative			
Recognizes weakness and seeks solutions before askingfor support			
Researches and implements effective teaching styles			
Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability			
Demonstrates maturity and self-regulation			
Demonstrates perseverance and resilience (grit)			
Demonstrates a sensitivity to feelings of others.			

*Residency Candidate Performance Checklist references dispositions from the Educational Disposition Assessment (EDA) instrument created by Watermark Insights, LLC.

Additional Comments:

Mentor Signature_____Candidate Signature_____

Mandatory Reporting

All members of the University community are responsible for compliance with Tennessee laws on mandatory reporting of child abuse and child sexual abuse. Go to the Tennessee Department of Children's Services website to find out more information on how to identify and report child abuse and child sexual abuse. Please go to the following website to find detailed information from the Tennessee Department of Children's Services on how to identify and report child abuse and child sexual abuse: http://www.tn.gov/youth/childsafety.htm

University students placed in school districts should proactively ask the school site for the school's procedures for mandatory reporting and adhere to those reporting structures when possible.
View full Mandatory Reporting protocol here.

The following is a summary of key provisions of Tennessee law on mandatory reporting of child abuse and child sexual abuse.

Who Must Report

Tennessee law mandates reporting by **any person** who has knowledge of physical or mental harm to a child if: (1) the nature of the harm reasonably indicates it was caused by brutality, abuse, or neglect; or (2) on the basis of available information, the harm reasonably appears to have been caused by brutality, abuse, or neglect.

Tennessee law also mandates reporting by **any person** who knows or has reasonable cause to suspect that a child has been sexually abused, regardless of whether it appears the child has sustained an injury as a result of the abuse. The Tennessee mandatory reporting laws define a child as a person under 18 years of age.

How to Report

External Steps for Reporting

Call 911 if the situation is a life-threatening emergency. In other cases, a report of child abuse or child sexual abuse must be made immediately to one of the following four authorities:

- The Tennessee Department of Children's Services (reports can be made by calling the Central Intake Child Abuse Hotline at 1-877-237-0004);
- The sheriff of the county where the child resides;
- The chief law enforcement official of the city where the child resides; or
- A judge having juvenile jurisdiction over the child.

Please note that University police departments are not included in the list of authorities. Reporting to University police, a supervisor, or any other University official or employee does not satisfy and individual's duty to report child abuse or child sexual abuse to one of the authorities listed above.

Internal Steps for Informing

The following steps should be followed internally to keep all parties abreast of the reporting status:

- The university student should inform their immediate *University supervisor* or *department chair* of the intended report.
- The *university supervisor* or *department chair* should inform the Office of Educator Preparation of the intended report.
- The Office of Educator Preparation should inform the Associate Dean of Educator Preparation of the intended report.
- The Mandatory Reporting Team will determine next steps regarding any change in the student's placement given the context of the report.
- **Should the student need assistance in making the report, the student will work directly with the Mandatory Reporting Team.**

PARTNERING SCHOOL DISTRICT and

ETSU, CLEMMER COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE TO SUBSTITUTE CONTRACT

I, _____, acknowledge that I have completed substitute training on _____ with
           (Student Name)   (Date)
_____ and am eligible to Substitute teach with approval by my mentor teacher, principal, ETSU
          (School District)
Supervisor and seminar leader.

After completing edTPA filming, candidates are allowed to substitute for no more than five (5) days during the Residency II term as defined by ETSU. Candidates are allowed to substitute in three settings, but the preference must be in the following order:
    a.   Classroom of mentor teacher
    b.   Another classroom in the school they are assigned-requires mentor teacher and ETSU supervisor approval.
    c.   A classroom in another school-requires advance notice and must be approved by mentor teacher and ETSU supervisor.

Initial by each of the following points to acknowledge reading them.

_____   I also acknowledge that I am prepared to accept the responsibility of serving as a substitute teacher and freely choose to serve in this capacity.

_____   I also acknowledge that once I agree to be a substitute, I am acting as a substitute with the placement district rather than as a teacher candidate for East Tennessee State University (ETSU).

_____   I will abide by all policies, rules and regulations of the school system while performing the duties of substitute teacher.

_____   I will not let substituting in my placement district interfere with my attendance in ETSU courses or with completion of assigned work in or related to those courses.

_____   I am responsible for recording dates, locations, licensure area, and grade level of my substitute experience on the Watermark time log.

_____   I acknowledge that I am only allowed to substitute after I have completed the edTPA filming in Residency II.

_____   I may be removed from eligibility for substitute teaching at any time, for any reason or for no reason, by the principal of the school, in which I am completing Residency II, or by my ETSU supervisor or seminar leader.

_____   I agree to *comply with Titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 172, Section 504 of the Rehabilitation Act of 197, and the related regulations of each. As such, I will not discriminate against any individual because of race, religion, creed, color, gender, age, handicap or national origin. Nor ETSU or placement district is responsible for personal injury or property damage or loss except that resulting from its own negligence or those within its control or employ.*

When substituting, candidates should ask the school administrator to provide a teacher in the school, in addition to their mentor, to serve as a support and contact for assistance if needed during a substitute teaching assignment. By signing this document, candidates acknowledge they agree to the Candidate to Substitute Contract.

_____   _____   _____
Student Signature   E#   Date

In addition to substitute training and contract acknowledgement, candidates must also obtain approval from their mentor teacher, principal at their placement school, and their ETSU supervisor and seminar leader. Once all signatures have been obtained, candidates should make a copy of this agreement for their records, email this original document to their ETSU supervisor, and attach a copy in Watermark.

_____   _____
Mentor Signature   Date   Principal Signature   Date

_____   _____
Supervisor Signature   Date   Seminar Leader Signature   Date

CLEMMER COLLEGE *of* EDUCATION *and* HUMAN DEVELOPMENT
EAST TENNESSEE STATE UNIVERSITY

Clemmer College of Education and Human Development, Office of Educator Preparation
Residency II Professional Development Request for Approval

Teachers who participate in effective professional development and implement research-based strategies in their classroom have stronger teaching practices, which can be linked to higher student achievement. As an educator preparation program, we encourage Residency candidates to participate in effective professional development (Darling-Hammond, 2017).

Candidates who would like to attend a professional development event during Residency II must complete a Professional Development Request for Approval form. The professional development event during Residency II will be considered if 1) a completed Professional Development Request for Approval is completed with all required signatures, and 2) it has been turned in to the Office of Educator Preparation a minimum of 2 weeks in advance. If the event is approved, candidates will be excused for the day(s) they attended the professional development event; however, days missed for travel will not be excused and will need to be made up.

Name_____   E#_____

ETSU email: _____Program of Study_____

Title of professional development event_____

Date(s) of professional development event_____ Location _____

Describe why you would like to attend this professional development event. Please be specific and thorough in your explanation. Indicate how this professional development aligns with your program of study and how you plan to share the new information you have learned. You may attach an additional sheet if needed.

_____

_____

_____

_____

_____

After attending the professional development event, the candidate agrees to:
   a. Attach a copy of the agenda from the professional development event in Watermark.
   b. Complete a reflection of the professional development event, which includes how you will use content from this event with students you are currently teaching or will be teaching in the future.

_____   _____
Mentor Teacher   Date   ETSU Supervisor   Date

_____   _____
Department Chair   Date   Director of Field Experiences and Residency   Date

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

CLEMMER COLLEGE of EDUCATION and HUMAN DEVELOPMENT
EAST TENNESSEE STATE UNIVERSITY
OFFICE OF EDUCATOR PREPARATION
P.O. Box 70685
Johnson City, TN 37614

Dear Parent/Guardian,

I am a teacher candidate from East Tennessee State University. I will be working in your child's classroom as part of my residency requirement. I am excited to have the opportunity to apply the skills and knowledge I have learned in my coursework at ETSU in this classroom.

During this semester, I will need opportunities to record lessons with students as part of the requirements to obtain teacher licensure. These recordings will only be used to evaluate my teaching and will not be shared in any other capacity. Typically, these recordings will occur during a live classroom session; however, due to Covid19, the recorded sessions might also be completed through an online platform such as Google Meet. While the video recording will involve both the teacher and various students, the primary focus is on teacher instruction, not on the students in the class.

In order to complete these assignments, I need your permission to video in your child's classroom. By signing below, you give your permission for these recordings.

Sincerely,

_____

ETSU Residency Candidate

_____   _____

Student's Name   School

_____   _____

Parent Signature   Date

CLEMMER COLLEGE *of*
EDUCATION *and*
HUMAN DEVELOPMENT
EAST TENNESSEE STATE UNIVERSITY

OFFICE OF EDUCATOR PREPARATION
P.O. Box 70685
Johnson City, TN 37614

Estimados Padres/Tutores,

Soy estudiante de pedagogía en East Tennessee State University. Estaré trabajando en el salón de clase de su hijo(a) como parte de los requisitos de grado para obtener mi licencia de maestro(a). Me alegra poder tener la oportunidad de poner en práctica las habilidades y el conocimiento que he adquirido durante mis estudios en ETSU en este salón de clase.

Durante este semestre, tengo que grabar lecciones con los estudiantes como parte de los requisitos para obtener mi licencia para enseñar. Estas grabaciones se usarán exclusivamente para evaluar mis habilidades como maestro(a) y no se compartirán fuera de este salón de clase. Por lo general, se hacen estas grabaciones durante una sesión de clase en vivo, pero, debido al Covid 19, puede ser que las grabaciones se lleven a cabo a través de una plataforma electrónica como Google Meet. Aunque la grabación involucrará tanto al maestro como a varios estudiantes, se centrará en la enseñanza y no en los estudiantes.

Para poder llevar a cabo estas grabaciones, le pido su permiso para grabar en el salón de clase de su hijo(a). Al firmar abajo, usted da su consentimiento para que se hagan dichas grabaciones.

Atentamente,

_____

Estudiante de pedagogía de ETSU

_____   _____

Nombre de estudiante (hijo/a)   Nombre de la a escuela

_____   _____

Firma de los padres/tutores   Fecha

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CLEMMER COLLEGE of EDUCATION and HUMAN DEVELOPMENT
EAST TENNESSEE STATE UNIVERSITY

ETSU RESIDENCY CANDIDATE

ATHLETIC COACHING CONTRACT for RESIDENCY II

I, _____, have been offered an athletic coaching contract beginning on _____

      (Candidate's name)   (Date)

in the sport of _____ with _____, and am eligible to coach with

                       (sport)   (School District)

approval by my mentor teacher, ETSU supervisor, seminar leader, and coaching supervisor.

According to Tennessee State Board Policy, candidates in a student teaching clinical practice shall complete at least fifteen (15) weeks of full-time student teaching during one (1) semester in order to be recommended for licensure. The candidates first priority is to successfully carry out student teaching responsibilities and assignments. This includes remaining in their placement for the full school day and attending any before or after school responsibilities with their mentor teacher. Commitments other than student teaching during Residency II must take a secondary place.

Athletic coaching has traditionally been a way for future teacher educators to build rapport and relationships, as well as gain professional experience within the local school system. Residency candidates may find athletic coaching to be a major time commitment, one that sometimes requires modification of the teaching schedule. It can also affect planning and preparation in ways that can negatively impact the success of classroom teaching. Residency candidates may not accept a coaching position during Residency II unless they have prior approval from their Department Chair or Program Coordinator, seminar leader, mentor teacher and coaching supervisor.

If a candidate is approved to complete athletic coaching during Residency II, their coaching commitments cannot be excuses for failing to meet the commitments of Residency II. If coaching commitments become problematic in terms of attendance and performance, the mentor teacher should contact the ETSU supervisor immediately and the candidate will be given a choice of withdrawing from his/her residency or making the adjustments necessary to give full attention to the program. To ensure a candidate's success, we ask that the residency candidate and coaching staff adhere to the guidelines below:

    a. Residency II placement is the residency candidates first priority.
    b. Residency candidates should remain in their placement for the full school day. Candidates should not leave their placement early for daily practices or scheduled games.
    c. If for some reason the residency candidate is in a critical role and needs to leave early for an event, prior approval from their mentor teacher and ETSU supervisor must be given. Time missed during Residency II will also need to be made up.

Candidates should initial by each of the following points to acknowledge reading them.

_____ I acknowledge that I am prepared to accept the responsibility of serving as an athletic coach and freely choose to serve in this capacity.

_____ I also acknowledge that once I agree to be an athletic coach, I am acting as an athletic coach with the district who I have a signed coaching contract rather than as a teacher candidate for East Tennessee State University.

_____ I will abide by all policies, rules and regulations of the school system I hold a coaching contract with while performing the duties of an athletic coach.

_____ I will not let athletic coaching interfere with my attendance in my residency placement and ETSU seminar courses, or with the completion of assigned work related to my placement or coursework.

_____ I acknowledge I may be given a choice of ending my coaching responsibilities or withdrawing from Residency II at any time if athletic coaching begins to interfere with my commitments and requirements of Residency II.

_____ I agree to *comply with Titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 172, Section 504 of the Rehabilitation Act of 197, and the related regulations of each. As such, I will not discriminate against any individual because of race, religion, creed, color, gender, age, handicap or national origin. Nor ETSU or placement district is responsible for personal injury or property damage or loss except that resulting from its own negligence or those within its control or employ.*

Residency candidate must attach the practice and game schedule along with the head coach's name and contact information to this contract.

By signing this document, you acknowledge that you agree to the ETSU Residency Candidate Athletic Coaching Agreement during Residency II.

_____   _____   _____

Student Signature   E#   Date

In addition to this contract acknowledgement, you must also obtain approval from your mentor teacher, coaching supervisor, ETSU supervisor and seminar leader. Once all signatures have been obtained, please make a copy of this agreement for your records and email this original document to your ETSU supervisor and upload in to Watermark.

Mentor Signature	Date	Coaching Supervisor Signature	Date

ETSU Supervisor Signature	Date	Seminar Leader Signature	Date

Observation and Evaluation Schedule				
Residency I				
**Required initial visit for Residency Candidate, University Supervisor and Mentor Teacher prior to 1st Observation if not completed during Pre-residency. ** (In-person or Zoom)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Complete and upload in Watermark SLL by **September 30**	**Teaching Lesson 1**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days priorto lesson) 2.) Teach lesson during supervisor visit	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment. 2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit. 3.) Meet with supervisor about residency candidate performance
Complete and upload in Watermark SLL by **September 30**	**Teaching Lesson 2**	1.) Submit mentor teacher approved lesson plan for mentor teacher and university supervisor to review to review (minimum 2 days prior to lesson) 2.) Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 1**	1.) Review lesson plan for content before candidate teachers lesson. 2.) Observe Teaching Lesson and complete **Informal Teaching Evaluation** in Watermark SSL 3.) Provide coaching feedback with candidate on lesson plan and instruction
Complete and upload in Watermark SLL by **October 30**	**Teaching Lesson 3**	1.) Submit ETSU lesson plan for mentor teacher to review (minimum 2 daysprior to lesson) 2.) Attach lesson plan into Watermark SLL (minimum 2 days prior to lesson) 3.) Teach lesson during supervisor visit	1.) Complete **CAEP Lesson Plan Rubric** located in assessments in Watermark SLL 2.) Observe Teaching Lesson and complete **TEAM Rubric** located in assessments in Watermark SLL 3.) Provide coaching feedback tocandidate on lesson plan and instruction using CAEP Lesson Plan Rubric and TEAM Rubric 4.) Check with mentor about residency candidate performance	1.) Review lesson plan for content before candidate teachers lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit.
Complete and upload in Watermark SLL by **November 30**	**Teaching Lesson 4**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days prior to lesson) 2.) Teach lesson during Supervisor visit	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment in Watermark SLL. 2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit.
Completed by **December 15**	**Final Assessment**	1.) Meet with Supervisor (in-person or zoom) 2.) Complete **EDA Self-assessment** in Watermark SLL.	1.) Meet with residency candidate(in-person, or Zoom) 2.) **Complete Educator Disposition Assessment (EDA)** in Watermark SLL with	1.) Provides feedback to university supervisor for Educator Disposition Assessment (EDA)

			candidate	
	Survey			1.) Complete Mentor Teacher Survey via email (For mentor teachers with off schedule Residency II candidates only).

	Observation and Evaluation Schedule			
	Residency II			
	Required initial visit for Residency Candidate, University Supervisor and Mentor Teacher prior to 1st Observation Visit. ** **(For off-schedule students completing Residency II only.) (In-person or Zoom)			
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Complete and upload in Watermark SLL by **January 31**	**Teaching Lesson 1**	1.) Submit mentor teacher lesson plan for mentor teacher and university supervisor to review to review (minimum 2 daysprior to lesson) 2.) Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 1**	1.) Review lesson plan for content before candidateteaches less on. 2.) Observe Teaching Lesson and complete **Informal Teaching Evaluation** in Watermark SLL 3.) Provide coaching feedback with candidate on lesson plan and instruction
Complete and upload in Watermark SLL by **February 15**	**Teaching Lesson 2**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days priorto lesson) 2.) Teach lesson during supervisor visit	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment. 2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit. 3.) Meet with supervisor about residency candidate performance
Complete and upload in Watermark SLL by **March 13**	**Teaching Lesson 3**	1.) Submit ETSU lesson plan for mentor teacher to review (minimum 2 daysprior to lesson) 2.) Attach lesson plan into Watermark SLL (minimum 2 days prior to lesson) 3.) Teach lesson during supervisor visit	1.) Complete **CAEP Lesson Plan Rubric** located in assessments in Watermark SLL 2.) Observe Teaching Lesson and complete **TEAM Rubric** located in assessments in Watermark SLL 3.) Provide coaching feedback tocandidate on lesson plan and instruction using CAEP Lesson Plan Rubric and TEAM Rubric 4.) Check with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit.
March 4	**Placement Switch for Most Licensure Areas**			
Complete and upload in Watermark SLL by **April 14**	**Teaching Lesson 4**	1.) Submit mentor teacher approved lesson plan for mentor teacher to review (minimum 2 days prior to lesson) 2.) Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 4**	1.) Review lesson plan before candidate teaches lesson. 2.) Observe Teaching Lesson and complete **Informal Teaching Evaluation** located in Watermark SLL & include any notes taken as an attachment 3.) Provide coaching feedback with candidate on lesson plan and instruction
Complete and upload in Watermark	**Teaching Lesson 5**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days prior to lesson)	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment in	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance**

		2.) Teach lesson during Supervisor visit	Watermark SLL. 2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	**Checklist** and attach to Watermark SLL before university supervisor visit.
SLL by **April 28**				
Completed by **Last Day of Classes (April 28)**	**Final Assessment**	1.) Meet with Supervisor (in-person or zoom) 2.) Complete **EDA Self-assessment** in Watermark SLL.	1.) Meet with residency candidate(in-person, or Zoom) 2.) **Complete Educator Disposition Assessment (EDA)** in Watermark SLL with candidate	1.) Provides feedback to university supervisor for Educator Disposition Assessment (EDA)
	Survey	1.) Complete End of Program Survey via email	1.) Complete Supervisor Survey of Mentor Teachers via email	1.) Complete Mentor Teacher Survey via email

Informal Teaching Evaluation

Residency Candidate_____Date_____ Lesson #_____

School_____Grade_____ Content_____

Designing and Planning Instruction	Score	Goals for Future Observations		
Instructional Plans (IP)		**Reinforcement objective:**		
Student Work (SW)				
Assessment (AS)				
Learning Environment	**Score**			
Expectations (EX)				
Managing Student Behavior (MSB)				
Environment (ENV)		**Refinement Objective:**		
Respectful Culture (RC)				
Instruction	**Score**			
Standards and Objectives (SO)				
Motivating Students (MS)				
Presenting Instructional Content (PIC)				
Lesson Structure and Pacing (LSP)				
Activities and Materials (ACT)				
Questioning (QU)				
Academic Feedback (FEED)				
Grouping Students (GRP)				
Teacher Content Knowledge (TCK)		**EdTPA**		
Teacher Knowledge of Students (TKS)		*Supervisors may discuss how this observation aligns with the edTPA effective teaching cycle (planning, instruction, assessment, academic language, subject-specific emphasis).*		
Thinking (TH)				
Problem Solving (PS)				

Observer Signature_____ Date_____

Residency Candidate Signature_____ Date_____

Informal Teaching Evaluation Rubric

Level 5 A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail. He/she meets ambitious teaching and learning goals. Model of exemplary teaching.	Level 4 A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently.	Level 3 A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities describes in the rubric.	Level 2 A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently.	Level 1 A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them.
Planning				
Environment				

Managing Student Behavior

• Students are consistently well behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.		• Students are mostly well behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but at other times, stops the lesson to address it. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.		• Students are not well behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction

Respectful Culture	Teacher-student interactions demonstrate caring and respect for oneanother. • Students exhibit caringand respect for one another. • Positive relationshipsand interdependence characterize the classroom.		Teacher-student interactions are generallyfriendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respectfor the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.		Teacher-student interactions are sometimes authoritarian,negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptiveto interests and opinions of students.

Instruction

Standards and Objectives	Standard aligned Learning Objectives are *clearly:* • Communicated. • Referenced throughout lesson/reinforced in closure. • Consistently connectedto previously learned material, life experience, or to another discipline. • Expectations of studentsare clear, demanding, and high. • Evidence that most students demonstrate mastery of the daily objective		Standard aligned Learning Objectives are: • Communicated • Referenced throughout lesson/reinforced in closure. • Connected to previously learnedmaterial • Expectations of students are clear. • Evidence that most students demonstrate mastery of the daily objective		Learning objectives: • Are not aligned with state standards. • Are not communicated or poorly communicated. • Are not referenced throughout lesson. • Are not connected topreviously learned material. • Expectations of students are vague • Evidence that few students demonstrate mastery of the daily objective.

Motivating Students	• The teacher consistentlyorganizes the content sothat it is personally meaningful and relevantto students. • The teacher consistentlydevelops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewardseffort.		• The teacher sometimesorganizes the content so that it is personally meaningful and relevant to students. • The teacher sometimesdevelops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewardseffort.		• The teacher rarely organizes the content sothat it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewardseffort.
Presenting Instructional Content	Includes ALL of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new conceptsor ideas. • Modeling, demonstrations, Think Alouds. • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		Includes MOST of the following: • Visuals that establish purpose, organization, and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new conceptsor ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		Includes FEW of the following: • Visuals that establish purpose, organization,and summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, ThinkAlouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• Lesson starts promptly. • Lesson has coherent structure (beginning, middle, and end) withSet/Motivator and Closure • Pacing is appropriately brisk. • No instructional time lost during transitions.Routines are seamless.		• Lesson starts promptly. • Lesson has structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriate • Little instructional time is lost during transitions and routinesare efficient		• Lesson does not startpromptly. • Lesson is missing closure or introductoryelements. • Pacing is appropriatefor less than 1/2 of class. • Considerable time lostduring transitions.

	Activities/materials include ALL of the following:		Activities and materials include MOST of the following:		Activities and materials include FEW of the following:
Activities and Materials	o Support the lesson objective. o Are challenging; elicit a variety of thinking. o Sustain students' attention and are relevant to students. o Provide opportunities for student-student interaction. o Engage all students. o Incorporate multimedia or technology o Use of resources beyond the text • Games, simulations, experiments, or creations • Preponderance of activities demand complex thinking and analysis. • Texts and tasks are appropriately complex.		o Support the lesson objective. o Are challenging; elicit a variety of thinking. o Sustain students' attention and are relevant to students. o Provide opportunities for student-student interaction. o Engage majority of students. o Incorporate multimedia or technology o Use of resources beyond the text • Texts and tasks are appropriately complex		o Support the lesson objective. o Are challenging; elicit a variety of thinking. o Sustain students' attention and are relevant to students. o Provide opportunities for student-student interaction. o Engage students. o Use of multimedia or technology o Use of resources beyond the text
Questioning	Description of Questions includes most of these: • Varied, including higher ordered thinking • Ask students to cite evidence during lesson. • Sequenced with attention to instructional goals • require active responses • purposeful and coherent • assess and advance student learning • Questioning: • A high frequency of questions is asked. • Wait time (3-5 seconds) is consistently		Description of Questions: • Varied, including higher ordered thinking • Usually require students to cite evidence. • Sometimes sequenced with attention to instructional goals • Sometimes require active responses • usually purposeful and coherent • Questioning: • A moderate frequency of questions is asked. • Wait time is sometimes		Teacher questions are inconsistent in quality and include few question types. • Questions random and lack coherence • Rarely sequenced with attention to instructional goals • Rarely require active responses • Questioning: • A low frequency of questions is asked. • Wait time is inconsistently provided. • Teacher mostly calls on volunteers and high-ability students.

	provided • Teacher calls on volunteers and non- volunteers and a • balance of students based on ability and gender • Students generate questions that lead to further inquiry and self- directed learning.		provided. • Teacher calls on volunteers and non- volunteers and a balance of students based on ability and gender			
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, high-quality and references objectives. • Feedback is frequently given during guided practice/ homework review. • Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. • Feedback from students is regularly used to adjust instruction. • Teacher engages students in giving specific and high- • quality feedback to one another.		• Oral and/or written feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice/homework review. • Teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.		• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice of homework review. • The teacher circulates during instructional activities but mostly monitors behavior. • Feedback from students is rarely used to monitor and adjust instruction.
Teacher Knowledge of Students	• Teacher Practices display understanding of each student's anticipated learning difficulties • Regularly incorporate student interests and/or cultural heritage. • • Regularly provides differentiated methods or content to ensure student have the opportunity for mastery.		• Teacher practices display understanding of some student anticipated learning difficulties. • Sometimes incorporate student interests and/or cultural heritage. • Sometimes provides differentiated methods or content to ensure student have the opportunity for mastery.		• Teacher Practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Rarely incorporate student interests or cultural heritage. • Demonstrate little • differentiated methods or content.

TEAM Educator Observation Form

Observer _____   Announced ☐   Unannounced ☐
Teacher Observed _____ _____
School Name _____   Observation Number _____
Date: ___ / ___ / _____   Time: _____

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

Reinforcement Objective:
Indicator: _____
Notes:

Refinement Objective:
Indicator: _____
Notes:

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Observer Signature _____   Date _____
Teacher Signature _____   Date _____

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General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	• Most learning objectives are communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.	• Few learning objectives are communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

Activities and Materials	Activities and materials include all of the following: ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. • The preponderance of activities demand complex thinking and analysis. • Texts and tasks are appropriately complex.	Activities and materials include most of the following: ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • Texts and tasks are appropriately complex.	Activities and materials include few of the following: ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student to student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).
Questioning	Teacher questions are varied and high-quality, providing a balanced mix of question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions require students to regularly cite evidence throughout lesson. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g.,	Teacher questions are varied and high-quality providing for some, but not all, question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions usually require students to cite evidence • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided.
	• whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. • Questions regularly assess and advance student understanding • When text is involved, majority of questions are text based	group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • When text is involved, majority of questions are text based	• The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.

Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

Thinking	The teacher thoroughly teaches two or more types of thinking:
	  ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
	  ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
	  ○ creative thinking, where students create, design, imagine, and suppose; and
	  ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.
	The teacher provides opportunities where students:
	  ○ generate a variety of ideas and alternatives;
	  ○ analyze problems from multiple perspectives and viewpoints; and
	  ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.
		The teacher thoroughly teaches one type of thinking:
		  ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
		  ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
		  ○ creative thinking, where students create, design, imagine, and suppose; and
		  ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.
		The teacher provides opportunities where students:
		  ○ generate a variety of ideas and alternatives; and
		  ○ analyze problems from multiple perspectives and viewpoints.
			The teacher implements no learning experiences that thoroughly teach any type of thinking.
			
			The teacher provides no opportunities where students:
			  ○ generate a variety of ideas and alternatives; or
			  ○ analyze problems from multiple perspectives and viewpoints.

Problem-Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

General Educator Rubric: Planning

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

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	   o are aligned to state standards.
	   o are sequenced from basic to complex.
	   o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	   o provide appropriate time for student work, student reflection, and lesson unit and closure;
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		   o are aligned to state standards.
		   o are sequenced from basic to complex.
		   o build on prior student knowledge.
		   o provide appropriate time for student work, and lesson and unit closure;
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners; and
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			   o are rarely aligned to state standards.
			   o are rarely logically sequenced.
			   o rarely build on prior student knowledge.
			   o inconsistently provide time for student work, and lesson and unit closure;
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks; and • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and • include performance checks, although the purpose of these checks is not clear.

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes an failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are all easily and readily accessible. • displays student work that frequently changes. • is arranged to promote individual and group learning.	The classroom: • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible. • displays student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arrange to promote group learning.
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

Category	Below Expectation (1.000pt)	Meets Expectation (2.000 pts)	Exemplary (3.000 pts)	Feedback to Candidate
CURRICULUM STANDARD(S) - Candidate identifies one or more state curriculum standard(s). CAEP 1.4 INTASC 7	No state standard(s) is/are identified. **OR** Fails to meet the level of 'Meets Expectation'	One or more state standard(s) are identified, but one or more parts is missing (i.e., subject, number, wording, underlined language/vocabulary words)	One or more state standard(s) are identified; standard(s) is/are fully presented (i.e., subject, number, and wording) with the language/vocabulary words underlined.	
ESSENTIAL QUESTION(S) (or I CAN STATEMENTS) - Candidate constructs an essential question(s) (OR I can statements) that is/are in student friendly terms, aligned to the objective(s) of the lesson and identified curriculum standard, written as a question or big idea to drive the instruction. CAEP 1.4 INTASC 7	Inaccurate statement of the essential question(s), I-can statement, or big idea, not aligned to objective(s)/standard(s), and not written in student friendly terms. **OR** Fails to meet the level of 'Meets Expectation'	Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard.	Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard **AND** written in student friendly terms.	
LESSON OBJECTIVE(S)/STUDENT LEARNING OUTCOME(S) - Candidate writes objective(s) to show what students will do using active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge (DOK), state measurable criteria (if applicable), link to standard(s), and incorporate multiple domains of learning. CAEP 1.4 INTASC 7	Objective(s) are not written for what students will learn or be able to do and/or do not use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, do not state measurable criteria (if applicable), and do not link to standard(s). **OR** Fails to meet the level of 'Meets Expectation'	Objective(s) are written to show what students will learn or be able to do. Uses active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), and link to standard(s).	Objective(s) are written to show what students will learn and be able to do Use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), link to standard(s), **AND** incorporates multiple domains of learning.	

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
KNOWING YOUR LEARNERS - Candidate analyzes students' pre-requisite skills (i.e. pre-assessment data; student personal, cultural or community assets; etc.) used to design learning tasks to meet lesson objective(s) grounded in evidence. CAEP 1.1 INTASC 2, 9 TETC 5	Candidate discusses students' pre-requisite skills (including pre-assessment data, student personal, cultural or community assets) to design learning tasks to meet lesson objectives is missing **OR** represents a deficit view of students and their backgrounds. **OR** Fails to meet the level of 'Meets Expectation'	Candidate discusses students' pre-requisite skills including pre-assessment data **OR** student personal, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences.	Candidate discusses students' pre-requisite skills including pre-assessment data **AND** student personal, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences, **Is supported by multiple pieces of evidence AND** with connections to research/theory.	

ASSESSMENTS/EVALUATION Candidate creates and plans for a variety of appropriate assessments (e.g., formative, summative, formal, and/or informal) and provides evidence of how that will be used to monitor all student progress to meet lesson objectives and aligns with state standards. CAEP 1.1 INTASC 6 TETC 6	The assessment(s) is/are missing **OR** does not align with the lesson objectives/state standards **OR** is not appropriate for the student age/grade level. **OR** Fails to meet the level of 'Meets Expectation'	The assessments are **appropriate and provide evidence** of monitoring whole class learning during the learning experience **AND** aligns with lesson objectives and state standards.	The assessments **appropriate and provide evidence** of monitoring learning **AND** are **strategically designed for addressing individuals or small groups of students with specific needs considered** during the learning experience **AND** aligns with lesson objective(s) and state standards.	

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
ASSESSMENTS – ACADEMIC FEEDBACK Candidate selects points within the lesson to provide academic feedback that promotes student understanding of learning objectives. CAEP 1.1 INTASC 6	The plan for academic feedback does not describe teacher actions and/or unrelated to learning objectives OR is developmentally inappropriate. **OR** The plan for academic feedback contains inaccuracies. **OR** The plan for academic feedback is not provided. **OR** Fails to meet the level of 'Meets Expectation'	The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by: **Providing a strategy to address individual learning need(s) OR making connections to prior learning or experiences to improve learning.**	The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by: Providing a strategy to address individual learning need(s) **AND** making connections to prior learning or experiences to improve learning **AND** plans for student-to-student feedback (when appropriate).	
ASSESSMENT/ – MODIFICATIONS Candidate makes modifications to assessments that align with the instructional needs of identified students. CAEP 1.1 INTASC 1 TETC 5 TETC 6	Modifications to assessments are missing or do not align with the instructional needs of identified students (i.e. IEP or 504 plan); modified assessment(s) is/are not included with plan. **OR** Fails to meet the level of 'Meets Expectation'	**Modifications to assessments are planned AND align with the instructional needs of individual students (i.e., ELLs, struggling learners, IEP or 504 plan, Advanced Students, etc.); AND modified assessment tool(s) is/are included with plan.**	Modifications to assessments are planned **AND** align with the instructional needs of individual students (i.e., ELLs, Struggling learners, IEP or 504 plan, Advanced Students, etc.); **AND** modified assessment tool(s) is/are included with plan **AND a justification for the design is based on observations of previous learning and/or assessment data.**	

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
ACADEMIC LANGUAGE- IDENTIFYING AND SUPPORTING LANGUAGE DEMANDS- Candidate identifies vocabulary and language demands and designs methods to support general, targeted, and individuals to help students learn the academic/content vocabulary and language demands CAEP 1.1 INTASC 4	Language demands by the candidate are not consistent with the selected language function OR learning task **OR** Language supports are missing or not aligned with the language demands for the learning task **OR** Fails to meet the level of 'Meets Expectation'	**Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand.** **AND** **Language supports are planned and described and directly support learners understanding and use of language demands**	Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand. **AND** Language supports are planned and described and directly support learners understanding and use of language demands, **with an explanation about how one or more of the language supports are designed or differentiated to meet the needs of students with differing language needs.**	
INSTRUCTION – SET/MOTIVATOR Candidate creates a set/motivator that restates and addresses the essential question and engages student interest in the content of the lesson, relates to previous learning, and uses knowledge of students' academic, social, and cultural characteristics. It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 7 TETC 1 TETC 2 TETC 3	Set/Motivator is missing or does not raise interest toward essential question, I can statement, objective(s), unclear what teacher and/or students will do. **OR** Fails to meet the level of 'Meets Expectation'	**Set/Motivator engages student interest and connects with the essential question (I can statement), or objective(s), explaining what teachers will do and what students are expected to do.**	Set/Motivator engages student interest and connects with the essential question, I can statement, objective(s), explaining what teachers will do and what students are expected to do, **AND plans for prompting links to previous learning and uses that knowledge of students' academic, social, and cultural characteristics.**	

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
INSTRUCTION – INSTRUCTIONAL PROCEDURES/LEARNING TASKS Candidate designs instructional procedures/learning tasks that illustrate step-by-step details of lesson content aligned with objectives and utilizing a variety of teaching strategies (e.g. guided practice, independent practice, think-pair-share, think aloud, QAR, etc.). It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 8 TETC 1 TETC 2 TETC 3	Does not align with the objective(s) or addresses only part of objective(s) listed; step-by-step sequencing of lesson is undefined; unclear what teacher and/or students will do; inappropriate teaching strategies used; inaccurate content. **OR** Fails to meet the level of 'Meets Expectation'	**Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step-by-step instructions for what the teacher will do and what students are expected to do.**	Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step-by-step instructions for what the teacher will do and what students are expected to do; **utilizing a variety of teaching strategies beyond guided practice & independent practice (e.g., think-pair-share, think aloud, QAR, etc.).**	

	Below Expectation	Meets Expectation	Exemplary	
INSTRUCTION – QUESTIONS AND/OR ACTIVITIES FOR HIGHER ORDER THINKING – Candidate plans opportunities for questions that are open ended and cannot be answered by yes/no and are asked at throughout the lesson and guide, rather than direct student thinking. CAEP 1.1 INTASC 5	No open ended questions are included in lesson plan, or questions direct student thinking. **OR** Fails to meet the level of 'Meets Expectation'	**Questions are open ended, planned throughout the lesson.**	Questions are open ended, planned throughout the lesson, **and guide, rather than direct student thinking.**	
INSTRUCTION – CLOSURE – Candidate proposes closure activities/activity that makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression. It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 5	No plans for closure; unclear what teacher and/or students will do during closure. **OR** Plans do not include opportunities for students to connect to real-world situations and/or reflect and apply their learning through verbal or written expression. **OR** Fails to meet the level of 'Meets Expectation'	**Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own abilities to apply their knowledge to the content.**	Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own abilities to apply their knowledge to the content **AND discusses how today's learning supports/ relates to tomorrow's learning.**	

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
INSTRUCTION – MEETING INDIVIDUAL NEEDS & GROUP NEEDS– Candidate makes adaptations tied to the learning objective(s) that support specific individual or group learning, including requirements in IEP and 504 plan(s). CAEP 1.1 INTASC 1 TETC 5	No evidence of planned supports. **OR** No plans for any instructional requirements stated in IEPs and/or 504 plan(s). **OR** Fails to meet the level of 'Meets Expectation'	**Adaptations are planned that tie to the learning objectives AND support specific individuals, specific groups, and/or whole group learning.**	Adaptations are planned that tie to the learning objectives AND support individuals or specific groups, and/or whole group learning, **AND the supports are justified based on observations of previous learning and/or assessment data.**	
MATERIALS/RESOURCES– Candidate develops plans that incorporate specific and appropriate materials and resources including how these will be used and modeled to engage students and add value to and improve students' learning. CAEP 1.5 INTASC 4	Materials/ Resources not included in lesson plan; **OR** Not appropriate for content or level of students; **OR** is not modeled for student use, rather is teacher centered. **OR** Fails to meet the level of 'Meets Expectation'	**Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use.**	Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use **AND describes how materials/resources add value, depth, and extend students' learning.**	
TECHNOLOGY Candidates identify technology within the learning task to improve student learning and their own professional growth as teachers. Candidates provide an explanation as to how the technology will improve: (a) student learning environment, (b) support a variety of learning needs, and (c) enhance the design and implementation of formative and summative assessments to inform instruction. ISTE Standards 1, 5, & 6 INTASC 9 TETC 1, 2, 3, 5, 6, & 10	Technology is not identified and explained in the lesson plan; **OR** Not appropriate for content or level of students with diverse learning needs and the student learning environment **OR** Does not include a description of how technology is used to support formative and/or summative assessment to inform instruction **OR** Fails to meet the level of 'Meets Expectation'	**Technology is adequately identified and explains how the technology will improve student learning. AND is appropriate for content or level of students with diverse learning needs and the student learning environment.**	Technology is adequately identified and explains how the technology will improve student learning. **AND** is appropriate for content or level of students with diverse learning needs and the student learning environment. **AND Includes a description of how technology is used to support formative and/or summative assessment to inform instruction**	