CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

2021-2022 Residency Handbook

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

A Letter from the Dean

Dear Residency Candidate,

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

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

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

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

Sincerely,

Dr. Janna Scarborough

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

Clemmer College Administrative Office Directory

CENTRAL OFFICES	LOCATION	PHONE
Office of the Dean	319 Warf-Pickel Hall	423-439-7616
Student Support Services	318 D.P. Culp Center	423-439-5396
Division of Student Life and Enrollment	302 Burgin Dossett Hall	423-439-4210
Office of Educator Preparation-Certification	305 Warf-Pickel Hall	423-439-7562
Office of Educator Preparation-Field Experiences and Residency	305 Warf-Pickel Hall	423-439-7597

DEPARTMENTS AND PROGRAMS

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

OTHER

Educational Technology Review Center	209L Warf-Pickel Hall	423- 439-7128
Clemmer Student Advisement	321 Warf-Pickel Hall	423-439-7626
Office of the Registrar	101 Burgin Dossett	423-439-4230
Office of Disability Services	390 D.P. Culp Center	423-439-8346

Clemmer College Administration

Dr. Janna Scarborough
Dean of Clemmer College

Dr. Pamela Mims
Associate Dean for Research and Grants

Dr. Cynthia Chambers
Associate Dean for Educator Preparation

Dr. Pamela Evanshen
Chair of the Department of Early Childhood

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

Dr. Dawn Rowe
Interim Chair of the Department of Educational Foundations and Special Education

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

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

Dr. Jill Channing
Interim Chair of the Department of Education Leadership and Analysis

Clemmer College Faculty

Program Coordinators: Initial Licensure

Dr. Kathryn Sharp	Early Childhood-Undergraduate and Graduate
Dr. Cathy Galyon	Early Childhood Special Education
Dr. Jamie Price	Elementary Education K-5
Dr. Ryan Nivens	Master of Arts in Teaching and Secondary Education
Dr. Mary Dave Blackman	Music Education
Dr. Kason O'Neil	Physical Education K-12
Dr. Jennifer Cook	Special Education

Clinical Instructors / Master Clinicians / Field Supervisors

Blackman, Mary Dave
Carter, Jennifer
Cassell, Kim
Cloud, Janice
Cook, Jennifer
Detwiler, Liv
Duty, Clyde
Facun-Granadozo, Ruth
Greer, Kathy
Gaylon, Cathy
Hitt, Sara Beth
Honeycutt, Scott
Hopson, Nancy
Jennings, LasShay
Livingston, Angela
Mooneyham, John
Moore, Jannese
Olson, LeAnn
Piercy, Sally
Ringley, Amber
Sharp, Kathryn
Shelton, Angela
Street, April
Treece, Michelle
Whitson, SuEllen
Yates, Terryl (edTPA Coordinator)

Clemmer College Vision, Mission & Goals

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

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

The current CC goals are to:

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

Code of Professional and Ethical Behaviors

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

-Honor Code and Pledge

Contact Information:

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

Email: studentlife@etsu.edu

Telephone: (423) 439-4210

Fax: (423) 439-6454

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

East Tennessee State University
Diversity Statement

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

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

ADA (Disability Services)

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

Clemmer College Conceptual Framework

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

Teaching is Leading for the Future

Leadership (The Tenth Dimension)

Dimension 1: General Knowledge

Dimension 2: Content Knowledge

Dimension 3: Pedagogical Knowledge

Dimension 4: Diversity

Dimension 5: Professional Collaboration

Dimension 6: Reflective Practice

Dimension 7: Self-directed, Lifelong Learning

Dimension 8: Caring

Dimension 9: Professional and Social Responsibility

InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

RESIDENCY CANDIDATE REQUIREMENTS

Background Check Package

All graduate and undergraduate students who participate in an internship or residency placement are required to complete a new background check package, which consists of fingerprinting and required documentation. This background check package will be housed in the OEP and on file with TBI.

*An Affirmation of Background Check will not be accepted.

Background Check Package documentation includes:

VECHS Waiver Agreement and Statement Form - Authorizes Clemmer College access to fingerprinting results from anyone requiring a background check through the college.
Noncriminal Justice Applicant's Privacy Rights Form - Prevents Clemmer College from releasing background check history and/or information to any outside agencies.
ETSU Authorization for Background Check Entry Form- Enforces background check guidelines from Tennessee Bureau of Investigation.

Please follow the directions when submitting these forms to the Office of Field Experiences and Residency **after fingerprinting has been completed**.

1). Print out and complete all three authorization forms linked above. (**Must have actual signature-no electronic signatures will be accepted.**)

2). Email the forms to the Office of Educator Preparation at mailto:edprep@etsu.edu

Or place completed forms in a sealed envelope. Mail the sealed envelope to the following address:

East Tennessee State University
Clemmer College
Residency Office
PO Box 70685
Johnson City, TN 37614

Or drop off in a sealed envelope to:

East Tennessee State University
Clemmer College
Warf-Pickel 305
Johnson City, TN 37614

Fingerprinting Directions:

Follow the steps outlined below to complete the fingerprinting process:

1. Using your web browser, go to https://tn.ibtfingerprint.com/workflow/28TY72 and click "Schedule a New Appointment."

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

**If you are an international student or non-Tennessee resident and need to complete fingerprinting, please come by the Office of Field Experiences and Residency to obtain appropriate paperwork. You may also call (423)439-7597.

Professional Liability Insurance

Proof of Insurance

ETSU requires residency candidates to obtain Professional Liability Insurance before entering residency. Liability insurance should be purchased after May 31st so coverage will remain in effect the duration of their residency year. Candidates should turn in proof of liability insurance (copy of card or receipt) to the Office of Educator Preparation by July 1st of their residency year. Proof of insurance can be submitted electronically to the Office of Educator Preparation at edprep@etsu.edu or bring a printed copy to the office in Warf Pickel Hall, Room 305. Proof of insurance must be on file in this office.

There are several ways to procure professional liability insurance:

I. STEA - http://teateachers.org/student-tea-stea. - You may obtain STEA/NEA student insurance online. Coverage is from September 1 to August 1; therefore, students will need to purchase enrollment for two years to cover Pre-Residency, Residency I and II (July-June). Cost is approximately $35.00. If you chose this option, you would need to contact STEA to ensure coverage begins from the date of purchase.

II. Professional Educators of Tennessee - http://www.proedtn.org/?Students. Coverage begins immediately and lasts for 12 months; therefore, students need to purchase after May 31st so coverage will remain in effect the duration of the residency year. Cost is approximately $25.00.

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

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

**If you have another insurance option available, please check with the Office of Educator Preparation to ensure that is meets the requirements.

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Residency Candidate Code of Ethics

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

The Students

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

The Mentor Teacher

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

The School and Community

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

The University Supervisor

1. Accept the supervisor as an East Tennessee State University faculty member concerned with assisting the candidate to have a successful apprenticeship teaching experience.
2. Seek the supervisor's suggestions for improving learning situations for students and for implementing the candidate's many activities in the school and community.
3. Arrange and confirm a schedule that plans for personal conferences with the supervisor.

4. Call, e-mail, or write the supervisor with respect to weekly schedule of candidate activities in school and community.
5. Consider all conferences with the supervisor as professional and confidential.

The Residency Seminar Instructor

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

The Profession

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

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

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

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

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

Conduct

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

Residency Placements

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

Attendance

Residency candidates are required to be at their assigned school on the assigned days of the week. It is vital that the candidate contact the mentor teacher and Residency I/Residency II Supervisor immediately if an event occurs that will prevent the Candidate from being on time or require the Candidate to be absent. Candidates who have absences that are not warranted and/or fail to contact their mentor teacher and supervisor may be removed from their placement. Candidates should submit attendance in two ways: 1. Sign in and out of the building through computerized attendance at the office. 2. Submit weekly attendance in LiveText for mentor teacher approval.

Make up Days

During Residency I, candidates will follow ETSU's calendar. Residency I Candidates must schedule to make up absence(s) with the mentor teacher and the Supervisor. Residency II Candidates will have absences added to the end

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

Tardies/Leaving School Early

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

Seminars

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

Lesson Plans

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

Teacher Performance Assessment

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

Outside Commitments

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

Dispositions/Professional Behaviors

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

Other Dispositions/Professional Behaviors

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

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

Praxis Information

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

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

When registering for the Praxis exam, students should include their Social Security Number and request that scores are sent to ETSU (**TEST CODE 1198**) and Tennessee Department of Education (**TEST CODE 8190).** If a Praxis exam is taken in another state other than Tennessee, test scores will not be sent to Tennessee Department of Education. ETS/Praxis will charge a fee to send scores after the initial registration.

If students do not pass the subject area assessment after the first attempt, students should consult with department faculty for testing support before retesting.

Praxis assessments **MUST be passed** no later than the first day of Residency II. Students are required to submit a score report containing all required test scores for their licensure area to the Office of Educator Preparation via email or hand delivery by the first day of Residency II. Failure to pass all assessments will result in NOT advancing to Residency II.

RESIDENCY CANDIDATE INFORMATION

Understanding Residency

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

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

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

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

It is critical to view the residency experience as a professional growth process. It is one more step on the life-long journey of becoming a professional educator. Like all learners, candidates will enter this experience at various developmental stages, but all will have completed content specific curriculum and methods courses related to their endorsement area. Additionally, some will have had experience working with children in a school setting, while others' experience will have been limited to the required Pre-Residency hours.

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

Clemmer College Residency Overview

Pre-Residency

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

Residency I

Residency I candidates meet and work with their mentor teacher in partner school systems during the fall semester prior to Residency II. Residency I includes a 135-hour field component and additional coursework. Residency I candidates learn school and classroom demographics and policies while getting to know students and their academic curriculum needs. Candidates can also provide individual attention and tutoring to students as needed. Candidates will have the opportunity in Residency I to practice the skills and knowledge connected with their coursework and observations will be completed by their mentor teacher and supervisor. Coursework will include classroom management, co-teaching, and other instructional strategies. During Residency I, candidates will complete field hours as well as classroom courses at ETSU; therefore, candidates will follow ETSU's calendar during Residency I. Candidates will complete lesson plans and will be observed and evaluated by their mentor teacher and ETSU Supervisor. Candidates cannot bank hours during Residency I for Residency II.

Residency II

The Residency II semester must be 15 full weeks of observation, teaching, and co-teaching. This semester must include a placement in at least two different settings. The amount of time spent in each setting will vary with the candidate's area of concentration. When not directly teaching, candidates should be assisting and observing in classes, with one period per day being reserved for preparation time and time to collaborate with the mentor teacher. During Residency II, candidates may NOT serve as substitute teachers, unless the district is participating in the Candidate to Substitute program and candidates have completed the training requirements. Candidates will follow their school system's calendar during Residency II.

Residency Seminar

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

Responsibilities of Residency Candidate

Syllabi
Read and become familiar with the Residency Seminar syllabus.

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

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

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

- Recording Attendance
    - Sign in electronically at the front office upon arrival and departure
    - Attendance should be logged daily in LiveText
- Candidate activities should be logged in LiveText
- Residency Candidate Performance Checklist
- Candidate and Mentor Weekly Discussion Summary
- All lesson plans observed by either mentor or supervisor.
- Teacher Performance Assessment submission (edTPA)
- All mentor evaluations
- All supervisor evaluations
- Any additional ideas, handouts, test samples, pictures, parent letters, etc.

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

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

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

Formative: Mentor and Supervisor Lesson Plan Evaluations
Supervisor TEAM Observations

Informal Teaching Evaluation

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

Assessment of Program: End of Program Survey

The Educator Disposition Assessment (EDA)
The residency candidate's disposition will be measured throughout their educator preparation program. Students complete a self-assessment at the beginning and end of their residency year and are assessed by their supervisor and mentor teacher at the end of Residency I, and at the end of Residency II. This assessment can be found at the end of the residency section and online.

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

The edTPA
For a Teacher Candidate to demonstrate proficiency and readiness to teach, he/she should strive for a score of 45 with at least an average of 3 on each of the 3 tasks. Although the college encourages the proficient score (45), it is the state qualifying score which needs to be met to be eligible for a Tennessee Teaching License.

Students are required to upload on the date specified by Clemmer College. Any deviation from this date requires documentation of extenuating circumstances. The request must come in writing at least a week prior to the specified upload date and must be approved by the students' Seminar Leader, Department Chair, Associate Dean of Educator Preparation, and the edTPA Coordinator. Further, failure to upload on the specified dates may result in the loss of a letter grade, disqualification from participation in the Pinning Ceremony, and the receiving of awards associated with edTPA performance.

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

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

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

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

Attendance

During Pre-residency, the candidate will complete field hours and seminar. Candidates will arrange a schedule with their mentor to complete their 50-hour field component. Candidates are encouraged to attend district and school based in-service sessions and can count this time toward their required field hours. Candidates should plan to attend the first day of school.
During Residency I, the candidate will complete field hours as well as classroom courses at ETSU; therefore, candidates will follow ETSU's calendar during Residency I. Candidates will arrange a schedule with their mentor teacher to complete their 135-hour field component.
During Residency II, the candidate is required to observe the same daily schedule as that set by the Board of Education for that school. Candidates follow public schools' vacation days, not ETSU's, (except for seminar).
A careful record of attendance, time of arrival, and time of departure should be kept in Livetext, as well as candidates are required to sign in/out at the front office of their assigned school. During Residency II, all absences must be made up.

Absences/Tardiness
If a residency candidate must be absent or tardy, he/she is expected to notify the school, mentor, supervisor, and seminar leader before the school day begins. Failure to do so is a serious breach of professional responsibility.

Activities
During Pre-residency and Residency I, students are encouraged to attend school functions, meetings, etc. and can count these events toward their field hour component. During Residency II, the candidate is required to attend ALL school functions, such as PTSA (Parent Teacher Student Association) meetings, staff meetings, homeroom activities, clubs, bus duties, and in- service meetings. The mentor teacher has the legal responsibility for students.
All residency candidates are highly encouraged to attend Education Job Opportunities held at ETSU. Information will be supplied before each career fair. This is counted as an excused absence during Residency.

Guidelines for Residency Placements

PreK-3

- Early Childhood majors will teach in both a PreK/Kindergarten setting and in a grade 1-3 classroom.

Elementary K-5

- Candidates seeking K-5 licensure will teach in both a K-2 classroom and in a 3-5 classroom.

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.

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

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

****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 have received a confirmation email from the Placement Coordinator, Stephanie Tanksley. Any change in placements must be approved by the Office of Educator Preparation.**

Guidelines for Substituting in Residency II

- Candidates must complete substitute training in the district they are placed for residency.
- Candidates must complete a Candidate to Substitute Agreement including on all signatures.
- Candidates are eligible to substitute up to 5 days during Residency II term as defined by ETSU.
- Candidates are not allowed to substitute before they have completed edTPA filming in Residency II.
- When substituting, the candidate is acting as a substitute for the school system rather than as a residency candidate for East Tennessee State University.
- Candidates will abide by all policies, rules and regulations of the school system while performing the duties of a substitute teacher.
- Candidates can substitute in three settings, but the preference must be in the following order:
    - Classroom of mentor teacher
    - Another classroom in the school they are assigned-requires mentor teacher and ETSU supervisor approval.
    - A classroom in another school-requires advance notice and must be approved by mentor teacher and ETSU supervisor.

Changes in Residency Placement

- The Residency Candidate or Mentor Teacher needs to voice concerns to the Residency Supervisor.
- The Residency Supervisor should notify the Director of Field Experiences and Residency and/or the Department Chair.
- A meeting should be scheduled with the Director of Field Experiences and Residency, Supervisor, Program Coordinator and/or Department Chair.
- The Office of Educator Preparation is responsible for obtaining an alternate placement if necessary.

Dispositions in Residency Placement

- A meeting should be scheduled with the Director of Field Experiences and Residency, Supervisor, Program Coordinator and/or Department Chair to develop an action plan. A follow- up review of the action plan should be held in two to four weeks.
- During the follow-up review, action plan progress and/or additional concerns will be discussed, and a recommendation will be made for the residency candidate to continue in the original placement or arrange an alternate placement.
- The Office of Educator Preparation is responsible for obtaining an alternate placement if necessary.

RESIDENCY CANDIDATE EVALUATION INSTRUMENTS

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Candidate and Mentor Weekly Discussion Summary

Instructions: Mentor and candidate should complete this form during their weekly discussion. Both mentor and candidate should sign and date the form and upload the form in LiveText as an attachment. This form should be used in following weeks as a reflection tool to see if refinements are being made.

Date_____ Week: _____

Strengths

Areas of Refinement

Strategies for Improvement

Residency Candidate Signature:_____ Date: _____

Mentor Teacher Signature: _____ Date: _____

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Residency Candidate Performance Checklist

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

Name of Mentor:_____Date: _____

Name of Residency Candidate:_____Program: _____

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

Comments:

Mentor Signature_____Candidate Signature_____

Observation and Evaluation Schedule

Residency I				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency.				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in September and/ or October **LiveText Deadline: October 31**	**Teaching Lesson 1**	Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) Upload lesson plan into LiveText (minimum 2 days prior to lesson) Teach lesson during Supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete Informal Teaching Evaluation submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) Teach lesson for Mentor Teacher	**No Supervisor Site Visit for Teaching Lesson 2**	Review lesson plan for content before candidate teaches lesson. Observe lesson and complete Informal Teaching Evaluation Provide coaching feedback with candidate on lesson plan and instruction
Completed in October and/or November **LiveText Deadline: November 30**	**Teaching Lesson 3**	Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) Teach lesson during supervisor visit	Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 4	Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation submit scores to LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Completed and LiveText Deadline December 15	**Final Assessment**	• Meet with Supervisor (in field, Zoom, on Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
	Survey			• Complete Mentor Teacher Survey via email

Residency II				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency. (For students only completing Residency II)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in January and February **LiveText Deadline: February 28**	**Teaching Lesson 1**	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation submit scores to LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 2**	• Review lesson plan for content before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation • Provide coaching feedback with candidate on lesson plan and instruction
Completed in February and early March **LiveText deadline March 31**	**Teaching Lesson 3**	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Upload lesson plan into LiveText (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Mid-March	**SWITCH PLACEMENTS**			
Completed in March or April **LiveText Deadline April 30**	**Teaching Lesson 4**	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 4**	• Review lesson plan before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation • Provide coaching feedback with candidate on lesson plan and instruction
	Teaching Lesson 5	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during Supervisor visit	• Observe lesson and complete Informal Teaching Evaluation submit scores to LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.

Completed and LiveText Deadline May 15	**Final Assessment**	• Meet with Supervisor (in field, Zoom, Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
	Survey			• Complete Mentor Teacher Survey via email

LESSON PLAN TEMPLATE
ETSU CLEMMER COLLEGE

UNDERGRADUATE INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
ECED PreK-3	EDFN 2400	ECED 3210	ECED 4680	ECED 4780
ISED K-5	EDFN 2400	CUAI 3500	CUAI 4241	CUAI 4590
SPED	EDFN 2400	SPED 3300	SPED 4710	SPED 4850
PE	EDFN 2400	PEXS 4007	PEXS 4717	PEXS 4850
Secondary		READ 4437	CUAI 4426	CUAI 4580
Art				
Music				

GRADUATE LEVEL INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
MAT – Middle Grades	EDFN 5420	EDFN 5420	CUAI 5458	CUAI 5570
MAT - Secondary	EDFN 5420	EDFN 5420	CUAI 5438	CUAI 5580
MAT – Job-Embedded	EDFN 5420	EDFN 5420	CUAI 5590	CUAI 5590
SLIB M.Ed.				
ECED MA	ECED 5440	ECED 5440	ECED 5617	ECED 5580
SPED M.Ed.		SPED 5301	SPED 5710	SPED 5580

INTRODUCTORY: No Data Collected; Candidates Are Introduced to Lesson Plan Components
DATA POINT 1: Complete All Areas of the Lesson Plan Except Subject Specific Emphasis, Knowing Your Learners, Academic Feedback, & Co-Teaching Strategies
DATA POINT 2: Complete All Areas of the Lesson Plan
DATA POINT 3: Complete All Areas of the Lesson Plan

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

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

Lesson Objective(s) – Student Learning Outcome(s) for this learning experience	**Subject Specific Emphasis (CUAI)**
Objectives use active verbs, are measurable (if applicable), and link to standards. Consider using Bloom's Taxonomy or Webb's Depth of Knowledge. Please number objectives. 1.	*For each objective, please indicate which Subject Specific Emphasis is being addressed. Click here for more information.* 1.

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

Assessment/Evaluation

How will students demonstrate understanding of lesson objective(s)? These will be highlighted in blue in the Instructional Steps Section.

Informal Formative Assessments: *How will you monitor student progress towards lesson objectives as you are teaching? (i.e., formative, informal, and/or formal assessments)*

Formal Assessments: *What formative evidence will you collect to document student learning/mastery of lesson objective(s)? Please describe the upcoming Summative Assessment for these objectives.*

- **Formative –**
- **Summative** *(What upcoming Summative Assessment are you planning for?)*

Evaluative Criteria: *For each formal assessment, list and/or describe the performance indicators or dimensions that are used to assess the evidence of learning. Evaluation criteria must be aligned with objectives and may examine correctness/accuracy, sophistication or elaboration of response, or quality of explanation. Often these are included in rubrics, performance checklists, or rules for awarding full versus partial credit.*

Academic Feedback: *For each informal and formal assessment describe how will you give academic feedback? How will your academic feedback promote student understanding of the learning objective(s) or state standard(s)?*

Assessment/Evaluation Modifications
What modifications will you make on assessments/evaluations for students with diverse and/or special needs (i.e., students with IEP or 504,ELLs struggling learners, advanced learners) and will these modifications be within/for small groups or individuals?

Academic Language Demands	
Key Language Task - *Describe a key language task (activity) from your lesson (discussion, group work, turn & talk, debate, presentation, using cues, writing a paragraph, interpreting a graph, etc.). Describe how students will be required to use language in the activity and the desired outcomes.* Highlight your Key Language Task in the Instructional Steps Section.	
Language Objective - *Write a language objective for your Key Language Task. Underline the function (the verb, usually a Blooms verb (e.g., analyze, interpret, recount), that guides the language objective of the key language task. This objective should include a language product that students will either write, say, or present as a result of the language task and function.*	
Language Function – *What is the one verb that guides the language in your Key Language Task? (This is not completed for Early Childhood)*	
Syntax OR Discourse: *Describe the discourse OR syntax of this lesson. (Syntax: language conventions. Discourse: communicating content.) (This is not completed for Early Childhood)*	
Vocabulary **Academic Vocabulary** *What specialized terms and phrases do students need to understand what they are expected to do?*	List:

Content Vocabulary *What are the key vocabulary words, symbols, or sounds in this lesson?*	*How does this vocabulary connect to the objectives, state standards and function of the language demand?*
General Language Supports: *Strategies used to support the whole class and may be used to support more than one demand (e.g., Venn diagram, learning partners, word wall, anchor chart, vocabulary cards, graphic organizer, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games). These strategies can cross disciplines and be used in a variety of lessons.*	
Targeted Supports: *Strategies that are designed specifically for the Key Language Activity and support a specific language demand (function, vocabulary, syntax, or discourse) Examples might be Venn diagrams, graphic organizers, outlines, examples, sentence stems, modeling, which have been designed for the purpose of supporting a specific language demand.*	*In order to support the language function…* *In order to support the discourse (or syntax) …* *In order to support the vocabulary…*
Individual Supports: *Supports used to target the specific needs of an individual student (e.g., ELL, student with autism, struggling reader or writer, student with significant language delays). These students may or may not have been formally identified and may or may not have an IEP or 504 plans.*	
Higher Ordered Thinking Questions, Activities, Engagement	
Questions and/or activities for higher order thinking: *These are open-ended and cannot be answered by yes or no. There should be a high frequency of questions, asked at various points throughout the lesson to guide rather than direct student thinking. (from TEAM: Questioning, Problem Solving, Thinking Skills)* ***Please highlight these in yellow in the Instructional Part of your plan below.***	
Activities that require high levels of student engagement. *Please describe the activities that students do in the lesson that require high levels of engagement. (These activities are more student-centered, requiring students to take more responsibility for learning.)* Underline the text in the Students Do section below that describes these activities.	

Instruction – When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.
Highlight in yellow all Higher Ordered Questions and Thinking Activities.
Highlight in blue all informal and formal assessments.
Highlight in green your Key Language Activity
Underline any activities/tasks that require high levels of student engagement.

Lesson Part	**Description of Activities and Instruction (Teacher Does)**	**Description of Activities and Instruction (Students Do)** *What do you plan for students to do during the major steps of this lesson? Please make your numbers correspond to the numbered steps in the other columns.* Underline any tasks that require high levels of student engagement.	**Meeting Individual & Group Needs** *Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Consider ELL and other specific individual or group learning; includes requirements in IEP or 504 plans.*
Opening *Describe the beginning of your lesson which should include bellwork (if needed), a hook/motivator, presentation of objectives, state the learning, or Essential Question,introduction of topic.Additionally, relevance & connections must be made to prior learning, personal, cultural or community assets.*	1.		

Instructional Procedures/ Learning Tasks: *Continue numbering your steps as they continue from the Opening. Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teachingstrategies.* Highlight in yellow all HigherOrdered Questions and Thinking Activities. Highlight in blueall informal and formal assessments. Highlight in green your Key Language Activity Underline Active Engagement Activities/Tasks			
Closure: *Continuenumbering to describe the end of your lesson. Make clear connections to real-world situationsand require studentsto reflect on and apply their learning through verbal or written expression.*			
Material/Resources: *What do you need for this lesson? Identify, within a bulleted list, the specific materials, and resources that you will use. Describe how these materials and resources add value, depth, and extend students' learning.*		**Technology:** *(a) Describe the technology you plan to use in your lesson, (b) How does theidentified technology in your lesson improve student learning? If applicable, (c) explain how you will use this technology to support a variety of student needs within the learning environment, and (d) If you used this technology to design and implement formative and/or summative assessments, please explain. Did you use the technology to collect and/or analyze your data to inform instruction? Explain.*	
Co-Teaching Strategies Used: *(highlight and explain all that apply): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching;Supplemental Teaching; Alternative (Differentiated); Team Teaching*			
Management			
Management**:** *Explanation of processes and/or procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning (e.g., work boards, posted procedures, modeling, positive feedback, redirection). If management decisions were addressed above, please* ***bold*** *those processes and procedures.*			
Theory/Rationale			

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, 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 todo. 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.).**	

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**	

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

Informal Teaching Evaluation Assessment
by Office of Educator Preparation

Purpose

The Informal Teaching Evaluation assesses candidate's performance by the ETSU Supervisor.

Informal Teaching Evaluation Rubric

	Significantly Above Expectations (5.000 pts)	**Above Expectations** (4.000 pts)	**At Expectations** (3.000 pts)	**Below Expectations** (2.000 pts)	**Significantly Below Expectations** (1.000 pt)
Standards and Objectives (1.000, 8.3%)	Standard aligned Learning Objectives are clearly • Communicated. • Referenced throughout lesson/reinforced in closure. • Consistently connected to previously learned material, life experience, or to another discipline. Expectations of students are clear, demanding, and high.		Standard aligned Learning Objectives are • Communicated • Referenced throughout lesson/reinforced in closure. • Connected to previously learned material Expectations of students are clear.		Learning objectives • Are not aligned with state standards. • Are not communicated or poorly communicated. • Are not referenced throughout lesson. • Are not connected to previously learned material. Expectations of students are vague.
Lesson Structure and Pacing (1.000, 8.3%)	Lesson starts promptly. • Lesson has coherent structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriately brisk. • No instructional time lost during transitions. Routines are seamless.		• Lesson starts promptly. • Lesson has structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriate. • Little instructional time is lost during transitions and routines are efficient.		• Lesson does not start promptly. • Lesson is missing closure or introductory elements. • Pacing is appropriate for less than 1/2 of class. • Considerable time lost during transitions.
Presenting Instructional Content (1.000, 8.3%)	Includes ALL of the following: • Visuals that establish purpose, organization, and		Includes MOST of the following: • Visuals that establish purpose, organization, and		Includes FEW of the following: • Visuals that establish purpose, organization, and

	summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds. • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevancies. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.
Activities and Materials (1.000, 8.3%)	Activities/materials include ALL of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage all students. • Incorporate multimedia or technology • Use of resources beyond the text • Games, simulations, experiments, or creations		Activities and materials include MOST of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage majority of students. • Incorporate multimedia or technology • Use of resources beyond the text		Activities and materials include FEW of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage students. • Use of multimedia or technology • Use of resources beyond the text
Academic Language (1.000, 8.3%)	Lesson must include evidence of all of these: • Academic Language instruction/review • Opportunities to practice • Targeted Supports for three demands o Function o Vocabulary o Syntax or Discourse		Lesson includes evidence of: • Academic Language instruction/review • Opportunities to practice • General Supports for two demands o Function o Vocabulary o Syntax or Discourse		Academic Language is poorly addressed or not addressed.

Problem Solving (1.000, 8.3%)	Teacher implements activities that teach/reinforce 3 Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence		Teacher implements activities that teach/reinforce two: Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence		Teacher implements little or no activities that teach the problem-solving types, or Implementation of activities was poor or problematic.
Assessment and Feedback (1.000, 8.3%)	• Frequent checks for understanding (informal and formal assessments throughout lesson). • Feedback is consistently academically focused, frequent, high-quality and references objectives. • Feedback is frequently given during guided practice/homework review. • Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. • Feedback from students is used to adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.		• Adequate checks for understanding (informal and formal assessments throughout lesson). • Oral and/or written feedback is academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice/homework review. • Teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.		• Few checks for understanding. • The quality and timeliness of feedback is 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.
Questioning (1.000, 8.3%)	Description of Questions includes most of these: • Varied, including higher ordered thinking • Ask students to cite evidence during lesson.		Description of Questions: • Varied, including higher ordered thinking • Usually require students to cite evidence. • Sometimes sequenced with		Teacher questions are inconsistent in quality and include few question types. Questions • Random and lack coherence • Rarely sequenced with attention to

	• Sequenced with attention to instructional goals • require active responses • purposeful and coherent • assess and advance student learning Questioning: • A high frequency of questions is asked. • Wait time (3-5 seconds) is consistently provided • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender		attention to instructional goals • Sometimes require active responses • purposeful and coherent Questioning: • A moderate frequency of questions is asked. • Wait time is sometimes provided. • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender		instructional goals • Rarely require active responses Questioning: • A low frequency of questions is asked. • Wait time is inconsistently provided. • Teacher mostly calls on volunteers and high-ability students.
Grouping Students (1.000, 8.3%)	• Grouping arrangements are used appropriately; varied and intentionally planned to maximize student understanding/learning and accomplish learning goals. • All students understand their roles and group work expectations. • All students are held accountable for work		• Grouping arrangements are used appropriately; adequately enhance student understanding and accomplish learning goals. • Most students understand their roles and group work expectations. • Most students are held accountable for work.		Opportunity for grouping is missed, OR… • Grouping arrangements inhibit student understanding/learning and are not intentionally planned to accomplish goals. • Few students understand their roles and expectations. • Few students are held accountable for work.
Teacher Knowledge of Students (1.000, 8.3%)	Teacher practices • Display understanding of each student's anticipated learning difficulties • Regularly incorporate student interests and/or cultural heritage. • Regularly provide differentiated methods or content		Teacher practices • Display understanding of some student anticipated learning difficulties. • Sometimes incorporate student interests and/or cultural heritage. • Sometimes provide differentiated methods or content.		Teacher practices • Demonstrate minimal knowledge of students' anticipated learning difficulties. • Rarely incorporate student interests or cultural heritage. • Demonstrate little differentiated methods or content.

Learning Environment (1.000, 8.3%)	• Establishes clear rules and expectations. • Students are consistently on task. • Deals with disruptive behavior quickly and firmly. • Demonstrates rapport and respect for students. • Regularly reinforces and rewards effort. • Promotes positive interactions and students' interactions exhibit caring for one another.		• Establishes rules and expectations. • Often redirects off-task students. • Deals with disruptive behavior. • Is generally friendly but may have inconsistencies in interactions with students. • Sometimes reinforces and rewards effort. Student-student interaction is polite.		• Establishes few rules and expectations. • Does not address disruptive or off-task behavior. • Demonstrates authoritarian or negative interactions with students. • Rarely reinforces and rewards effort. • Student-student interaction is characterized by conflict, sarcasm, or • put-downs.
Teacher Qualities (1.000, 8.3%)	Demonstrates 4-5 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns		Demonstrates 2-3 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns		Demonstrates 1 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns

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 _____

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: o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; o practical thinking, where students use, apply, and implement what they learn in real-life scenarios; o creative thinking, where students create, design, imagine, and suppose; and o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: o generate a variety of ideas and alternatives; o analyze problems from multiple perspectives and viewpoints; and o monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches one type of thinking: o analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; o practical thinking, where students use, apply, and implement what they learn in real-life scenarios; o creative thinking, where students create, design, imagine, and suppose; and o research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: o generate a variety of ideas and alternatives; and o analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: o generate a variety of ideas and alternatives; or o analyze problems from multiple perspectives and viewpoints.
Problem-Solving ☐	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

General Educator Rubric: Planning

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

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

MENTOR TEACHER

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Mentor Teacher Qualifications

The following criteria will be applied in the selection of mentor teachers for Residency I and II:

1. Licensed fully in the grade level/content area.

2. Three years of successful P-12 teaching experience.
   - Required: Three years at the general grade level.
   - Required: Three years in the content area or closely related area.

3. Highly qualified.

4. Recommended by the principal or other appropriate supervisor based on the following:
   - Level of overall effectiveness of above expectations or significantly above expectations for the prior school year.
   - Demonstrated dispositions that support the development of teacher candidates, including:
     - Willingness and ability to assume the roles expected of a mentor, such as advocate, counselor, coach, and critic.
     - Willingness and ability to work as a team member to promote the development of a novice.

5. Interested in working with teacher candidates.
   - Understanding of the co-teaching model for preparing beginning teachers and implementation of strategies and responsibilities.
   - Preferred: Willingness to have a candidate for Residency I and Residency II experiences.
   - Preferred: Previous successful experience working with candidates.

6. Completion of appropriate orientation to serve as a mentor teacher, prior to or early in the first mentoring experience.
   - Providing mentors with written expectations for clinical experiences.
   - Providing mentors with written assignment guidelines and scoring guide
   - On-line Mentor Information form and compensation process (direct deposit authorization, name change, address change, etc.)

7. Willingness to provide feedback to the Office of Educator Preparation and university faculty.
   - Collaborate with program faculty to design specific assignments to connect theory and practical experiences.
   - Proficient with technology to communicate with ETSU supervisor and Office of Educator Preparation (i.e., email, Zoom meetings, Livetext)
   - Evaluation of candidate performance.
   - Evaluation of supervisor experience.
   - Evaluation of program requirements.

*Exceptions to these criteria must be approved by the Director of Field Experiences and Residency, in consultation with the designated School contact person(s), with a documented rationale for the exception. If appropriate, additional supervision and monitoring may be required.

Mentor Teacher Information

If you are serving as a mentor teacher for a residency student, you must complete the online Mentor Teacher Information Form. In addition to completing the online information form, mentor teachers should follow the compensation procedures below to ensure timely payment.

Compensation Procedures for Mentor Teachers

Please use the link 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 second link 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**. More information about this process can be found on the ETSU Mentor Teacher Website. It is included below for your reference.

1. **Use this link to create your account:**
   https://dynamicforms.ngwebsolutions.com/AccountManagement/CreateAccount.aspx
2. **Then use this one to submit your w9/direct deposit info:**
   https://www.etsu.edu/bf/redirects/df/vendors/payee.html
3. **Link to W-9 Form:** https://www.irs.gov/pub/irs-pdf/fw9.pdf

4. **Mentor Teacher Webpage:** https://www.etsu.edu/coe/educator-preparation/mentors.php

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 if needed.

Once all paperwork has been correctly completed and received by the Office of Educator Preparation, mentor teachers will be paid a stipend at the end of the fall and/or the spring semesters, if they supported a residency candidate during that time.

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

****Compensation paperwork only needs to be completed if you have never been a mentor teacher or if you did not complete paperwork during the 2020-2021 school year.**

****Previous mentor teachers that have had an address change, name change, or change in your banking information need to contact the Office of Educator Preparation before completing additional paperwork.**

Responsibilities of the Mentor Teacher

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

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

In becoming a **caring professional**

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

In becoming **an effective practitioner**

- Discuss with the residency candidate the decision-making process and alternatives as they relate to planning, implementing instruction, and managing the classroom.
- Model effective teaching techniques and behaviors:
    - Accommodations for learner differences
    - Classroom management techniques
    - Professional behavior
- Instruct the residency candidate in methods, technology, and strategies used in the classroom.
- Provide opportunities for the residency candidate to observe varied teaching styles and methods.
- Work with the residency candidate using co-teaching models.
- Plan a progression of experiences that will ease the residency candidate from small group teaching to assuming responsibility for designing instruction for the whole class.

In becoming **a critical thinker**

- Provide cooperative help during **daily** planning sessions for the instructional program in the classroom. Allow the residency candidate to employ individual methods of his/her choosing within the existing framework of the classroom.
- Require residency candidate's lesson plans (using ETSU's lesson plan format) at least two days prior to instruction.
- Assist in the development of a Teacher Performance Assessment (edTPA).

- Provide continuous and specific evaluations of the residency candidate's performance in informal daily conferences and in regularly scheduled formal conferences with the candidate, making use of **written** and **verbal feedback**.
- Give **daily oral feedback** on professionalism, instructional skills, classroom management, communication skills, content knowledge, methodology, and rapport with students.
- Observe and evaluate the residency candidate's instruction during the semester.
- Encourage the residency candidate's self-evaluation and reflection.

Welcoming Your Residency Candidate

- Introduce the residency candidate to other faculty members, support personnel, and administrators.
- Tour the school (staff work areas, the lounge, adult restrooms, etc.)
- Post the residency candidate's name (Mr. / Ms. Smith) along with your name near the classroom door.
- Send a note to families letting them know you will have a residency candidate co-teaching with you.
- Review items in the faculty handbook that directly affect the residency candidate: the contractual day, issues related to school security, etc.
- Share that "bit of information" that matters: "There is a 'Peanut Free' table in the cafeteria" or "Staff members never park in Lot A."
- Explain any staff activities or special events the residency candidate could choose to participate in or attend.
- Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences.
- Provide a copy of the student handbook.
- Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.
- Designate a set time each week to meet with your residency candidate about their progress and complete summary if necessary. (See Candidate and Mentor Weekly Discussion Summary)
- Mark important dates for faculty meetings, your week for hall duty, school wide music programs, etc.
- Gestures of kindness, no matter how small, have a positive impact.

Residency Candidate Attendance

- Approve candidate's weekly attendance on LiveText.
- Immediately call or e-mail the supervisor with attendance concerns.

Residency Candidate Evaluations

- Participate in evaluations in collaboration with the supervisor and residency candidate.
- Complete and submit in LiveText the Informal Teaching Evaluation of the residency candidate's progress during each scheduled observation.
- Immediately call or e-mail the supervisor with concerns.
- If problems arise, collaborate with supervisor to design a Development Plan.
- Care should be taken to provide an accurate and specific descriptions of the residency candidate's competencies in evaluations, as these are part of the candidate's file

Sharing Responsibilities:
The Mentor Teacher and the Residency Candidate

Planning

While Planning, mentor teacher and residency candidate 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, the mentor teacher and the residency candidate will:

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

Assessment

- While Co-Assessing, the mentor teacher and the residency candidate will:
- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Co-Teaching Strategies & Examples

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

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

Teacher Actions during Co-Teaching

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

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

If one teacher is leading instruction…	**The other can be doing this…**
	Observing: Student understanding and/or questions (through body language, facial expressions, etc.); Specific types of questions asked by instructing teacher;Specific student interactions and behaviors; Teacher movement; Specific teacher behaviors. Specific student or group behaviors;
	Charting: Where questions are directed within the classroom; Gender of responders; On-task/off-task behavior; Teacher wait time; Specific teacher behaviors or movements; Specific student or group behaviors
	Circulating: Checking for comprehension; Using proximity control for behavior management; Providing one-on-one support 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 conceptthrough 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 notunderstand 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 oneside 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.*

MENTOR TEACHER EVALUATION INSTRUMENTS

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Candidate and Mentor Weekly Discussion Summary

Instructions: Mentor and candidate should complete this form during their weekly discussion. Both mentor and candidate should sign and date the form and upload the form in LiveText as an attachment. This form should be used in following weeks as a reflection tool to see if refinements are being made.

Date_____ Week: _____

Strengths

Areas of Refinement

Strategies for Improvement

Residency Candidate Signature:_____ Date: _____

Mentor Teacher Signature: _____ Date: _____

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Residency Candidate Performance Checklist

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

Name of Mentor:_____Date: _____

Name of Residency Candidate:_____Program: _____

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

Comments:

Mentor Signature_____Candidate Signature_____

Observation and Evaluation Schedule

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

December 15	**Survey**			• Complete Mentor Teacher Survey via email

Residency II				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency. (For students only completing Residency II)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in January and February **LiveText Deadline: February 28**	**Teaching Lesson 1**	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation submit scores to LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 2**	• Review lesson plan for content before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation • Provide coaching feedback with candidate on lesson plan and instruction
Completed in February and early March **LiveText deadline March 31**	**Teaching Lesson 3**	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Upload lesson plan into LiveText (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Mid-March	**SWITCH PLACEMENTS**			
Completed in March or April **LiveText Deadline April 30**	**Teaching Lesson 4**	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 4**	• Review lesson plan before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation • Provide coaching feedback with candidate on lesson plan and instruction

	Teaching Lesson 5	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during Supervisor visit	• Observe lesson and complete Informal Teaching Evaluation submit scores to LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.

Completed and LiveText Deadline May 15	**Final Assessment**	• Meet with Supervisor (in field, Zoom, Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
	Survey			• Complete Mentor Teacher Survey via email

Informal Teaching Evaluation Assessment
by Office of Educator Preparation

Purpose

The Informal Teaching Evaluation assesses candidate's performance by the ETSU Supervisor.

Informal Teaching Evaluation Rubric

	Significantly Above Expectations (5.000 pts)	**Above Expectations** (4.000 pts)	**At Expectations** (3.000 pts)	**Below Expectations** (2.000 pts)	**Significantly Below Expectations** (1.000 pt)
Standards and Objectives (1.000, 8.3%)	Standard aligned Learning Objectives are clearly • Communicated. • Referenced throughout lesson/reinforced in closure. • Consistently connected to previously learned material, life experience, or to another discipline. Expectations of students are clear, demanding, and high.		Standard aligned Learning Objectives are • Communicated • Referenced throughout lesson/reinforced in closure. • Connected to previously learned material Expectations of students are clear.		Learning objectives • Are not aligned with state standards. • Are not communicated or poorly communicated. • Are not referenced throughout lesson. • Are not connected to previously learned material. Expectations of students are vague.
Lesson Structure and Pacing (1.000, 8.3%)	Lesson starts promptly. • Lesson has coherent structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriately brisk. • No instructional time lost during transitions. Routines are seamless.		• Lesson starts promptly. • Lesson has structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriate. • Little instructional time is lost during transitions and routines are efficient.		• Lesson does not start promptly. • Lesson is missing closure or introductory elements. • Pacing is appropriate for less than 1/2 of class. • Considerable time lost during transitions.
Presenting Instructional Content (1.000, 8.3%)	Includes ALL of the following: • Visuals that establish purpose, organization, and		Includes MOST of the following: • Visuals that establish purpose, organization, and		Includes FEW of the following: • Visuals that establish purpose, organization, and

	summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds. • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevancies. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.
Activities and Materials (1.000, 8.3%)	Activities/materials include ALL of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage all students. • Incorporate multimedia or technology • Use of resources beyond the text • Games, simulations, experiments, or creations		Activities and materials include MOST of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage majority of students. • Incorporate multimedia or technology • Use of resources beyond the text		Activities and materials include FEW of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage students. • Use of multimedia or technology • Use of resources beyond the text
Academic Language (1.000, 8.3%)	Lesson must include evidence of all of these: • Academic Language instruction/review • Opportunities to practice • Targeted Supports for three demands o Function o Vocabulary o Syntax or Discourse		Lesson includes evidence of: • Academic Language instruction/review • Opportunities to practice • General Supports for two demands o Function o Vocabulary o Syntax or Discourse		Academic Language is poorly addressed or not addressed.

Problem Solving (1.000, 8.3%)	Teacher implements activities that teach/reinforce 3 Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence		Teacher implements activities that teach/reinforce two: Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence		Teacher implements little or no activities that teach the problem-solving types, or Implementation of activities was poor or problematic.
Assessment and Feedback (1.000, 8.3%)	• Frequent checks for understanding (informal and formal assessments throughout lesson). • Feedback is consistently academically focused, frequent, high-quality and references objectives. • Feedback is frequently given during guided practice/homework review. • Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. • Feedback from students is used to adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.		• Adequate checks for understanding (informal and formal assessments throughout lesson). • Oral and/or written feedback is academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice/homework review. • Teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.		• Few checks for understanding. • The quality and timeliness of feedback is 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.
Questioning (1.000, 8.3%)	Description of Questions includes most of these: • Varied, including higher ordered thinking • Ask students to cite evidence during lesson.		Description of Questions: • Varied, including higher ordered thinking • Usually require students to cite evidence. • Sometimes sequenced with		Teacher questions are inconsistent in quality and include few question types. Questions • Random and lack coherence • Rarely sequenced with attention to

	• Sequenced with attention to instructional goals • require active responses • purposeful and coherent • assess and advance student learning Questioning: • A high frequency of questions is asked. • Wait time (3-5 seconds) is consistently provided • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender		attention to instructional goals • Sometimes require active responses • purposeful and coherent Questioning: • A moderate frequency of questions is asked. • Wait time is sometimes provided. • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender		instructional goals • Rarely require active responses Questioning: • A low frequency of questions is asked. • Wait time is inconsistently provided. • Teacher mostly calls on volunteers and high-ability students.
Grouping Students (1.000, 8.3%)	• Grouping arrangements are used appropriately; varied and intentionally planned to maximize student understanding/learning and accomplish learning goals. • All students understand their roles and group work expectations. • All students are held accountable for work		• Grouping arrangements are used appropriately; adequately enhance student understanding and accomplish learning goals. • Most students understand their roles and group work expectations. • Most students are held accountable for work.		Opportunity for grouping is missed, OR… • Grouping arrangements inhibit student understanding/learning and are not intentionally planned to accomplish goals. • Few students understand their roles and expectations. • Few students are held accountable for work.
Teacher Knowledge of Students (1.000, 8.3%)	Teacher practices • Display understanding of each student's anticipated learning difficulties • Regularly incorporate student interests and/or cultural heritage. • Regularly provide differentiated methods or content		Teacher practices • Display understanding of some student anticipated learning difficulties. • Sometimes incorporate student interests and/or cultural heritage. • Sometimes provide differentiated methods or content.		Teacher practices • Demonstrate minimal knowledge of students' anticipated learning difficulties. • Rarely incorporate student interests or cultural heritage. • Demonstrate little differentiated methods or content.

Learning Environment (1.000, 8.3%)	• Establishes clear rules and expectations. • Students are consistently on task. • Deals with disruptive behavior quickly and firmly. • Demonstrates rapport and respect for students. • Regularly reinforces and rewards effort. • Promotes positive interactions and students' interactions exhibit caring for one another.		• Establishes rules and expectations. • Often redirects off-task students. • Deals with disruptive behavior. • Is generally friendly but may have inconsistencies in interactions with students. • Sometimes reinforces and rewards effort. Student-student interaction is polite.		• Establishes few rules and expectations. • Does not address disruptive or off-task behavior. • Demonstrates authoritarian or negative interactions with students. • Rarely reinforces and rewards effort. • Student-student interaction is characterized by conflict, sarcasm, or • put-downs.
Teacher Qualities (1.000, 8.3%)	Demonstrates 4-5 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns		Demonstrates 2-3 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns		Demonstrates 1 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns

LESSON PLAN TEMPLATE
ETSU CLEMMER COLLEGE

UNDERGRADUATE INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
ECED PreK-3	EDFN 2400	ECED 3210	ECED 4680	ECED 4780
ISED K-5	EDFN 2400	CUAI 3500	CUAI 4241	CUAI 4590
SPED	EDFN 2400	SPED 3300	SPED 4710	SPED 4850
PE	EDFN 2400	PEXS 4007	PEXS 4717	PEXS 4850
Secondary		READ 4437	CUAI 4426	CUAI 4580
Art				
Music				

GRADUATE LEVEL INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
MAT – Middle Grades	EDFN 5420	EDFN 5420	CUAI 5458	CUAI 5570
MAT - Secondary	EDFN 5420	EDFN 5420	CUAI 5438	CUAI 5580
MAT – Job-Embedded	EDFN 5420	EDFN 5420	CUAI 5590	CUAI 5590
SLIB M.Ed.				
ECED MA	ECED 5440	ECED 5440	ECED 5617	ECED 5580
SPED M.Ed.		SPED 5301	SPED 5710	SPED 5580

INTRODUCTORY: No Data Collected; Candidates Are Introduced to Lesson Plan Components
DATA POINT 1: Complete All Areas of the Lesson Plan Except Subject Specific Emphasis, Knowing Your Learners, Academic Feedback, & Co-Teaching Strategies
DATA POINT 2: Complete All Areas of the Lesson Plan
DATA POINT 3: Complete All Areas of the Lesson Plan

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

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

Lesson Objective(s) – Student Learning Outcome(s) for this learning experience	**Subject Specific Emphasis (CUAI)**
Objectives use active verbs, are measurable (if applicable), and link to standards. Consider using Bloom's Taxonomy or Webb's Depth of Knowledge. Please number objectives. 1.	*For each objective, please indicate which Subject Specific Emphasis is being addressed. Click here for more information.* 1.

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

Assessment/Evaluation

How will students demonstrate understanding of lesson objective(s)? These will be highlighted in blue in the Instructional Steps Section.

Informal Formative Assessments: *How will you monitor student progress towards lesson objectives as you are teaching? (i.e., formative, informal, and/or formal assessments)*

Formal Assessments: *What formative evidence will you collect to document student learning/mastery of lesson objective(s)? Please describe the upcoming Summative Assessment for these objectives.*

- **Formative –**
- **Summative** *(What upcoming Summative Assessment are you planning for?)*

Evaluative Criteria: *For each formal assessment, list and/or describe the performance indicators or dimensions that are used to assess the evidence of learning. Evaluation criteria must be aligned with objectives and may examine correctness/accuracy, sophistication or elaboration of response, or quality of explanation. Often these are included in rubrics, performance checklists, or rules for awarding full versus partial credit.*

Academic Feedback: *For each informal and formal assessment describe how will you give academic feedback? How will your academic feedback promote student understanding of the learning objective(s) or state standard(s)?*

Assessment/Evaluation Modifications
What modifications will you make on assessments/evaluations for students with diverse and/or special needs (i.e., students with IEP or 504,ELLs struggling learners, advanced learners) and will these modifications be within/for small groups or individuals?

Academic Language Demands	
Key Language Task - *Describe a key language task (activity) from your lesson (discussion, group work, turn & talk, debate, presentation, using cues, writing a paragraph, interpreting a graph, etc.). Describe how students will be required to use language in the activity and the desired outcomes.* Highlight your Key Language Task in the Instructional Steps Section.	
Language Objective - *Write a language objective for your Key Language Task. Underline the function (the verb, usually a Blooms verb (e.g., analyze, interpret, recount), that guides the language objective of the key language task. This objective should include a language product that students will either write, say, or present as a result of the language task and function.*	
Language Function – *What is the one verb that guides the language in your Key Language Task? (This is not completed for Early Childhood)*	
Syntax OR Discourse: *Describe the discourse OR syntax of this lesson. (Syntax: language conventions. Discourse: communicating content.) (This is not completed for Early Childhood)*	
Vocabulary **Academic Vocabulary** *What specialized terms and phrases do students need to understand what they are expected to do?*	List:

Content Vocabulary *What are the key vocabulary words, symbols, or sounds in this lesson?*	*How does this vocabulary connect to the objectives, state standards and function of the language demand?*
General Language Supports: *Strategies used to support the whole class and may be used to support more than one demand (e.g., Venn diagram, learning partners, word wall, anchor chart, vocabulary cards, graphic organizer, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games). These strategies can cross disciplines and be used in a variety of lessons.*	
Targeted Supports: *Strategies that are designed specifically for the Key Language Activity and support a specific language demand (function, vocabulary, syntax, or discourse) Examples might be Venn diagrams, graphic organizers, outlines, examples, sentence stems, modeling, which have been designed for the purpose of supporting a specific language demand.*	*In order to support the language function…* *In order to support the discourse (or syntax) …* *In order to support the vocabulary…*
Individual Supports: *Supports used to target the specific needs of an individual student (e.g., ELL, student with autism, struggling reader or writer, student with significant language delays). These students may or may not have been formally identified and may or may not have an IEP or 504 plans.*	
Higher Ordered Thinking Questions, Activities, Engagement	
Questions and/or activities for higher order thinking: *These are open-ended and cannot be answered by yes or no. There should be a high frequency of questions, asked at various points throughout the lesson to guide rather than direct student thinking. (from TEAM: Questioning, Problem Solving, Thinking Skills)* ***Please highlight these in yellow in the Instructional Part of your plan below.***	
Activities that require high levels of student engagement. *Please describe the activities that students do in the lesson that require high levels of engagement. (These activities are more student-centered, requiring students to take more responsibility for learning.)* Underline the text in the Students Do section below that describes these activities.	

Instruction – When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.
Highlight in yellow all Higher Ordered Questions and Thinking Activities.
Highlight in blue all informal and formal assessments.
Highlight in green your Key Language Activity
Underline any activities/tasks that require high levels of student engagement.

Lesson Part	**Description of Activities and Instruction (Teacher Does)**	**Description of Activities and Instruction (Students Do)** *What do you plan for students to do during the major steps of this lesson? Please make your numbers correspond to the numbered steps in the other columns.* Underline any tasks that require high levels of student engagement.	**Meeting Individual & Group Needs** *Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Consider ELL and other specific individual or group learning; includes requirements in IEP or 504 plans.*
Opening *Describe the beginning of your lesson which should include bellwork (if needed), a hook/motivator, presentation of objectives, state the learning, or Essential Question,introduction of topic.Additionally, relevance & connections must be made to prior learning, personal, cultural or community assets.*	1.		

Instructional Procedures/ Learning Tasks: *Continue numbering your steps as they continue from the Opening. Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teachingstrategies.* Highlight in yellow all HigherOrdered Questions and Thinking Activities. Highlight in blueall informal and formal assessments. Highlight in green your Key Language Activity Underline Active Engagement Activities/Tasks			
Closure: *Continuenumbering to describe the end of your lesson. Make clear connections to real-world situationsand require studentsto reflect on and apply their learning through verbal or written expression.*			
Material/Resources: *What do you need for this lesson? Identify, within a bulleted list, the specific materials, and resources that you will use. Describe how these materials and resources add value, depth, and extend students' learning.*		**Technology:** *(a) Describe the technology you plan to use in your lesson, (b) How does theidentified technology in your lesson improve student learning? If applicable, (c) explain how you will use this technology to support a variety of student needs within the learning environment, and (d) If you used this technology to design and implement formative and/or summative assessments, please explain. Did you use the technology to collect and/or analyze your data to inform instruction? Explain.*	
Co-Teaching Strategies Used: *(highlight and explain all that apply): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching;Supplemental Teaching; Alternative (Differentiated); Team Teaching*			
Management			
Management**:** *Explanation of processes and/or procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning (e.g., work boards, posted procedures, modeling, positive feedback, redirection). If management decisions were addressed above, please* ***bold*** *those processes and procedures.*			
Theory/Rationale			

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, 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 todo. 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.).**	

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**	

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

UNIVERSITY SUPERVISOR

CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

Responsibilities of the University Supervisor

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

In becoming a **caring professional**

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

In becoming an **effective practitioner**

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

In becoming a **critical thinker**

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

Residency Candidate Attendance

- Monitor residency candidate's attendance monthly through LiveText.
- Immediately call or e-mail the Director of Field Experiences and Residency, Department Chair and/or Program Coordinator with attendance concerns.

Residency Candidate Evaluations

- Participate in evaluations in collaboration with the mentor teacher and residency candidate.
- Complete and submit in LiveText the Informal Teaching Evaluation of the residency candidate's progress during each scheduled observation.
- Immediately call or e-mail the Director of Field Experiences and Residency, Department Chair and/or Program Coordinator with concerns.
- If problems arise, collaborate with mentor teacher to design a Development Plan.
- 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.

Criteria for Supervisors

Criteria

1. Must hold a Master's Degree
2. Minimum of three years' experience teaching in a Pre-K-12 school setting.
3. Recommended by previous principal and/or district leaders.
4. TEAM Training Certified

Additional qualification to be considered include a combination of the following:

1. Documented years of professional experience teaching in a grade band they will be supervising, or in the content they will supervise.
2. Experience as a school or district administrator.
3. A teaching license in the content area and/or grade band they will supervise.
4. Awards or special recognition for teaching.

**EPP and LEA will collaboratively review all resumes to determine interviewees.

Please send a copy of your resume and cover letter, along with your licensure area to the Office of Educator Preparation, edprep@etsu.edu

Development Plan Guidelines

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

1. Demonstrates effective oral communication skills.
2. Demonstrates effective written communication skills.
3. Demonstrates professionalism.
4. Demonstrates a positive and enthusiastic attitude.
5. Demonstrates preparedness in teaching and learning.
6. Exhibits an appreciation of and value for cultural and academic diversity.
7. Collaborates effectively with stakeholders.
8. Demonstrates self-regulated learner behaviors/takes initiative.
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability.

Example:

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

UNIVERSITY SUPERVISOR EVALUATION INSTRUMENTS

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Observation and Evaluation Schedule

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

December 15	**Survey**			• Complete Mentor Teacher Survey via email

Residency II				
Recommended Initial Introductory Visit prior to 1st Observation Visit for Residency Candidate, Supervisor and Mentor teacher to meet one another if not completed during Pre-residency. (For students only completing Residency II)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Completed in January and February **LiveText Deadline: February 28**	**Teaching Lesson 1**	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Observe lesson and complete Informal Teaching Evaluation submit scores to LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
	Teaching Lesson 2	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 2**	• Review lesson plan for content before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation • Provide coaching feedback with candidate on lesson plan and instruction
Completed in February and early March **LiveText deadline March 31**	**Teaching Lesson 3**	• Submit lesson plan for mentor teacher to review (minimum 2 days prior to lesson) • Upload lesson plan into LiveText (minimum 2 days prior to lesson) • Teach lesson during supervisor visit	• Complete Lesson Plan Rubric evaluation; submit scores in Live Text • Observe lesson and complete TEAM Evaluation Rubric; submit scores in LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and TEAM Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.
Mid-March	**SWITCH PLACEMENTS**			
Completed in March or April **LiveText Deadline April 30**	**Teaching Lesson 4**	• Submit lesson plan for Mentor Teacher to review (minimum 2 days prior to lesson) • Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 4**	• Review lesson plan before candidate teaches lesson. • Observe lesson and complete Informal Teaching Evaluation • Provide coaching feedback with candidate on lesson plan and instruction

	Teaching Lesson 5	• Submit lesson plan for Mentor Teacher and Supervisor to review (minimum 2 days prior to lesson) • Teach lesson during Supervisor visit	• Observe lesson and complete Informal Teaching Evaluation submit scores to LiveText • Provide coaching feedback to candidate on lesson plan and instruction using Lesson Plan Rubric and Informal Teaching Evaluation Rubric • Check in with mentor teacher about residency candidate	• Review lesson plan for content before candidate teaches lesson.

Completed and LiveText Deadline May 15	**Final Assessment**	• Meet with Supervisor (in field, Zoom, Campus)	• Meet with residency candidate (in field, Zoom, Campus) • Complete Educator Disposition Assessment (EDA) with candidate; upload scores into LiveText	• Provides feedback to Supervisor for Educator Disposition Assessment (EDA)
	Survey			• Complete Mentor Teacher Survey via email

Development Plan

Name: _____ Program: _____

Mentor: _____ Semester: _____

Conference Date:	Improvement Objectives	Activities-Plan of Action	Date of Completion	Documented Improvement

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

_____

Teacher Candidate Date

_____

Mentor Teacher Date

_____

ETSU Supervisor Date

LESSON PLAN TEMPLATE
ETSU CLEMMER COLLEGE

UNDERGRADUATE INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
ECED PreK-3	EDFN 2400	ECED 3210	ECED 4680	ECED 4780
ISED K-5	EDFN 2400	CUAI 3500	CUAI 4241	CUAI 4590
SPED	EDFN 2400	SPED 3300	SPED 4710	SPED 4850
PE	EDFN 2400	PEXS 4007	PEXS 4717	PEXS 4850
Secondary		READ 4437	CUAI 4426	CUAI 4580
Art				
Music				

GRADUATE LEVEL INITIAL LICENSURE COURSES				
Licensure Programs	**INTRODUCTORY (introductory learning opportunity)**	**Data Point I (Early Field Courses)**	**Data Point II (Residency I)**	**Data Point III (Residency II)**
MAT – Middle Grades	EDFN 5420	EDFN 5420	CUAI 5458	CUAI 5570
MAT - Secondary	EDFN 5420	EDFN 5420	CUAI 5438	CUAI 5580
MAT – Job-Embedded	EDFN 5420	EDFN 5420	CUAI 5590	CUAI 5590
SLIB M.Ed.				
ECED MA	ECED 5440	ECED 5440	ECED 5617	ECED 5580
SPED M.Ed.		SPED 5301	SPED 5710	SPED 5580

INTRODUCTORY: No Data Collected; Candidates Are Introduced to Lesson Plan Components
DATA POINT 1: Complete All Areas of the Lesson Plan Except Subject Specific Emphasis, Knowing Your Learners, Academic Feedback, & Co-Teaching Strategies
DATA POINT 2: Complete All Areas of the Lesson Plan
DATA POINT 3: Complete All Areas of the Lesson Plan

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

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

Lesson Objective(s) – Student Learning Outcome(s) for this learning experience	**Subject Specific Emphasis (CUAI)**
Objectives use active verbs, are measurable (if applicable), and link to standards. Consider using Bloom's Taxonomy or Webb's Depth of Knowledge. Please number objectives. 1.	*For each objective, please indicate which Subject Specific Emphasis is being addressed. Click here for more information.* 1.

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

Assessment/Evaluation

How will students demonstrate understanding of lesson objective(s)? These will be highlighted in blue in the Instructional Steps Section.

Informal Formative Assessments: *How will you monitor student progress towards lesson objectives as you are teaching? (i.e., formative, informal, and/or formal assessments)*

Formal Assessments: *What formative evidence will you collect to document student learning/mastery of lesson objective(s)? Please describe the upcoming Summative Assessment for these objectives.*

- **Formative –**
- **Summative** *(What upcoming Summative Assessment are you planning for?)*

Evaluative Criteria: *For each formal assessment, list and/or describe the performance indicators or dimensions that are used to assess the evidence of learning. Evaluation criteria must be aligned with objectives and may examine correctness/accuracy, sophistication or elaboration of response, or quality of explanation. Often these are included in rubrics, performance checklists, or rules for awarding full versus partial credit.*

Academic Feedback: *For each informal and formal assessment describe how will you give academic feedback? How will your academic feedback promote student understanding of the learning objective(s) or state standard(s)?*

Assessment/Evaluation Modifications
What modifications will you make on assessments/evaluations for students with diverse and/or special needs (i.e., students with IEP or 504,ELLs struggling learners, advanced learners) and will these modifications be within/for small groups or individuals?

Academic Language Demands

Key Language Task - *Describe a key language task (activity) from your lesson (discussion, group work, turn & talk, debate, presentation, using cues, writing a paragraph, interpreting a graph, etc.). Describe how students will be required to use language in the activity and the desired outcomes.* Highlight your Key Language Task in the Instructional Steps Section.	
Language Objective - *Write a language objective for your Key Language Task. Underline the function (the verb, usually a Blooms verb (e.g., analyze, interpret, recount), that guides the language objective of the key language task. This objective should include a language product that students will either write, say, or present as a result of the language task and function.*	
Language Function – *What is the one verb that guides the language in your Key Language Task? (This is not completed for Early Childhood)*	
Syntax OR Discourse: *Describe the discourse OR syntax of this lesson. (Syntax: language conventions. Discourse: communicating content.) (This is not completed for Early Childhood)*	
Vocabulary **Academic Vocabulary** *What specialized terms and phrases do students need to understand what they are expected to do?*	List:

Content Vocabulary *What are the key vocabulary words, symbols, or sounds in this lesson?*	*How does this vocabulary connect to the objectives, state standards and function of the language demand?*
General Language Supports: *Strategies used to support the whole class and may be used to support more than one demand (e.g., Venn diagram, learning partners, word wall, anchor chart, vocabulary cards, graphic organizer, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games). These strategies can cross disciplines and be used in a variety of lessons.*	
Targeted Supports: *Strategies that are designed specifically for the Key Language Activity and support a specific language demand (function, vocabulary, syntax, or discourse) Examples might be Venn diagrams, graphic organizers, outlines, examples, sentence stems, modeling, which have been designed for the purpose of supporting a specific language demand.*	*In order to support the language function…* *In order to support the discourse (or syntax) …* *In order to support the vocabulary…*
Individual Supports: *Supports used to target the specific needs of an individual student (e.g., ELL, student with autism, struggling reader or writer, student with significant language delays). These students may or may not have been formally identified and may or may not have an IEP or 504 plans.*	
Higher Ordered Thinking Questions, Activities, Engagement	
Questions and/or activities for higher order thinking: *These are open-ended and cannot be answered by yes or no. There should be a high frequency of questions, asked at various points throughout the lesson to guide rather than direct student thinking. (from TEAM: Questioning, Problem Solving, Thinking Skills)* ***Please highlight these in yellow in the Instructional Part of your plan below.***	
Activities that require high levels of student engagement. *Please describe the activities that students do in the lesson that require high levels of engagement. (These activities are more student-centered, requiring students to take more responsibility for learning.)* Underline the text in the Students Do section below that describes these activities.	

Instruction – When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.
Highlight in yellow all Higher Ordered Questions and Thinking Activities.
Highlight in blue all informal and formal assessments.
Highlight in green your Key Language Activity
Underline any activities/tasks that require high levels of student engagement.

Lesson Part	**Description of Activities and Instruction (Teacher Does)**	**Description of Activities and Instruction (Students Do)** *What do you plan for students to do during the major steps of this lesson? Please make your numbers correspond to the numbered steps in the other columns.* Underline any tasks that require high levels of student engagement.	**Meeting Individual & Group Needs** *Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Consider ELL and other specific individual or group learning; includes requirements in IEP or 504 plans.*
Opening *Describe the beginning of your lesson which should include bellwork (if needed), a hook/motivator, presentation of objectives, state the learning, or Essential Question,introduction of topic.Additionally, relevance & connections must be made to prior learning, personal, cultural or community assets.*	1.		

Instructional Procedures/ Learning Tasks: *Continue numbering your steps as they continue from the Opening. Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teachingstrategies.* Highlight in yellow all HigherOrdered Questions and Thinking Activities. Highlight in blueall informal and formal assessments. Highlight in green your Key Language Activity Underline Active Engagement Activities/Tasks			
Closure: *Continuenumbering to describe the end of your lesson. Make clear connections to real-world situationsand require studentsto reflect on and apply their learning through verbal or written expression.*			

Material/Resources: *What do you need for this lesson? Identify, within a bulleted list, the specific materials, and resources that you will use. Describe how these materials and resources add value, depth, and extend students' learning.*	**Technology:** *(a) Describe the technology you plan to use in your lesson, (b) How does theidentified technology in your lesson improve student learning? If applicable, (c) explain how you will use this technology to support a variety of student needs within the learning environment, and (d) If you used this technology to design and implement formative and/or summative assessments, please explain. Did you use the technology to collect and/or analyze your data to inform instruction? Explain.*

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

Management

Management**:** *Explanation of processes and/or procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning (e.g., work boards, posted procedures, modeling, positive feedback, redirection). If management decisions were addressed above, please* ***bold*** *those processes and procedures.*

Theory/Rationale

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, 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 todo. 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.).**	

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**	

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

Informal Teaching Evaluation Assessment
by Office of Educator Preparation

Purpose

The Informal Teaching Evaluation assesses candidate's performance by the ETSU Supervisor.

Informal Teaching Evaluation Rubric

	Significantly Above Expectations (5.000 pts)	**Above Expectations** (4.000 pts)	**At Expectations** (3.000 pts)	**Below Expectations** (2.000 pts)	**Significantly Below Expectations** (1.000 pt)
Standards and Objectives (1.000, 8.3%)	Standard aligned Learning Objectives are clearly • Communicated. • Referenced throughout lesson/reinforced in closure. • Consistently connected to previously learned material, life experience, or to another discipline. Expectations of students are clear, demanding, and high.		Standard aligned Learning Objectives are • Communicated • Referenced throughout lesson/reinforced in closure. • Connected to previously learned material Expectations of students are clear.		Learning objectives • Are not aligned with state standards. • Are not communicated or poorly communicated. • Are not referenced throughout lesson. • Are not connected to previously learned material. Expectations of students are vague.
Lesson Structure and Pacing (1.000, 8.3%)	Lesson starts promptly. • Lesson has coherent structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriately brisk. • No instructional time lost during transitions. Routines are seamless.		• Lesson starts promptly. • Lesson has structure (beginning, middle, and end) with Set/Motivator and Closure • Pacing is appropriate. • Little instructional time is lost during transitions and routines are efficient.		• Lesson does not start promptly. • Lesson is missing closure or introductory elements. • Pacing is appropriate for less than 1/2 of class. • Considerable time lost during transitions.
Presenting Instructional Content (1.000, 8.3%)	Includes ALL of the following: • Visuals that establish purpose, organization, and		Includes MOST of the following: • Visuals that establish purpose, organization, and		Includes FEW of the following: • Visuals that establish purpose, organization, and

	summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds. • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevant. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.		summarize the lesson/aligned with objective. • Examples, illustrations, analogies, labels for new concepts or ideas. • Modeling, demonstrations, Think Alouds • Content is accurate, appropriate, relevancies. • Logical sequencing and segmenting. • No irrelevant, confusing, or non-essential information.
Activities and Materials (1.000, 8.3%)	Activities/materials include ALL of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage all students. • Incorporate multimedia or technology • Use of resources beyond the text • Games, simulations, experiments, or creations		Activities and materials include MOST of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage majority of students. • Incorporate multimedia or technology • Use of resources beyond the text		Activities and materials include FEW of the following: • Support the lesson objective. • Are challenging; elicit a variety of thinking. • Sustain students' attention and are relevant. • Provide opportunities for student-student interaction. • Engage students. • Use of multimedia or technology • Use of resources beyond the text
Academic Language (1.000, 8.3%)	Lesson must include evidence of all of these: • Academic Language instruction/review • Opportunities to practice • Targeted Supports for three demands o Function o Vocabulary o Syntax or Discourse		Lesson includes evidence of: • Academic Language instruction/review • Opportunities to practice • General Supports for two demands o Function o Vocabulary o Syntax or Discourse		Academic Language is poorly addressed or not addressed.

Problem Solving (1.000, 8.3%)	Teacher implements activities that teach/reinforce 3 Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence		Teacher implements activities that teach/reinforce two: Abstraction Categorization Drawing Conclusions Predicting Outcomes Experimenting Generating Ideas Improving solutions Creating/designing Citing Evidence		Teacher implements little or no activities that teach the problem-solving types, or Implementation of activities was poor or problematic.
Assessment and Feedback (1.000, 8.3%)	• Frequent checks for understanding (informal and formal assessments throughout lesson). • Feedback is consistently academically focused, frequent, high-quality and references objectives. • Feedback is frequently given during guided practice/homework review. • Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. • Feedback from students is used to adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.		• Adequate checks for understanding (informal and formal assessments throughout lesson). • Oral and/or written feedback is academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice/homework review. • Teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.		• Few checks for understanding. • The quality and timeliness of feedback is 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.
Questioning (1.000, 8.3%)	Description of Questions includes most of these: • Varied, including higher ordered thinking • Ask students to cite evidence during lesson.		Description of Questions: • Varied, including higher ordered thinking • Usually require students to cite evidence. • Sometimes sequenced with		Teacher questions are inconsistent in quality and include few question types. Questions • Random and lack coherence • Rarely sequenced with attention to

	• Sequenced with attention to instructional goals • require active responses • purposeful and coherent • assess and advance student learning Questioning: • A high frequency of questions is asked. • Wait time (3-5 seconds) is consistently provided • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender		attention to instructional goals • Sometimes require active responses • purposeful and coherent Questioning: • A moderate frequency of questions is asked. • Wait time is sometimes provided. • Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender		instructional goals • Rarely require active responses Questioning: • A low frequency of questions is asked. • Wait time is inconsistently provided. • Teacher mostly calls on volunteers and high-ability students.
Grouping Students (1.000, 8.3%)	• Grouping arrangements are used appropriately; varied and intentionally planned to maximize student understanding/learning and accomplish learning goals. • All students understand their roles and group work expectations. • All students are held accountable for work		• Grouping arrangements are used appropriately; adequately enhance student understanding and accomplish learning goals. • Most students understand their roles and group work expectations. • Most students are held accountable for work.		Opportunity for grouping is missed, OR… • Grouping arrangements inhibit student understanding/learning and are not intentionally planned to accomplish goals. • Few students understand their roles and expectations. • Few students are held accountable for work.
Teacher Knowledge of Students (1.000, 8.3%)	Teacher practices • Display understanding of each student's anticipated learning difficulties • Regularly incorporate student interests and/or cultural heritage. • Regularly provide differentiated methods or content		Teacher practices • Display understanding of some student anticipated learning difficulties. • Sometimes incorporate student interests and/or cultural heritage. • Sometimes provide differentiated methods or content.		Teacher practices • Demonstrate minimal knowledge of students' anticipated learning difficulties. • Rarely incorporate student interests or cultural heritage. • Demonstrate little differentiated methods or content.

Learning Environment (1.000, 8.3%)	• Establishes clear rules and expectations. • Students are consistently on task. • Deals with disruptive behavior quickly and firmly. • Demonstrates rapport and respect for students. • Regularly reinforces and rewards effort. • Promotes positive interactions and students' interactions exhibit caring for one another.		• Establishes rules and expectations. • Often redirects off-task students. • Deals with disruptive behavior. • Is generally friendly but may have inconsistencies in interactions with students. • Sometimes reinforces and rewards effort. Student-student interaction is polite.		• Establishes few rules and expectations. • Does not address disruptive or off-task behavior. • Demonstrates authoritarian or negative interactions with students. • Rarely reinforces and rewards effort. • Student-student interaction is characterized by conflict, sarcasm, or • put-downs.
Teacher Qualities (1.000, 8.3%)	Demonstrates 4-5 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns		Demonstrates 2-3 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns		Demonstrates 1 of the following: Positive Affect, Voice Quality, Speech and Grammar, Appropriate Dress, Professional manner/dispositio ns

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 _____

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., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. • Questions regularly assess and advance student understanding • When text is involved, majority of questions are text based	Teacher questions are varied and high-quality providing for some, but not all, question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions usually require students to cite evidence • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • When text is involved, majority of questions are text based	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

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

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

General Educator Rubric: Planning

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

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

2021-2022 RESIDENCY HANDBOOK APPENDIX

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Background Check Policy

Purpose

The purpose of this policy is to establish guidelines for those in Clemmer College who may work or interact with individuals less than 18 years of age, with the goal of promoting the safety of minors. This includes all students, faculty, and others in the ETSU Clemmer College Educator Preparation Program, as well as all university-affiliated tenure-track faculty and part-time adjunct faculty who supervise teacher education students in Clemmer College. East Tennessee State University is committed to the safety of all individuals in its community. The University has particular concern and safety of minors and vulnerable populations, including minor children.

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

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

Policy Statement

All graduate and undergraduate students who will participate in a field experience, internship, practicum, and/or residency placement are required to have a criminal background check completed and paperwork on file with the Tennessee Bureau of Investigation. Clemmer College requires each student to complete a Background Check Package which includes fingerprinting and completion of required authorization forms. The authorization forms include the VECHS Waiver Agreement and Statement form, Noncriminal Justice Applicant's Privacy Rights form, and the ETSU Authorization for Background Check for Entry to ensure clearance for site visits. This Background Check Package will be housed in the Office of Educator Preparation. IdentoGO by MorphoTrust is the exclusive live scan fingerprinting provider for the Tennessee Bureau of Investigation and is a certified FBI Channeling Agent. If the Background Check Package is not complete, the student will not receive a placement.

Clemmer College students include, but are not limited to, programs in the following departments:

- Counseling and Human Services
- Curriculum and Instruction
- Early Childhood Education
- Early Childhood Learning and Development
- Educational Foundations and Special Education
- Education Leadership and Policy Analysis

- Math and Science Education
- Sports, Exercise, Recreation, and Kinesiology
- Sports Science and Coaching Education

Students working with vulnerable populations (i.e., school children, individuals in health & elderly care facilities, etc.) must also complete fingerprinting and required authorization forms (VECHS Waiver Agreement and Statement form, Noncriminal Justice Applicant's Privacy Rights form, and the ETSU Authorization for Background Check for Entry). Background Checks Packages are good for one calendar year. If a student has completed an initial Background Check Package, they can complete an Affirmation of Background Check to extend the duration of the background check for another year. An Affirmation of Background Check is a document that affirms the status of the background check from when it was originally completed. A maximum of 2 consecutive Affirmation of Background Checks can be completed before another Background Check Package is required. A final Background Check Package is required prior to beginning Residency/Internship.

Clemmer College guarantees the privacy of the background check information. According to Tennessee Bureau of Investigation policy, background check information cannot be shared with any outside agency, or local education agency. In the event a school district would require a physical copy of the background check results, the Office of Educator Preparation has permission to release a copy of the results to students. To receive this copy, students must complete a Release of Background Check Records Agreement. The background check results will be placed in a sealed envelope and the student will hand deliver the results to the requesting local education agency.

Policy for Automatic Denial or Dismissal or Disqualifying Offenses

All background checks are received and reviewed by the Director of Field Experiences and Residency. Should findings be reported by TBI (TN Bureau of Investigations), a meeting is required with the Office of Educator Preparation to determine if clearance can be given to participate in a field experience, internship, practicum, and/or residency placement. Findings will be reviewed on a case-by-case basis and determined whether clearance will be granted. If it is determined the students will be excluded from participating in field or clinical experiences as a result of the criminal background check, the Office of Educator Preparation will provide in writing to the student an initial determination, which will include the basis upon which the determination was made and allow the student the opportunity to review and provide comment on any information contained in the background check.

If a student has findings on a Background Check Package that the Office of Educator Preparation deny a student placement within a school system, the student may apply as a substitute teacher with a school system to gain acceptance and ability to work within that system. If denied employment by the school system, the student may apply at other school systems (student must accrue all costs associated with additional background checks requested by school systems.) If a student is unable to gain acceptance/employment for whatever reason, the student will not be able to progress within a program.

Candidates who have an offense which would preclude them from obtaining a license from the Tennessee Department of Education will be contacted immediately by the Director of Field Experiences and Residency and be asked to meet with the Background Check Review Committee. Clearance can be denied for the following reasons (but not limited to):

- Assault
- Sexual misconduct with a minor
- Repeated moving vehicle violations
- Theft

- Felony conviction
- Protective orders
- Domestic violence
- Drug trafficking
- Other illegal conduct unbecoming to a teacher

Office of Educator Preparation Appeals

An appeals process has been instituted for Clemmer College students who have not fully met the requirements for a Criminal Background Check Package in the Office of Educator Preparation. The following guidelines describe those conditions under which an appeal may be made, and a list of the steps involved in the process.

Prerequisites for an Appeal

An applicant whose background check is unable to be cleared for placement by the Office of Educator Preparation will be recommended to the Background Check Committee for review.
The Background Check Committee is comprised of a representative of each department in Clemmer College, Office of Educator Preparation, Director of Field Experiences and Residency and Placement Coordinator, and other ETSU employees appointed by the Dean.
The Background Check Committee will meet to review the TBI Background Check and the Office of Educator Preparation indication meeting notes. If an interview is required, students will be given approximately 15 minutes to provide justification for continuing in an Educator Preparation Program.
The Background Check Committee will render a decision on the matter and inform the student via email within five days of the recommended review as set forth by Clemmer College.
Students who do not satisfy the requirements of the Background Check Committee may appeal in writing within 10 days of notification of refusal for field or clinical residency placement. Appeals must be sent to the Office of Educator Preparation, 305 Warf-Pickel Hall.

Procedures for an Appeal

A. Complete and submit the Appeal Request. If necessary, attach a word-processed letter of justification explaining what is being appealed and why you feel an appeal should be granted to you.
B. Students may be asked to appear for an interview before the Dean's Office. If an interview is required, the student will be provided approximately 15 minutes for the purpose of summarizing their appeal. Following their summary, members of the Dean's Office may choose to ask questions. At the conclusion of the interview, the student will be asked to leave and will be notified of the Dean's office decision. Written notification will follow within five days of the Dean's Office deliberation. A letter will be filed in the student's record indicating the Dean's Office's decision relative to their appeal.

****The results regarding the Dean's Office appeal are final and cannot be appealed.**
****Confidentiality will remain consistent with all appropriate guidelines throughout the Background Check Appeals Process.**

Fingerprinting Procedures

Follow the steps outlined below to complete the fingerprinting process:

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

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

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Authorization for Background Check for Entry into the East Tennessee State University Educator Preparation Program

Name_____ E#_____

Program of Study_____

Reason for Background Check_____
(If for a field placement, write course)

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

Payment of any reasonable costs incurred by the Tennessee Bureau of Investigation in conducting fingerprinting and background investigation is the responsibility of the student. ***This disclosure form and the background check remain in effect until a new background check is required unless the student is not enrolled in a semester, then a new background check and disclosure form is required.***

REPORT OF ARREST OR CONVICTION

1. Have you ever been arrested or convicted of acrime? YES_____NO_____If yes, indicate dates, the nature and final disposition of ALL offenses:

By signing this form, I certify under penalty of law that the statements made in this form are true, correct and complete. I understand that false statements herein, including, without limitation, any failure to accurately report any arrest or convictions shall subject me to disciplinary action, up to and including removal from the Educator Preparation program, as well as possible criminal prosecution. ***I agree to notify the Director of Field Experiences and Residency of any arrests/convictions within 5 days or prior to entering a school setting.*** *I agree to release and hold harmless East Tennessee State University from all liabilities associated with information or actions associated with this information.*

Print full name: _____
first middle last

Email address:_____DOB: _____

Signature:_____Date: _____

REVISED 08-06-19

CLEMMER COLLEGE
EAST TENNESSEE STATE UNIVERSITY

Noncriminal Justice Applicant's Privacy Rights

Print Name:_____ **E#:** _____

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for employment or a license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification that your fingerprints will be used to check the criminal history records of the FBI.
- You must be provided, and acknowledge receipt of, an adequate Privacy Act Statement when you submit your fingerprints and associated personal information. This Privacy Act Statement should explain the authority for collecting your information and how your information will be used, retained, and shared.
- If you have a criminal history record, the officials making a determination of your suitability for the employment, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or update of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the criminal history record.[3]

You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.

If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at https://www.fbi.gov/services/cjis/identity-history-summary-checks.

If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)

By signing this form, I certify that I have received and read the Noncriminal Justice Applicant's Privacy Rights noted above. I also authorize the release of all investigative records to the institution of higher learning (Clemmer College, East Tennessee State University) resulting from a fingerprinting sample and a criminal history background check conducted by the TBI and FBI. I understand that this information may be used by East Tennessee State University to verify the accuracy of my application, and may furthermore be grounds for denying admission to the Educator Preparation Program for which I have applied. Additionally, I authorize the institution to use the current qualified Tennessee licensed private investigation company currently contracted with the state of Tennessee to retain the necessary information needed. Lastly, I understand that copies of the criminal history records information will not be shared outside of the Clemmer College; however, I authorize and understand that a notice of a passing or not passing background check will be sent to the school system once I begin my clinical placement.

Signature:_____ **Date:** _____

MAIL TO: East Tennessee State University, Clemmer College, Office of Field Experiences and Residency,
PO Box 70685, Johnson City, TN 37604
or **SUBMIT IN PERSON**: Warf Pickel Hall, Room 305

VECHS WAIVER AGREEMENT AND STATEMENT

Volunteer & Employee Criminal History System

for Criminal History Record Checks

under the National Child Protection Act of 1993, as amended

Pursuant to the National Child Protection Act of 1993, as amended, this form must be completed and signed by every current or prospective employee, volunteer and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize (enter Name of Qualified Entity) East TN State University - Clemmer College to submit a set of fingerprints through the TBI vendor and this form to the Tennessee Bureau of Investigation (TBI), for the purpose of accessing and reviewing Tennessee and national criminal history that may pertain to me directly from the FBI, pursuant to 28 CFR, Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me with a copy of the criminal history background report, if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor. **A national criminal history background check on me is being requested by: ETSU-Clemmer College**

Name of Previous Qualified Entity: ETSU - Clemmer College **Year of Request:** 2021

Address: Box 70685

City: Johnson City **State:** TN **Zip:** 37614

I ☐ have OR ☐ have not been convicted of a crime.

If convicted, describe the crime(s) and the particulars of the conviction(s) in the space below:

I am a current or prospective (check one):

Employee ☐ Volunteer ☑ Contractor/Vendor ☐

Signature:_____ Date:_____

Printed Name:_____

Address: _____

City: _____ State:_____ Zip:_____

Date of Birth: _____

TO BE COMPLETED BY QUALIFIED ENTITY:

Entity Name: East Tennessee State University

Address: P.O. Box 70685

City: Johnson City State: TN Zip: 37614

Telephone: (423) 439-7626 Fax Number: _____

TBI Transaction Number: TNCC90028

ORIGINAL MUST BE RETAINED BY QUALIFIED ENTITY

COPY MUST BE SUBMITTED TO TBI