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Rev 09/2018
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 amazing teacher. It's time to apply the skills, knowledge, and pedagogical practices you have garnered in the classroom into the Residency II component of your program. You will find that your Residency will not only be challenging, enriching, and thought-provoking but most assuredly rewarding.

Even though you will be working in a classroom environment which may have been established prior to your arrival, there will be ample opportunity for you 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.

You and your mentor will be entering into a collaborative, co-teaching relationship in which you will have ample opportunities to contribute to the educational ethos in your classroom. 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! If you do these things you will be able to enrich, embellish, and expand your professional repertoire in a multitude of ways that will not only help to crystallize 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.

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

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. Gregory Aloia

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.
## Administrative Office Directory

<table>
<thead>
<tr>
<th>CENTRAL OFFICES</th>
<th>LOCATION</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean</td>
<td>319 Warf-Pickel Hall</td>
<td>423-439-7616</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>121 Lucille Clement</td>
<td>423-439-5396</td>
</tr>
<tr>
<td>Division of Student Affairs</td>
<td>302 Burgin Dossett Hall</td>
<td>423-439-4210</td>
</tr>
<tr>
<td>Office of Teacher Licensure</td>
<td>323E Warf-Pickel Hall</td>
<td>423-439-7562</td>
</tr>
<tr>
<td>Office of Residency</td>
<td>323C Warf-Pickel Hall</td>
<td>423-439-7597</td>
</tr>
</tbody>
</table>

### DEPARTMENTS AND PROGRAMS

<table>
<thead>
<tr>
<th>DEPARTMENTS AND PROGRAMS</th>
<th>LOCATION</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling and Human Services</td>
<td>303 Warf-Pickel Hall</td>
<td>423-439-7692</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>401 Warf-Pickel Hall</td>
<td>423-439-7595</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>209 Warf-Pickel Hall</td>
<td>423-439-7688</td>
</tr>
<tr>
<td>Educational Leadership &amp; Policy Analysis</td>
<td>501 Warf-Pickel Hall</td>
<td>423-439-4430</td>
</tr>
<tr>
<td>Sport, Exercise, Recreation, and Kinesiology</td>
<td>321 Warf-Pickel Hall</td>
<td>423-439-7626</td>
</tr>
<tr>
<td>Educational Foundations &amp; Special Education</td>
<td>423 Warf-Pickel Hall</td>
<td>423-439-7673</td>
</tr>
</tbody>
</table>

### OTHER

<table>
<thead>
<tr>
<th>OTHER</th>
<th>LOCATION</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technology Review Center</td>
<td>209L Warf-Pickel Hall</td>
<td>423-439-7128</td>
</tr>
<tr>
<td>Clemmer Student Advisement</td>
<td>321 Warf-Pickel Hall</td>
<td>423-439-7626</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>101 Burgin Dossett</td>
<td>423-439-4230</td>
</tr>
<tr>
<td>Office of Disability Services</td>
<td>Nell Dossett Residence Hall</td>
<td>423-439-8346</td>
</tr>
</tbody>
</table>
Clemmer College Administration

Dr. Gregory Aloia
Dean of the Clemmer College

Dr. Kimberly Hale
Associate Dean for Assessment and Accreditation

Dr. Pamela Mims
Associate Dean for Research and Grants

Dr. Cynthia Chambers
Associate Dean for Teacher Education

Dr. Janna Scarborough
Associate Dean for Faculty and Academic Affairs

Mr. Scott Jenkinson
Assistant Dean for Student Services

Dr. Sara Beth Hitt
Director of Field Experiences and Residency

Dr. Pam Evanshen
Chair of the Department of Early Childhood

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

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

Dr. Julia Bernard

Rev 09/2018
Program Coordinators: Initial Licensure

- Dr. Aimee Govett  
  Master of Arts in Teaching
- Dr. Kasen O’Neil  
  Physical Education K-12
- Dr. Kathryn Sharp  
  Early Childhood – Undergraduate and Graduate
- Dr. Tina Hudson  
  Special Education
- Dr. Cathy Galyon  
  Early Childhood Special Education
- Dr. Renee Moran  
  ISED  K-5
- Dr. Ryan Nivens  
  Secondary Education
- Dr. Mary Dave Blackman  
  Music

Clinical Instructors / Master Clinicians/ Field Supervisors:

- Ms. SuEllen Whitson
- Mr. Clyde Duty
- Ms. Mary Beth Dellinger
- Ms. Nancy Hopson
- Ms. Debra Swatzel
- Mr. Dennis Smith
- Ms. Diane Hayes
- Mr. John Mooneyham
- Ms. Ruth Facun-Granadozo
- Ms. Kathy Greer
- Dr. Mary Dave Blackman
- Dr. Scott Honeycutt
- Dr. Sara Beth Hitt

- Ms. Doris Willis
- Dr. Kathryn Sharp
- Ms. Janice Cloud
- Ms. Nancy Hedberg
- Dr. Susan Lewis
- Ms. Angela Shelton
- Ms. Terryl Rock (edTPA Coordinator)
- Ms. Janice Cloud
- Ms. LaShay Jennings
- Dr. Diana Mozen
- Dr. Arnold Nyarambi
- Dr. Cathy Gaylon
- Mr. Will Overfelt
Vision, Mission & Goals

Clemmer College has a vision to enhance the lives of students, faculty, staff, and community through quality programs to 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,
- Offer community-based education,
- Provide research and service activities to enhance community partnerships around the world and 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 Affairs
Post Office Box 70725
Johnson City, TN USA 37614-0710

Email: studentaffairs@etsu.edu

Telephone: (423) 439-4210

Fax: (423) 439-6454

The Division of Student Affairs Offices are located on the 3rd floor of Burgin Dossett Hall and are open from 8:00 a.m. to 4:30 p.m. Monday through Friday.
East Tennessee State University 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.
The conceptual framework that now guides the unit was developed through a series of faculty retreat, and later revised by the Conceptual Framework Committee. As the unit prepared for full implementation of the Ready to Teach Transformation Initiative, the Conceptual Framework was again formally revisited through a series of meetings that included community representation as well as the faculty in the College. Recommendations were made to clarify, redefine, and reframe the concepts to better reflect the needs and requirements for successful teachers and professionals in the 21st century. The Conceptual Framework specifically guides the Teacher Education 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.
### EAST TENNESSEE STATE UNIVERSITY

#### TEACHER EDUCATION ADMISSION STANDARDS AND CRITERIA

<table>
<thead>
<tr>
<th>STEP 1: PRE-ADMITTED STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Once admitted to ETSU, all pre-admitted teacher licensure students must:</strong></td>
</tr>
<tr>
<td>- Start a file with the Student Services Office in Warf-Pickel, Room 321 (call 423-439-7626 for an appointment)</td>
</tr>
<tr>
<td>- Establish a Program of Study</td>
</tr>
<tr>
<td>- Complete the Declaration of Intent form</td>
</tr>
<tr>
<td>- Complete Change of Major form if needed</td>
</tr>
<tr>
<td>- Sign Verification Form as confirmation that information was received about Admission Criteria, Board Application, advisement process, student responsibility, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X Signature</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>STEP 2: CRITERIA FOR ADMISSION TO TEACHER EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- MUST have a file established with the Student Services Office in Warf-Pickel, Room 321</td>
</tr>
<tr>
<td>- Achieve an overall GPA of 2.75 or higher (including transfer coursework)</td>
</tr>
<tr>
<td>- MUST earn a grade of ‘C’ (2.0) or higher in the following general education core classes:</td>
</tr>
<tr>
<td>- ENGL 1010 &amp; 1020 (6 hrs.)</td>
</tr>
<tr>
<td>- Sciences (8 hrs.) (specific to major)</td>
</tr>
<tr>
<td>- Mathematics (3 hrs.) (specific to major)</td>
</tr>
<tr>
<td>- Pass UIT Proficiency Exam or pass CSCI 1100 (0-3 hrs.)</td>
</tr>
<tr>
<td>- Complete EDFN 2100 Orientation to the Profession of Education (1 hr.) with a ‘B’ (2.7) or higher</td>
</tr>
<tr>
<td>- Complete EDFN 2300 Foundations for Teaching (2hrs.) with a ‘B’ (2.7) or higher. <strong>Prerequisites:</strong> EDFN 2100, Background Check and clearance granted (must be completed 4 weeks prior to class beginning/must be initiated in Warf Pickel, Room 321)</td>
</tr>
<tr>
<td>- Achieve a minimum test score on:</td>
</tr>
<tr>
<td>- <strong>ACT:</strong> 22 (ACT composite of 21 will be considered) <strong>OR</strong></td>
</tr>
<tr>
<td>- <strong>SAT:</strong> Reading 543 and Math 533 ( SAT combined score of 1020 will be considered) <strong>OR</strong></td>
</tr>
<tr>
<td>- <strong>PRAXIS Core:</strong> Reading 168, Math 162, Writing 165 ( Praxis Core Reading 156, Math 150 and Writing 162 will be considered)</td>
</tr>
</tbody>
</table>

**ACT Website:** [www.actstudent.org/regist/](http://www.actstudent.org/regist/)
**SAT Website:** [https://sat.collegeboard.org/register](https://sat.collegeboard.org/register)
**PRAXIS Website:** [www.ets.org/praxis](http://www.ets.org/praxis)

<table>
<thead>
<tr>
<th>STEP 3: BOARDING</th>
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</thead>
<tbody>
<tr>
<td>- Complete and submit the Clemmer College Teacher Board Application <strong>BEFORE</strong> deadline date posted on the Bulletin Board outside Room 321, Warf Pickel or on the CC website. (Applications are available at: <a href="https://www.etsu.edu/coe/teachered/admission.php">https://www.etsu.edu/coe/teachered/admission.php</a>)</td>
</tr>
</tbody>
</table>

**Summary of Requirements (See Board Application for a detailed list of requirements):**

1. Required Essay
2. Official evidence of attained required scores on one of the state mandated tests noted above
3. Academic Transcript
4. Completed Program of Study
5. Complete a background check and receive clearance (Must be completed 4 weeks prior to board application deadline; Follow the process steps at: [https://www.etsu.edu/coe/teachered/background.php](https://www.etsu.edu/coe/teachered/background.php) Cannot be over a year old at the time of the interview date.)
6. Positive recommendation of unconditional admission from the Teacher Education Admission Board.

**Upon admission to teacher education, the student is now a teacher candidate and will be assigned a faculty advisor.**

<table>
<thead>
<tr>
<th>STEP 4: CRITERIA FOR PLACEMENT IN RESIDENCY (Pre-Residency, Residency I and Residency II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To be placed in Residency, a teacher candidate must:</td>
</tr>
<tr>
<td>- Submit a Residency application by March 1.</td>
</tr>
<tr>
<td>- Complete all required coursework prior to placement in Residency II.</td>
</tr>
<tr>
<td>- Meet state mandated test scores on the following prior to beginning Residency II.</td>
</tr>
<tr>
<td>- <strong>Praxis II:</strong> Specialty Area tests specific to licensure area</td>
</tr>
<tr>
<td>- Achieve a GPA of 3.0 or higher in all content area and professional education courses. Any grades of C- or lower will need to be repeated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 5: LICENSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Information concerning procedures for Tennessee Teaching Licensure are available in Warf-Pickel 321 from the Credentialing Officer.</td>
</tr>
</tbody>
</table>

Revised Summer 2018
Praxis Information

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

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

Praxis Subject Assessments **MUST be passed** no later than the first day of Residency II.

Background Check Information

Purpose

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

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

Persons Affected

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

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

- Non-education majors enrolled in classes (e.g., EDFN 2300) that visit schools or agencies where children are present are required to undergo fingerprinting, complete an authorization form, and a criminal records check before they can participate. Instructors of these classes should alert their students at the beginning of each semester and should include a notice in the course syllabus. Class visits to schools should be delayed to allow time for completion of the criminal records check for all students enrolled in the course.

- **For Teacher Education candidates, the background check authorization form should be printed and delivered to the student services office at the time of file startup.**

- Cleared background checks should be current at the time of boarding and will be considered valid from admission to Teacher Education until graduation as long as the student is continuously enrolled (excluding summer). Any
**Student arrested after submitting a background check must contact the Field Placement Office within 24 hours.** Failure to do so could result in dismissal from the program.

**Background Checks**

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

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

**Follow the steps outlined below to complete the fingerprinting process:**

1. Using your web browser, go to [www.identogo.com](http://www.identogo.com) and type in your zip code OR choose Tennessee.
2. You may also call (855) 226-2937 to register and schedule an appointment. You will be asked the following questions instead of completing these steps yourself. *International students should choose this option.
3. Select the IdentoGO Agency closest to you and click to schedule an appointment.
4. Select Digital Fingerprinting.
5. Click to schedule a NEW appointment.
6. Choose Non-DCS Child Care/Adoption Providers as your Agency Name and select Go.
7. Choose Child Related Worker Volunteer (Private) as Applicant Type and select go.
8. Enter ORI number **TNCC90028** and select go. Then click yes to confirm that East Tennessee State University is correct.
9. You will have to read an acknowledgement/release form. Check I agree and select go.
10. Select the location where you want to be fingerprinted. You may choose a region of the state, click on the map, or enter a zip code to get a list of locations in a specific area. Select go.
11. Click on the words Click to Schedule across from the location you want, under the day you wish to be fingerprinted. If you want a date farther in the future, select the Next Week>> link to display more dates. Once you select the location/date combination, select the time for your appointment and select go.
12. Complete the demographic information page. Required fields are indicated by a red asterisk (*). When complete, select Send Information.
13. Confirm the information. Follow the on-screen directions to make any change necessary. Once you see the data is correct, select Send Information.
14. If you are required to pay for your own fingerprinting, then you will be presented with payment options. Complete your payment process and select Send Payment Information.
15. Print your confirmation page.
16. Bring approved identification documents with you to the appointment. These approved document options are identified on your confirmation page of your appointment.
17. Arrive at the facility at your appointed date and time.
18. The Enrollment Officer at the site will check your ID, verify your information, verify or collect payment, capture your fingerprints, and submit your data.

**Waiver Forms:**

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. East Tennessee State University – Clemmer College requires each of these students to complete the **authorization forms**. The forms include the **VECHS Waiver Agreement and Statement form** and the **ETSU Authorization for Background Check for Entry form**. The completed forms, should be mailed or dropped off to the Residency Office in a sealed envelope.

Rev 10/2018
VECHS Waiver Agreement and Statement form
ETSU Authorization for Background Check for Entry form

1). Print out both forms linked above.
2). Complete the two background check waiver forms.

(TBI- VECHS Waiver and ETSU Authorization form)
3). Place completed forms in a sealed envelope. Mail the sealed envelope to the following address:
   East Tennessee State University
   Clemmer College
   Residency Office
   PO Box 70685
   Johnson City TN 37604

   Or drop off in a sealed envelope to:
   East Tennessee State University
   Clemmer College
   Warf Pickel Hall - Room 321

4). Please make sure to read all Clemmer College Policy and Procedures. Thank you.
Understanding Residency

The Residency Program at ETSU is for all teacher 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 teacher candidates' progress
- A summative Teacher Performance Assessment (edTPA) that is modeled after the National Board of Professional Teaching Standards. A high stakes performance assessment in which prospective teachers demonstrate their knowledge of subject matter, teaching methods, and child growth and development.
Residency is the time when teacher candidates have opportunity to display and strengthen their commitment to the personal and professional qualities included in the Conceptual Framework of Clemmer College. Teacher candidates are guests in the school systems where they are working; however, they have much to offer and can contribute greatly to the learning community.

Each mentor and each building principal, in accepting a teacher candidate for placement, should become familiar with these guidelines. Residency is a highly regulated professional year and failure to follow guidelines could jeopardize documentation required for a teacher candidate’s application for a teaching license. The Residency experience is guided by principles and strategies prescribed by current research and theory in preservice teacher education. This important experience is supervised by qualified university faculty members and Mentor Teachers, referred to as mentors. The roles and responsibilities of the teacher candidate, mentor, and supervisor are described in this Handbook. The Handbook also outlines procedures and policies for East Tennessee State University teacher candidates and the personnel supporting them. Careful review of this Handbook before the beginning of Residency II will help create a positive, professional experience.

It is critical to view the Residency experience as a professional growth process. It is one more step on the lifelong journey of becoming a professional educator. Like all learners, teachers will enter this experience at various developmental stages, but all teacher candidates 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 field hours.

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

Clinical Residency Experiences

Pre-Residency

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

Residency I

Residency I teacher candidates meet and work with their mentor teachers in partner school systems during the fall semester prior to Residency II. Residency I candidates learn school and classroom demographics and policies while getting to know students and their academic curriculum needs. Candidates can also provide individual attention and tutoring to students as needed. Candidates will have the opportunity in Residency I to practice the skills and knowledge connected with their coursework. Coursework will include classroom management, co-teaching and other instructional strategies. During Residency I, teacher candidates will complete field hours as well as classroom courses at ETSU.

Residency II

The Residency II semester must be a minimum of 15 full weeks of observation, teaching, and co-teaching. This semester must include a placement in at least two different settings. The amount of time spent in each setting will vary with the candidate’s area of concentration. When not directly teaching, teacher candidates should be assisting and observing in classes, with one period per day being reserved for preparation time and time to
collaborate with the mentor teacher. **State regulations prohibit taking additional course work during Residency II** (student teaching). Under extreme circumstances, students may be allowed to take one course with approval from the Dean. Additionally, **any employment that conflicts with the 15 weeks of Residency II is prohibited.** Students may not receive payment for any service rendered during their Residency assignment. Teacher candidates may not serve as substitute teachers during Residency II.

**Residency Seminar**

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

**Guidelines for Teacher Candidate Placements**

**PreK-3**

Early childhood majors will teach in either PreK/ kindergarten setting or in a grade 1-3 classroom and will spend 4 weeks observing in the other setting.

**Elementary K-5**

Candidates seeking K-5 licensure will teach in either a K-2 classroom or in a 3-5 classroom and will spend 4 weeks observing in the other setting.

**Secondary Education 6-12**

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

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

Candidates must complete Residency II with both an elementary and a secondary placement.
I realize the importance of the responsibilities I am to assume as a teacher candidate and the ever-present need for a high level of ethics to guide me in discharging these duties. I believe in conducting myself accordingly, with special attention directed to the following relationships:

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

**The Mentor Teacher**
1. Accept the mentor teacher as a professional person giving of his/her time and energy to help a new teacher.
2. Respect the mentor teacher’s program, goals, and practices, by striving to understand and support them.
3. Avoid emphasizing differences in philosophy and practices with the mentor teacher.
4. Secure approval of the mentor teacher in advance of implementing teacher 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 teacher candidate to have a successful apprenticeship teaching experience.
2. Seek the supervisor’s suggestions for improving learning situations for students and for implementing the teacher candidate’s many activities in the school and community.
3. 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 teacher candidate activities in school and community.
5. Consider all conferences with the supervisor as professional and confidential.

**The Residency Seminar Instructor**

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

**The Profession**

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

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

For Residency I and Residency II, read the applicable Syllabus and the Code of Ethics. Print out and sign this form, then submit it to your supervisor.
I have read and I understand the East Tennessee State University Residency I/Residency II (circle one) Syllabus and the Code of Ethics and will conduct myself accordingly.

Signature

Date

This teacher candidate Code of Ethics must be signed and given to your university supervisor at the beginning of your Residency placement.
Memorandum of Understanding between Teacher 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 teacher candidates are to exhibit in their yearlong Residency.

Conduct: While completing the yearlong Residency, teacher candidates must conduct themselves in a professional manner. Upon entering the yearlong Residency, Candidates agree to follow the rules of the school system as well as policies of 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 and words during Residency should be carefully considered, as they will affect both the Residency evaluation and the written/verbal recommendations of the teacher candidate by the mentor teacher, residency supervisors, school administrators, and the Office of Field Experience and Residency. Teacher candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from their Residency placements and, if necessary, dismissal from the Teacher Education Program at East Tennessee State University. Dispositions are evaluated during each Residency placement.

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

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

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

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

Tardies/Leaving School Early: Tardies and leaving the partner school early are not permitted. Residency I Candidates are expected to adhere to the school-mandated arrival times required of the mentor teachers or the
times required by the supervisor. Residency II Candidates are expected to adhere to the school-mandated arrival times required of the mentor teachers. Tardies and/or leaving the school early without a valid or approved reason may result in removal from the Residency and/or a failing grade for Residency I and/or II. Please note that during Residency II, Candidates are expected to arrive early and depart beyond established dismissal times.

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

**Lesson Plans:** Residency Candidates will follow Clemmer College lesson plan format. Lesson plans must be submitted at least two (2) teaching days prior to the day the lesson will be taught in order to provide time for feedback and approval. Failure to turn in lesson plans to the mentor teacher at least two days before teaching the lessons in question will jeopardize the teacher candidate’s continuance in his/her Residency.

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

**Outside Commitments:** teacher candidates in Residency II are strongly encouraged not to work outside of school. Work or family/personal commitments cannot be excuses for failing to meet the commitments of Residency I and Residency II. Students may not receive payment for any service rendered during their Residency assignment. Teacher candidates may not serve as substitute teachers during Residency II. If commitments become problematic in terms of attendance and performance, the Candidate will be given the choice of withdrawing from his/her Residency or making the personal adjustments necessary to give full attention to the program. Candidates with family/personal commitments should make these commitments known to the Office of Field Experience and Clinical Residency as early as possible.

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

**Other Dispositions/Professional Behaviors:**

- Handle ALL confidential information (student records, etc.) in a professional manner. Do not share information about the school, students, mentor teacher, etc., privately or publicly with others.

- Refrain from posting Residency materials, information, photos, or personal commentary on social networking sites.
• All teacher candidates are expected to uphold the ETSU Honor Code. If you are not familiar with this statement and with the policy regarding plagiarism, you should review both these documents online or in a current catalog.

• The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

Teacher candidate dispositions are formally assessed during Residency I and again during Residency II. Teacher candidates should be aware that infractions related to any of the above may result in appropriate disciplinary action.
Memorandum of Understanding between Teacher Candidate in Residency I and Residency II

And

Clemmer College and Partner Schools

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

Candidate (print name): ______________________________________

Signature: ______________________ Date: ______________________

This Memorandum of Understanding must be signed and given to your university supervisor at the beginning of your Residency placement.

Responsibilities of Teacher Candidate for Residency

Rev 10/2018
Residency Syllabi
Read and become familiar with the Residency Seminar syllabus.

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

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

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

- teacher candidate Checklist
- teacher candidate Attendance Log
- teacher candidate Activities Log
- ETSU Supervisor Visits Log
- All Lesson Plans observed by either mentor or supervisor
- Teacher Performance Assessment submission (edTPA)
- All Mentor Evaluations
- All Supervisor Evaluations
- Any additional ideas, handouts, test samples, pictures, parent letters, etc.

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

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

Career Day
All teacher candidates are highly encouraged to attend Education Job Opportunities Day held at ETSU. Information will be supplied before each job fair. This is counted as an excused absence during Residency.

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

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

Summative:  Teacher Performance Assessment (edTPA)
            Educator Disposition Assessment (EDA)
Assessment of Program: Teacher candidate Evaluation of Program (LiveText)
Field Supervisor Evaluation of Program
Mentor Teacher Survey

The Educator Disposition Assessment (EDA)

The teacher candidate’s disposition will be measured throughout their teacher preparation program. Students are assessed at the beginning of their program, the end of Residency I, and at the end of Residency II.

The Tennessee Educator Acceleration Model (TEAM)

The teacher 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.

The edTPA

It is the policy of ETSU that the teacher candidate demonstrates proficiency and readiness to teach by achieving a score of 45, with at least an average of 3 on each of the three tasks. Therefore any individual rubrics of less than three may require remediation. Candidates should be mindful that to become licensed, they need to reach Tennessee’s Qualifying Score. The current minimum score may be reviewed by visiting edTPA for Tennessee. 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. If a student needs to retake/resubmit the edTPA, this will likely result in an Incomplete with graduation and licensure delayed until successful completion. Clemmer College pays the fee to Pearson for the first time students take the edTPA; however, students who do not meet the state qualifying score, and must resubmit to Pearson, should be aware that they will bear the financial burden of any additional edTPA submissions to Pearson.

Attendance

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

Absences/Tardiness

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

Activities

The teacher candidate participates in all school functions, such as PTSA meetings, staff meetings, homeroom activities, clubs, bus duties, and in-service meetings. The mentor teacher has the legal responsibility for students.
Professional Liability Insurance

**Proof of Insurance** – Turn in proof of liability insurance (copy of card or receipt) to the Office of Field Placement and clinical Residency. You must present proof of professional liability insurance coverage **before Residency II**.

There are several ways to procure professional liability insurance:

**I. STEA** - [http://teateachers.org/student-tea-stea](http://teateachers.org/student-tea-stea) - You may obtain STEA/NEA student insurance online. Coverage is from September 1 to August 1. You will need to enroll for two years to cover Pre-Residency, Residency I and II. Cost is $36.00.


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

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

Your proof of insurance can be submitted electronically to the Office of Residency to lucasc@etsu.edu. You may also bring a printed copy to the office in Warf Pickel Room 323C. Proof of insurance must be on file in this office.
THE MENTOR TEACHER

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

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

In becoming **a caring professional**

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

In becoming **an effective practitioner**

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

In becoming **a critical thinker**

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

- Assist in the development of a Teacher Performance Assessment (see guidelines).
- Provide continuous and specific evaluations of the teacher candidate’s performance in informal daily conferences and in regularly scheduled formal conferences with the teacher candidate, making use of written and verbal feedback.
- Give daily oral feedback on professionalism, instructional skills, classroom management, communication skills, content knowledge, methodology, and rapport with students.
- Observe and evaluate the teacher candidate’s instruction during the semester.
- Encourage the teacher candidate’s self-evaluation and reflection.

**Teacher Candidate Evaluations**

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

**Welcoming Your Teacher Candidate**

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

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

- Mentor teachers must complete a Mentor Teacher Information form, W-9, and direct deposit form and submit to the Office of Field Experiences (OFE) in order to receive compensation from ETSU.

- Please remember that the W-9 must be signed and dated.

- If the mentor attended ETSU at any point, and has had a name or address change since the time of attendance, they must complete a name and/or address change form in order to receive payment.

- If a mentor has a name or address change at any time during their service as a mentor, they must complete a name change or address change form in order to receive compensation.

- **Once all paperwork has been correctly completed and received by OFE**, Mentor teachers will be paid at the end of the Fall semester and at the end of the Spring Semester if they supported a student teacher during that time:

<table>
<thead>
<tr>
<th>Residency</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor for student in Residency I</td>
<td>$150</td>
</tr>
<tr>
<td>Mentor for student in Residency II</td>
<td>$200</td>
</tr>
</tbody>
</table>

- For mentors that only have the student for half the semester (e.g., Music) the payment will be divided ($75 for Residency I, $100 for Residency II).

- If for some reason the teacher candidate’s placement is changed by OFE during residency, the teacher will be paid a prorated amount ($10 per week for RI; $20 per week for RII).
Visits and Evaluation Schedule

Residency I Visits

SUPERVISOR

1. Coaching Visit: Lesson I with Supervisor Quick Check - Upload Lesson Plan to LiveText PRIOR TO FEEDBACK and Supervisor completes Lesson Plan Rubric in LiveText.
2. Evaluation Visit: Supervisor completes the TEAM Evaluation Rubric in LiveText.
3. Evaluation Visit: Lesson II with Supervisor Quick Check.
4. Final Visit: The Supervisor completes the Educator Disposition Assessment with the student teacher (EDA—Supervisor completed) in LiveText.

MENTOR

1. Quick Check 1 – completed by the mentor at the beginning of the semester
2. Mentor Survey. Survey will be emailed to the mentor at the end of the semester. Hard copies will be provided as needed via the supervisor.

Residency II Visits

SUPERVISOR:

1. Evaluation Visit*: Lesson I with Supervisor Quick Check.
3. Evaluation Visit**: Lesson III with Supervisor Quick Check.
4. Final Residency II Visit: The Supervisor completes the Educator Disposition Assessment (EDA—Supervisor completed) in LiveText. The above Residency II assessments inform the final conference with the candidate, mentor and supervisor.

MENTOR:

1. Mentor Quick Check 1
2. Mentor Quick Check 2
3. Mentor Survey. Survey will be emailed to the mentor at the end of the candidate’s first and second placement. Hard copies will be provided as needed via the supervisor.

*If a new placement, first visit should include introductions, if they have not yet been made. Additional visits across the semester may be added as needed.

**Supervisor completes the TEAM Evaluation Rubric (mid-semester) in LiveText. This can be done during Lesson II or III, as long as it is completed prior to changing placements

Rev 10/2018
## Co-Teaching Strategies & Examples

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

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

### Sharing Responsibilities:

**The Mentor Teacher and the Teacher Candidate**

Rev 10/2018
Planning

The teacher candidate and Mentor Teacher will share:
- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction

While Co-Teaching, the teacher candidate and Mentor Teacher will:
- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment

While Co-Assessing, the teacher candidate and Mentor Teacher will:
- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades
Teacher Actions during Co-Teaching

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

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

The main focus of Co-Teaching is to enable both teachers to actively engage with students and their learning.
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 Teacher Education 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 as a result of the observation.
- Confer with the mentor teacher during each visit to receive progress reports (Mentor Quick-Check Form and observations that have been completed by mentor).
- If a situation demands additional visits, the university supervisor is responsible for informing the 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.
Visits and Evaluation Schedule

Residency I Visits

SUPERVISOR

5. Coaching Visit – Lesson I with Supervisor Quick Check - Upload Lesson Plan to LiveText PRIOR TO FEEDBACK and Supervisor completes Lesson Plan Rubric in Livetext.
7. Evaluation Visit—Lesson II with Supervisor Quick Check.
8. Final Visit—The Supervisor completes the Educator Disposition Assessment with the student teacher (EDA—Supervisor completed) in Livetext.

MENTOR
1. Quick Check 1 – completed by the mentor at the beginning of the semester
2. Mentor Survey. Survey will be emailed to the mentor at the end of the semester. Hard copies will also be provided via the supervisor.

Residency II Visits

SUPERVISOR:

5. Evaluation Visit* – Lesson I with Supervisor Quick Check.

**Supervisor completes the TEAM Evaluation Rubric (mid-semester), which the Supervisor completes in Livetext. This can be done during Lesson II or III, as long as it is completed prior to changing placements**

7. Evaluation Visit**—Lesson III with Supervisor Quick Check.
8. Final Residency II Visit—The Supervisor completes the Educator Disposition Assessment (EDA—Supervisor completed) in Livetext. The above Residency II assessments inform the final conference with the candidate, mentor and supervisor.

*If a new placement, first visit should include introductions. Additional visits across the semester may be added as needed.

MENTOR:

4. Mentor Quick Check 1
5. Mentor Quick Check 2
6. Mentor Survey. Survey will be emailed to the mentor at the end of the candidate’s first and second placement. Hard copies will also be provided via the supervisor.

**Throughout Residency II, mentors complete Mentor Quick Checks at least twice across the semester.
Guidelines for Development Planning

The development plan 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:

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

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

Teacher
Candidate: ____________________ School: ____________________

Mentor
Teacher: ____________________ Grade/Course: ____________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Explanation of Absence*</th>
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<tbody>
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</table>

*All absences require explanation and/or a doctor’s statement.
Teacher Candidate Activities Log

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

Teacher candidate:__________________ Supervisor:______________ Semester:_____

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

*Turn in this form to Supervisor at the final Summative Conference

Rev 10/2018
Teacher candidate: ____________________ Supervisor: ____________________ Mentor: ____________________  
School: ____________________ Semester: ________  
Licensure Program: ____________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Description</th>
<th>Length of Meeting Including Post Conference Time</th>
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<tbody>
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</tbody>
</table>
## Evaluation Instruments

**CCOE Lesson Plan Template**

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Grade/Level:</th>
<th>Date/Learning Experience #:</th>
</tr>
</thead>
</table>

### Curriculum Standards

**State Curriculum Standards** – Underline your language/vocabulary words

### Essential Question(s)/I Can Statement(s)

What question(s) or I Can statement(s) drive your instruction?

### Lesson Objective(s) – Student Learning Outcome(s) for this learning experience

Objectives use active verbs, are measurable (if applicable), and link to standards. Consider using Bloom’s Taxonomy or Webb’s Depth of Knowledge.

### Knowing Your Learners

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

### Assessment/Evaluation

**Formative:** How will you monitor student progress towards lesson objectives as you are teaching?

**Summative:** What evidence (formative and/or summative) will you collect and how will you document student learning/mastery of lesson objective(s)? A summative assessment is not needed for every lesson, however, it is required for every lesson submitted for CAEP data collection points I, II, and III.

### Academic Feedback

How will you give academic feedback? How will your academic feedback promote student understanding of the learning objective(s) or state standard(s)?

### Academic Language Demands

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

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

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

**Syntax and/or Discourse, Mathematical Precision (math only).** This section is not required for Early Childhood or Special Education.

**Syntax** What are the specific ways or conventions for organizing symbols (e.g., linear, horizontal), words (grammar), phrases, or graphics that students need to know to be able to do what you are asking?

**Discourse** What are the specific ways in which members of a discipline (e.g., scientist, historian, etc.) talk, write, and communicate knowledge that students need to know to be able to do what you are asking (e.g., essays, presentations, performance, journal, debate, historical account, signal)?

Rev 10/2018
## Language Supports
What general instruction will you provide to help students in the whole class (e.g., word walls, learning partners, guided notes) learn the discourse/syntax? What focused instruction (e.g., Venn diagrams, graphic organizers, outlines, student examples, sentence stems) will you provide to help students learn the discourse/syntax (can be completed in small groups)? What individual instruction that targets the needs of an individual student(s) will you provide to help that student(s) learn the discourse/syntax? What opportunities will you provide for students to practice language/vocabulary and develop fluency? What tools (e.g., EQ or vocabulary board, Venn diagram, anchor chart, vocabulary cards, graphic organizer, peer support, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games) will you use to help students meet the language demands?

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

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

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

## Instruction
When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.

<table>
<thead>
<tr>
<th>Lesson Part</th>
<th>Description of Activities and Instruction (Teacher Does)</th>
<th>Description of Activities and Instruction (Students Do)</th>
<th>Meeting Individual &amp; Group Needs /Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Specific individual or group learning includes requirements in IEP or 504 plans.</td>
</tr>
<tr>
<td><strong>Set/Motivator:</strong></td>
<td>Restate and address your Essential Question. How do you engage student interest in the content of the lesson? How does this relate to previous learning? Use knowledge of students' academic, social, and cultural characteristics.</td>
<td></td>
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</tr>
<tr>
<td><strong>Instructional</strong></td>
<td>Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies.</td>
<td></td>
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<tr>
<td><strong>Procedures/Learning Tasks:</strong></td>
<td>Provide exemplar student responses here.</td>
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<tr>
<td><strong>Questions and/or activities for higher order thinking:</strong></td>
<td>These are open-ended and cannot be answered by yes or no. There can be asked at various points throughout the lesson and guide rather than direct student thinking.</td>
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<tr>
<td><strong>Closure:</strong></td>
<td>Makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression.</td>
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<tr>
<td><strong>Material/Resources:</strong> 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.</td>
<td><strong>Technology:</strong> (a) Describe the technology you plan to use in your lesson, (b) How does the identified technology in your lesson improve student learning? If applicable, (c) explain how you will use this technology to support a variety of student needs within the learning environment, and (d) If you used this technology to design and implement formative and/or summative assessments, please explain. Did you use the technology to collect and/or analyze your data to inform instruction? Explain.</td>
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<tr>
<td>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</td>
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<tr>
<td>Management</td>
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<tr>
<td>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.</td>
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<tr>
<td>Theory/Rationale</td>
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<tr>
<td>Category</td>
<td>Below Expectation</td>
<td>Meets Expectation</td>
<td>Exemplary</td>
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<tr>
<td>CURRICULUM STANDARD(S) - Candidate identifies one or more state curriculum standard(s).</td>
<td>No state standard(s) is/are identified. OR Fails to meet the level of ‘Meets Expectation’</td>
<td>One or more state standard(s) are identified, but one or more parts is missing (i.e., subject, number, wording, underlined language/vocabulary words)</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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’</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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’</td>
<td>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).</td>
<td>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.</td>
</tr>
<tr>
<td>Category</td>
<td>Below Expectation</td>
<td>Meets Expectation</td>
<td>Exemplary</td>
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</table>
| **KNOWING YOUR LEARNERS**  - Candidate analyzes students’ pre-requisite skills (i.e. pre-assessment data; student personal, cultural or community assets; etc.) used to design learning tasks to meet lesson objective(s) grounded in evidence.  
CAEP 1.1  
INTASC 2, 9 | Candidate discusses students’ pre-requisite skills (including pre-assessment data, student personal, cultural or community assets) to design learning tasks to meet lesson objectives is missing  
OR  
Represents a deficit view of students and their backgrounds.  
OR  
Fails to meet the level of ‘Meets Expectation’ | Candidate discusses students’ pre-requisite skills including pre-assessment data OR student personal, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences.  
Is supported by multiple pieces of evidence AND with connections to research/theory. | Candidate discusses students’ pre-requisite skills including pre-assessment data AND student personal, cultural, or community assets to design learning tasks to meet lesson objectives. |

| ASSESSMENTS/EVALUATION  - FORMATIVE  
Candidate creates a formative assessment and provides evidence of how that will be used to monitor all student progress to meet lesson objectives and aligns with state standards.  
CAEP 1.1  
INTASC 6 | The formative assessment(s) is/are missing OR does not align with the lesson objectives or state standards.  
OR  
Fails to meet the level of ‘Meets Expectation’ | The formative assessment(s) provide(s) evidence of monitoring whole class learning during the learning experience AND aligns with lesson objective(s) and state standards. | The formative assessment(s) provide(s) evidence of monitoring learning AND are strategically designed for addressing individuals or small groups of students with specific needs considered during the learning experience AND aligns with lesson objective(s) and state standards. |

| ASSESSMENTS/EVALUATION  - SUMMATIVE  
Candidate’s creates a summative assessment and explains how that assessment will be used to determine mastery of lesson objective(s) and aligns state standards.  
CAEP 1.1  
INTASC 6 | The summative assessment(s) is/are missing OR do(es) not align with the lesson objective(s) or rigorous state standards.  
OR  
Fails to meet the level of ‘Meets Expectation’ | The summative assessment(s) is/are developmentally appropriate AND chosen/designed to document student learning/mastery of lesson objective(s) and rigorous state standards. | The summative assessment(s) is/are developmentally appropriate and chosen/designed to document student learning/mastery of lesson objectives AND yields precise, useful, and accurate information to judge student learning/mastery of lesson objective(s) and rigorous state standards. |
<table>
<thead>
<tr>
<th>Category</th>
<th>Below Expectation</th>
<th>Meets Expectation</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENTS/EVALUATION – ACADEMIC FEEDBACK</td>
<td>The plan for academic feedback does not describe teacher actions and/or unrelated to learning objectives OR is developmentally inappropriate.</td>
<td>The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by:</td>
<td>The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by:</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>Providing a strategy to address individual learning need(s) OR making connections to prior learning or experiences to improve learning.</td>
<td>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).</td>
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<td></td>
<td>OR</td>
<td>The plan for academic feedback contains inaccuracies.</td>
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<td>OR</td>
<td>The plan for academic feedback is not provided.</td>
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<td></td>
<td>OR</td>
<td>Fails to meet the level of ‘Meets Expectation’</td>
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<tr>
<td></td>
<td>CAEP 1.1</td>
<td>INTASC 6</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT/EVALUATION – MODIFICATIONS</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>OR</td>
<td>Fails to meet the level of ‘Meets Expectation’</td>
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<td></td>
<td>CAEP 1.1</td>
<td>INTASC 1</td>
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<tr>
<td><strong>ACADEMIC LANGUAGE-</strong></td>
<td>Language demands by the candidate are not consistent with the selected language</td>
<td>Academic language supports (vocabulary, function, syntax, discourse) identified</td>
<td>Academic language supports (vocabulary, function, syntax, discourse)</td>
</tr>
<tr>
<td><strong>IDENTIFYING AND SUPPORTING</strong></td>
<td>function OR learning task</td>
<td>and are connected to the objective(s), rigorous state standard(s), and function of</td>
<td>identified and are connected to the objective(s), rigorous state</td>
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<tr>
<td><strong>LANGUAGE DEMANDS</strong></td>
<td>OR</td>
<td>the language demand.</td>
<td>standard(s), and function of the language demand.</td>
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<td></td>
<td>Language supports are missing or not aligned with the language demands for the</td>
<td>AND</td>
<td>AND</td>
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<td></td>
<td>learning task</td>
<td>Language supports are planned and described and directly support learners</td>
<td>Language supports are planned and described and directly support</td>
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<td>OR</td>
<td>understanding and use of language demands.</td>
<td>learners understanding and use of language demands,</td>
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<td>Fails to meet the level of 'Meets Expectation’</td>
<td>AND</td>
<td>with an explanation about how one or more of the language supports</td>
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<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>INSTRUCTION – SET/MOTIVATOR</strong></td>
<td>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.</td>
<td>Set/Motivator engages student interest and connects with the essential question, I can statement, objective(s), or objective(s), explaining what teachers will do and what students are expected to do.</td>
<td>Set/Motivator engages student interest and connects with the essential question, I can statement, objective(s), or 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.</td>
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<td>OR</td>
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<td>Fails to meet the level of 'Meets Expectation’</td>
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<tr>
<td><strong>INSTRUCTION – INSTRUCTIONAL PROCEDURES/LEARNING TASKS</strong></td>
<td>Candidate designs instructional procedures/learning tasks that illustrate step-by-step details of lesson content aligned with objectives and utilizing a variety of teaching strategies (e.g. guided practice, independent practice, think-pair-share, think aloud, QAR, etc.). It includes what the teacher will do and what students are expected to do.</td>
<td>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 &amp; independent practice (e.g., think-pair-share, think aloud, QAR, etc.).</td>
<td>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 &amp; independent practice (e.g., think-pair-share, think aloud, QAR, etc.).</td>
</tr>
<tr>
<td><strong>INSTRUCTION – QUESTIONS AND/OR ACTIVITIES FOR HIGHER ORDER THINKING</strong></td>
<td>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.</td>
<td>Questions are open ended, planned throughout the lesson.</td>
<td>Questions are open ended, planned throughout the lesson, and guide, rather than direct student thinking.</td>
</tr>
<tr>
<td><strong>INSTRUCTION – CLOSURE</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>CAEP 1.1</td>
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<tr>
<td>INTASC 8</td>
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<td>CAEP 1.1</td>
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<td>INTASC 5</td>
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<tr>
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<td>Exemplary</td>
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</tbody>
</table>
| **INSTRUCTION — MEETING INDIVIDUAL NEEDS & GROUP NEEDS—** Candidate makes adaptations tied to the learning objective(s) that support specific individual or group learning, including requirements in IEP and 504 plan(s).  
CAEP 1.1  
INTASC 1 | No evidence of planned supports.  
OR  
No plans for any instructional requirements stated in IEPs and/or 504 plan(s).  
OR  
Fails to meet the level of 'Meets Expectation’ | Adaptations are planned that tie to the learning objectives AND support specific individuals, specific groups, and/or whole group learning.  
OR  
Fails to meet the level of 'Meets Expectation’ | Adaptations are planned that tie to the learning objectives AND support specific 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.  
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 AND describes how materials/resources add value, depth, and extend students’ learning. |
| **TECHNOLOGY** Candidates identify technology within the learning task to improve student learning and their own professional growth as teachers. Candidates provide an explanation as to how the technology will improve: (a) student learning environment, (b) support a variety of learning needs, and (c) enhance the design and implementation of formative and summative assessments to inform instruction.  
ISTE Standards 1, 5, & 6  
INTASC 9 | Technology is not identified and explained in the lesson plan;  
OR  
Not appropriate for content or level of students with diverse learning needs and the student learning environment  
OR  
Does not include a description of how technology is used to support formative and/or summative assessment to inform instruction  
OR  
Fails to meet the level of 'Meets Expectation’ | Technology is adequately identified and explains how the technology will improve student learning. AND is appropriate for content or level of students with diverse learning needs and the student learning environment.  
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. AND includes a description of how technology is used to support formative and/or summative assessment to inform instruction |
<table>
<thead>
<tr>
<th>Category</th>
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<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>No plans for management issues are stated. OR Fails to meet the level of 'Meets Expectation'</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>CAEP 1.1 INTASC 3</td>
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<tr>
<td>WRITING CLARITY – Lesson plans are written clearly, free of grammatical errors.</td>
<td>Lesson plan is not clearly written, OR Lesson plan contains many grammatical errors, OR Fails to meet the level of 'Meets Expectation'</td>
<td>Lesson plan is clearly written and contains minimal grammatical errors.</td>
<td>Lesson plan is clearly written and contains NO grammatical errors.</td>
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<tr>
<td>CAEP 1.2</td>
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</tbody>
</table>
# TEAM Educator Observation Form

**Observer Reflection on Observation (Optional):**

**Teacher Reflection on Observation (Optional):**

## Designing and Planning Instruction

<table>
<thead>
<tr>
<th></th>
<th>Observer Score</th>
<th>Self Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Plans (IP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Work (SW)</td>
<td></td>
<td></td>
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<tr>
<td>Assessment (AS)</td>
<td></td>
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</tbody>
</table>

## Learning Environment

<table>
<thead>
<tr>
<th></th>
<th>Observer Score</th>
<th>Self Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations (EX)</td>
<td></td>
<td></td>
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<tr>
<td>Managing Student Behavior (MSB)</td>
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<tr>
<td>Environment (ENV)</td>
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<tr>
<td>Respectful Culture (RC)</td>
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</tbody>
</table>

## Instruction

<table>
<thead>
<tr>
<th></th>
<th>Observer Score</th>
<th>Self Score</th>
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</thead>
<tbody>
<tr>
<td>Standards and Objectives (ISO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating Students (MS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting Instructional Content (PIC)</td>
<td></td>
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<tr>
<td>Lesson Structure and Pacing (LS)</td>
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<tr>
<td>Activities and Materials (ACT)</td>
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<tr>
<td>Questioning (QU)</td>
<td></td>
<td></td>
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<tr>
<td>Academic Feedback (FEED)</td>
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<tr>
<td>Grouping Students (GRP)</td>
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</tr>
<tr>
<td>Teacher Content Knowledge (TCK)</td>
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<tr>
<td>Teacher Knowledge of Students (TKS)</td>
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<tr>
<td>Thinking (TH)</td>
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<tr>
<td>Problem Solving (PS)</td>
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</tbody>
</table>

## Reinforcement Objective:

- **Indicator:** _______________________________
- **Notes:** _________________________________

## Refinement Objective:

- **Indicator:** _______________________________
- **Notes:** _________________________________

## Teacher Reflection on Observation (Optional):

**Observer ____________________________________ Announced [ ] Unannounced [ ]**

**Teacher Observed __________ ___________________**

**School Name _____________________________________ Observation Number ____________**

**Date: ___/____/____ ** **Time: _____________**

Adapted from National Institute for Excellence in Teaching. Do not duplicate without permission.

**Observer Signature _________________________________ Date ___________________**

**Teacher Signature __________________________________ Date ___________________**
### General Educator Rubric: Instruction

<table>
<thead>
<tr>
<th>Standards and Objectives</th>
<th>Significant Above Expectations (S)</th>
<th>At Expectations (A)</th>
<th>Significantly Below Expectations (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson’s major objective. Learning objectives are (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress toward mastery of a standard.</td>
<td>First, learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson’s major objective. Learning objective is sometimes connected to what students have previously learned. 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 toward mastery of a standard.</td>
<td>First, learning objectives are inconsistent, connected to state standards, and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson’s major objective. Learning objective is inconsistently 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 toward mastery of a standard.</td>
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</tbody>
</table>

### 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:
  - Vivid presentation
  - Threading 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
demonstrated by the teacher to demonstrate performance expectations;
  - Concise communication;
  - Logical sequencing and pacing;
  - Alle-essential information;
  - Nonessential, confusing or non-essential information.

- Presentation of content includes:
  - Vivid presentation
  - Threading 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 pacing;
  - Essential information;
  - Nonessential, confusing or non-essential information.

- Presentation of content rarely includes:
  - Vivid presentation
  - Threading 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 pacing;
  - Essential information;
  - Relevant, coherent, or essential information.

### General Educator Rubric: Instruction

<table>
<thead>
<tr>
<th>Questioning</th>
<th>Significant Above Expectations (S)</th>
<th>At Expectations (A)</th>
<th>Significantly Below Expectations (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher questions are varied and high-quality, providing balanced input of question types: o knowledge and comprehension, o application and analysis, and o creation and evaluation. Questions require students to regularly cite evidence. At high frequency of questions is asked. Questions are consistently paired with attention to the instructional goals. Questions are sometimes sequenced to reflect attention to the instructional goals. Questions sometimes require active responses (e.g., whole class discussion, small groups, and individual feedback). Questions are rarely sequenced with attention to the instructional goals. Questions are sometimes sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class discussion, small groups, and individual feedback). Questions are consistently paired with attention to the instructional goals. 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 are regularly assessed and advance student understanding. When text is involved, majority of questions are text-based.</td>
<td>Teacher questions are varied and high-quality, providing balanced input of question types: o knowledge and comprehension, o application and analysis, and o creation and evaluation. Questions require students to regularly cite evidence. At high frequency of questions is asked. Questions are consistently paired with attention to the instructional goals. Questions are sometimes sequenced to reflect attention to the instructional goals. Questions sometimes require active responses (e.g., whole class discussion, small groups, and individual feedback). Questions are rarely sequenced with attention to the instructional goals. Questions are sometimes sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class discussion, small groups, and individual feedback). Questions are consistently paired with attention to the instructional goals. 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 are regularly assessed and advance student understanding. When text is involved, majority of questions are text-based.</td>
<td>Teacher questions are inconsistent in quality, and include few question types: o knowledge and comprehension, o application and analysis, and o creation and evaluation. Questions are random and lack coherence. Questions are inconsistently paired with attention to the instructional goals. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class discussion, small groups, and individual feedback). Questions are inconsistently paired with attention to the instructional goals. 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 are randomly assessed and advance student understanding. When text is involved, majority of questions are text-based.</td>
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### Academic Feedback

- Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.
- Feedback is given during guided practice and homework review.
- The teacher consistently prompts student thinking, assesses each student’s progress, and provide individual feedback.
- Feedback from students is irregularly used to monitor and adjust instruction.
- The teacher engages students in giving specific and high-quality feedback to one another.

- Oral and written feedback is academically focused, frequent, and of high quality. Feedback is sometimes given during guided practice and homework review.
The teacher engages students in giving specific and high-quality feedback to one another.

- The quality and timeliness of feedback is inconsistent. Feedback is inconsistently provided during guided practice and homework review. The teacher inconsistently monitors and provides feedback to students. Feedback from students is irregularly used to monitor and adjust instruction.
General Educator Rubric: Planning

Significantly Above Expectations (1)
- Instructional Plans:
  - Goals are aligned with state content standards.
  - Activities, materials, and assessments:
    - Are aligned to state standards.
    - Are sequenced from basic to complex.
    - Build on prior student knowledge, and
    - Integrate other disciplines, and
    - Provide appropriate time for student work, student reflection, and lesson undo/closure.
  - Evidence that the plan is appropriate for the age, knowledge, and interests of all learners.
  - Evidence that the plan provides opportunities to accommodate individual student needs.

Significantly Below Expectations (1)
- Instructional Plans:
  - Few goals aligned to state content standards.
  - Activities, materials, and assessments:
    - Are rarely aligned to state standards.
    - Are rarely sequenced.
  - Rarely build on prior student knowledge.
  - Rarely provide time for student work, and lesson undo/closure.
  - Little evidence that the plan provides opportunities to accommodate individual student needs.

Student Work
- Assignments require students to interpret information rather than reproduce it.
- Draw conclusions and support them through writing.
- Connect what they are learning to prior learning and some life experiences.

Significantly Below Expectations (1)
- Assignments require students to interpret information rather than reproduce it.
- Rarely draw conclusions and support them through writing.
- 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).
  - Include orally administered tests.
  - Are portfolio based with clear illustrations of student progress toward state content standards.
  - Include descriptions of how assessment results will be used in future instruction.

Significantly Below Expectations (1)
- 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).
  - Require written tests.
  - Include performance checks throughout the school year.

General Educator Rubric: Environment

Significantly Above Expectations (1)
- Environment:
  - The classroom:
    - Welcomes all members and guests.
    - Is well organized and welcoming.
    - Efficiently uses technology.
    - Supports effective communication.
  - Teacher:
    - Encourages students to learn from mistakes.
    - Creates learning opportunities where all students can experience success.
    - Students take initiative and follow through with their own work.
    - Teacher motivates the instructional time.
    - Teacher solves instructional needs, and demands better performance from every student.

Significantly Below Expectations (1)
- Environment:
  - The classroom:
    - Is not well organized and uninviting.
    - Is not well organized and welcoming to students.
    - Supplies, equipment, and resources are difficult to access.
  - Teacher:
    - Teacher establishes few rules for learning and behavior.
    - Teacher uses technology to maintain appropriate student behavior.

Significantly Below Expectations (1)
- Environment:
  - The classroom:
    - Is not well organized and uninviting.
    - Is not well organized and welcoming to students.
  - Teacher:
    - Teacher establishes few rules for learning and behavior.

Respectful Culture
- Respectful student interaction demonstrates caring and respect.
- Respectful student interaction demonstrates caring and respect.
- Teacher student interactions are generally friendly.
- Teacher student interactions are sometimes authoritarian, negative, or inappropriate.
- Teacher student interaction is characterized by conflict, strain, or intolerance.
- Teacher is not responsive to the interests and opinions of students.
Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

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

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Associated Indicators</th>
<th>Needs Improvement 0</th>
<th>Developing 1</th>
<th>Meets Expectations 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates Effective Oral Communication Skills</td>
<td></td>
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<tr>
<td></td>
<td>□ Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice</td>
<td>□ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors</td>
<td>□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation</td>
<td>□ Strives to vary oral communication as evidenced by some students demonstrating a lack of participation</td>
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</tr>
<tr>
<td></td>
<td>□ Choice of vocabulary is either too difficult or too simplistic</td>
<td>□ Occasionally uses vocabulary that is either too difficult or too simplistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates Effective Written Communication Skills</td>
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<tr>
<td></td>
<td>□ Communicates in tones that are harsh or negative as evidenced by fostering negative responses</td>
<td>□ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses</td>
<td>□ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes</td>
<td>□ Demonstrates common errors in spelling and grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates Professionalism</td>
<td>Danielson: 4f; InTASC: 9(o)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Does not respond to communications and does not submit all assignments</td>
<td>□ Delayed response to communications and late submission of assignments</td>
<td>□ Responds promptly to communications and submits all assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Fails to exhibit punctuality and/or attendance</td>
<td>□ Not consistently punctual and/or has absences</td>
<td>□ Consistently exhibits punctuality and attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Maintains professional boundaries of ethical standards of practice</td>
<td></td>
</tr>
<tr>
<td>Disposition Associated Indicators</td>
<td>Needs Improvement</td>
<td>Developing</td>
<td>Meets Expectations</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td><strong>4. Demonstrates a positive and enthusiastic attitude</strong>&lt;br&gt;Marzano: 29</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>□ Often complains when encountering problems and rarely offers solutions</td>
<td>□ Seeks solutions to problems with prompting</td>
<td>□ Actively seeks solutions to problems without prompting or complaining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Resists change and appears offended when suggestions are made to try new ideas/activities</td>
<td>□ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed</td>
<td>□ Tries new ideas/activities that are suggested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions</td>
<td>□ Overlooks opportunities to demonstrate positive affect</td>
<td>□ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues</td>
<td></td>
</tr>
<tr>
<td><strong>5. Demonstrates preparedness in teaching and learning</strong>&lt;br&gt;Danielson: 1e, 3e, 4a; InTASC: 3(p)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Rejects constructive feedback as evidenced by no implementation of feedback</td>
<td>□ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions</td>
<td>□ Accepts constructive feedback as evidenced by implementation of feedback as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve</td>
<td>□ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement</td>
<td>□ Learns and adjusts from experience and reflection as evidenced by improvements in performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Comes to class unplanned and without needed materials</td>
<td>□ Comes to class with some plans and most needed materials</td>
<td>□ Comes to class planned and with all needed materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed</td>
<td>□ Aware that lesson is not working but does not know how to alter plans to adjust</td>
<td>□ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits</td>
<td></td>
</tr>
</tbody>
</table>
### Disposition Associated Indicators

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

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(m), 3(n), 9(m), 10(q)

- Exhibits an appreciation of and value for cultural and academic diversity
  - **Needs Improvement**
    - □ Demonstrates inequitable embracement of all diversities
  - □ Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students
  - **Developing**
    - □ Goes through the expected and superficial motions to embrace all diversities
  - □ Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task
  - **Meets Expectations**
    - □ Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence
    - □ Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors

#### 7. Collaborates effectively with stakeholders

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)

- Collaborates effectively with stakeholders
  - **Needs Improvement**
    - □ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus
    - □ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others
  - □ Rarely collaborates or shares strategies and ideas even when prompted
  - **Developing**
    - □ Demonstrates some flexibility
    - □ Maintains a respectful tone in most circumstances but is not consistent
  - □ Shares teaching strategies as evidenced by some effort towards collaboration
  - **Meets Expectations**
    - □ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
    - □ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
    - □ Proactively shares teaching strategies as evidenced by productive collaboration

#### 8. Demonstrates self-regulated learner behaviors/takes initiative

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)

- Demonstrates self-regulated learner behaviors/takes initiative
  - **Needs Improvement**
    - □ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support
    - □ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work
  - **Developing**
    - □ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth
  - □ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles
  - **Meets Expectations**
    - □ Recognizes own weaknesses as evidenced by seeking solutions before asking for support
    - □ Researches and implements most effective teaching styles as evidenced by citing works submitted
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Associated Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</td>
<td>Marzano: 37, 38</td>
</tr>
<tr>
<td><strong>Needs Improvement (0)</strong></td>
<td><strong>Developing (1)</strong></td>
</tr>
<tr>
<td>□ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues</td>
<td>□ Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues</td>
</tr>
<tr>
<td>□ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily</td>
<td>□ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations</td>
</tr>
<tr>
<td>□ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness</td>
<td>□ Demonstrates sensitivity to feelings of others most of the time</td>
</tr>
</tbody>
</table>

**AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:**

**COMMENTS:**
# Teacher Candidate Quickcheck Form

**Teacher Candidate** ___________________________  **Date** _______________  **Observation #** __________

**School** ___________________________  **Grade** ___________  **Content** ______________

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Objectives</td>
<td>/5</td>
</tr>
<tr>
<td>Lesson Structure and Pacing</td>
<td>/5</td>
</tr>
<tr>
<td>Presenting Instruction Content</td>
<td>/5</td>
</tr>
<tr>
<td>Activities and Materials</td>
<td>/5</td>
</tr>
<tr>
<td>Academic Language</td>
<td>/5</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>/5</td>
</tr>
<tr>
<td>Assessment and Feedback</td>
<td>/5</td>
</tr>
<tr>
<td>Questioning</td>
<td>/5</td>
</tr>
<tr>
<td>Grouping Students</td>
<td>/5</td>
</tr>
<tr>
<td>Teacher Knowledge of Students</td>
<td>/5</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>/5</td>
</tr>
</tbody>
</table>

**Total Score** /55

<table>
<thead>
<tr>
<th>Teacher Qualities</th>
<th>1 point each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Affect</td>
<td></td>
</tr>
<tr>
<td>Voice Quality</td>
<td></td>
</tr>
<tr>
<td>Speech and Grammar</td>
<td></td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td></td>
</tr>
<tr>
<td>Professional manner/dispositions</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score** /5

**Observation Score**

**Goals for Future Observation**

Observer Signature ___________________________  **Date** _______________
Teacher Candidate Signature ___________________________  **Date** _______________
<table>
<thead>
<tr>
<th>Standards and Objectives</th>
<th>Significantly Above Expectations (5)</th>
<th>At Expectations (3)</th>
<th>Significantly Below Expectations (1)</th>
</tr>
</thead>
</table>
| **Objectives**           | Standard aligned Learning Objectives are clearly<br>• 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/Referenced throughout lesson/reinforced in closure. Connected to previously learned material Expectations of students are clear. | Learning objectives<br>• Are not aligned with state standards.  
• Are not communicated or poorly communicated.  
• Are not referenced throughout lesson.  
• Are not connected to previously learned material.  
Expectations of students are vague. |
| **Lesson Structure and Pacing** | • Lesson starts promptly.  
• Lesson has coherent structure (beginning, middle, and end) with Set/Motivator and Closure  
• Pacing is appropriately brisk.  
• No instructional time lost during transitions. Routines are seamless. | • Lesson starts promptly.  
• Lesson has structure (beginning, middle, and end) with Set/Motivator and Closure  
• Pacing is appropriate.  
• Little instructional time is lost during transitions and routines are efficient. | • Lesson does not start promptly.  
• Lesson is missing closure or introductory elements.  
• Pacing is appropriate for less than 1/2 of class.  
• Considerable time lost during transitions. |
| **Presenting Instructional Content** | Includes ALL of the following:  
• Visuals that establish purpose, organization, and summarize the lesson/aligned with objective.  
• Examples, illustrations, analogies, labels for new concepts or ideas.  
• Modeling, demonstrations, Think Alouds.  
• Content is accurate, appropriate, relevant.  
• Logical sequencing and segmenting.  
• No irrelevant, confusing, or non-essential information. | Includes MOST of the following:  
• Visuals that establish purpose, organization, and summarize the lesson/aligned with objective.  
• Examples, illustrations, analogies, labels for new concepts or ideas.  
• Modeling, demonstrations, Think Alouds  
• Content is accurate, appropriate, relevant.  
• Logical sequencing and segmenting.  
• No irrelevant, confusing, or non-essential information. | Includes FEW of the following:  
• Visuals that establish purpose, organization, and summarize the lesson/aligned with objective.  
• Examples, illustrations, analogies, labels for new concepts or ideas.  
• Modeling, demonstrations, Think Alouds  
• Content is accurate, appropriate, relevancies.  
• Logical sequencing and segmenting.  
• No irrelevant, confusing, or non-essential information. |
| **Activities and Materials** | Activities/materials include ALL of the following:  
• Support the lesson objective.  
• Are challenging; elicit a variety of thinking.  
• Sustain students’ attention and are relevant.  
• Provide opportunities for student-student interaction.  
• Engage all students.  
• Incorporate multimedia or technology | 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. | 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. |
<table>
<thead>
<tr>
<th>Academic Language</th>
<th>Lesson must include evidence of all of these:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Academic Language instruction/review</td>
</tr>
<tr>
<td></td>
<td>• Opportunities to practice</td>
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<td></td>
<td>• Targeted Supports for three demands</td>
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<tr>
<td></td>
<td>o Function</td>
</tr>
<tr>
<td></td>
<td>o Vocabulary</td>
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<td></td>
<td>o Syntax or Discourse</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Teacher implements activities that teach/reinforce two:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Abstraction</td>
</tr>
<tr>
<td></td>
<td>Categorization</td>
</tr>
<tr>
<td></td>
<td>Drawing Conclusions</td>
</tr>
<tr>
<td></td>
<td>Predicting Outcomes</td>
</tr>
<tr>
<td></td>
<td>Experimenting</td>
</tr>
<tr>
<td></td>
<td>Generating Ideas</td>
</tr>
<tr>
<td></td>
<td>Improving solutions</td>
</tr>
<tr>
<td></td>
<td>Creating/designing</td>
</tr>
<tr>
<td></td>
<td>Citing Evidence</td>
</tr>
</tbody>
</table>

| Assessment and Feedback | Frequent checks for understanding (informal and formal assessments throughout lesson). |
|                        | Feedback is consistently academically focused, frequent, high-quality and references objectives. |
|                        | Feedback is frequently given during guided practice/homework review. |
|                        | Teacher circulates to prompt student thinking, assess progress, and provide individual feedback. |
|                        | Feedback from students is used to adjust instruction. |
|                        | Teacher engages students in giving specific and high- |

<table>
<thead>
<tr>
<th>At Expectations (3)</th>
<th>Adequate checks for understanding (informal and formal assessments throughout lesson).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral and/or written feedback is academically focused, frequent, and mostly high-quality.</td>
</tr>
<tr>
<td></td>
<td>Feedback is sometimes given during guided practice/homework review.</td>
</tr>
<tr>
<td></td>
<td>Teacher circulates during instructional activities to support engagement and monitor student work.</td>
</tr>
<tr>
<td></td>
<td>Feedback from students is sometimes used to monitor and adjust instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Significantly Above Expectations (5)</th>
<th>Incorporate multimedia or technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use of resources beyond the text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Significantly Below Expectations (1)</th>
<th>Use of multimedia or technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use of resources beyond the text</td>
</tr>
</tbody>
</table>
| Questioning | Description of Questions includes most of these:  
- Varied, including higher ordered thinking  
- Ask students to cite evidence during lesson.  
- Sequenced with attention to instructional goals  
- require active responses  
- purposeful and coherent  
- assess and advance student learning  
Questioning:  
- A high frequency of questions is asked.  
- Wait time (3-5 seconds) is consistently provided  
- Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender. |
|---|---|
| Description of Questions:  
- Varied, including higher ordered thinking  
- Usually require students to cite evidence.  
- Sometimes sequenced with attention to instructional goals  
- Sometimes require active responses  
- purposeful and coherent  
Questioning:  
- A moderate frequency of questions is asked.  
- Wait time is sometimes provided.  
- Teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender. |
| Teacher questions are inconsistent in quality and include few question types. Questions  
- Random and lack coherence  
- Rarely sequenced with attention to instructional goals  
- Rarely require active responses  
Questioning:  
- A low frequency of questions is asked.  
- Wait time is inconsistently provided.  
- Teacher mostly calls on volunteers and high-ability students. |
| Grouping Students | Grouping arrangements are used appropriately; varied and intentionally planned to maximize student understanding/learning and accomplish learning goals.  
- All students understand their roles and group work expectations.  
- All students are held accountable for work. |
| Grouping arrangements are used appropriately; adequately enhance student understanding and accomplish learning goals.  
- Most students understand their roles and group work expectations.  
- Most students are held accountable for work. |
| Opportunity for grouping is missed, OR...  
- Grouping arrangements inhibit student understanding/learning and are not intentionally planned to accomplish goals.  
- Few students understand their roles and expectations.  
- Few students are held accountable for work. |
| Teacher Knowledge of Students | Teacher practices  
- Display understanding of each student’s anticipated learning difficulties  
- Regularly incorporate student interests and/or cultural heritage. |
| Teacher practices  
- Display understanding of some student anticipated learning difficulties.  
- Sometimes incorporate student interests and/or cultural heritage. |
| Teacher practices  
- Demonstrate minimal knowledge of students’ anticipated learning difficulties.  
- Rarely incorporate student interests or cultural heritage. |
<table>
<thead>
<tr>
<th>Learning Environment</th>
<th>Significantly Above Expectations (5)</th>
<th>At Expectations (3)</th>
<th>Significantly Below Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Regularly provide differentiated methods or content.</td>
<td>• Sometimes provide differentiated methods or content.</td>
<td>• Demonstrate little differentiated methods or content.</td>
</tr>
<tr>
<td></td>
<td>• Establishes clear rules and expectations.</td>
<td>• Establishes rules and expectations.</td>
<td>• Establishes few rules and expectations.</td>
</tr>
<tr>
<td></td>
<td>• Students are consistently on task.</td>
<td>• Often redirects off-task students.</td>
<td>• Does not address disruptive or off-task behavior.</td>
</tr>
<tr>
<td></td>
<td>• Deals with disruptive behavior quickly and firmly.</td>
<td>• Deals with disruptive behavior.</td>
<td>• Demonstrates authoritarian or negative interactions with students.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates rapport and respect for students.</td>
<td>• Is generally friendly but may have inconsistencies in interactions with students.</td>
<td>• Rarely reinforces and rewards effort.</td>
</tr>
<tr>
<td></td>
<td>• Regularly reinforces and rewards effort.</td>
<td>• Sometimes reinforces and rewards effort.</td>
<td>• Student-student interaction is characterized by conflict, sarcasm, or put-downs.</td>
</tr>
<tr>
<td></td>
<td>• Promotes positive interactions and students’ interactions exhibit caring for one another.</td>
<td>• Student-student interaction is polite.</td>
<td></td>
</tr>
</tbody>
</table>