



MTSU Residency II Handbook

**College of Education
Office of Professional Laboratory Experiences**



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What is the MTSU Residency II Experience?

The Residency II experience is the final phase of the teacher education program at MTSU. It is a semester of full-time public school teaching consisting of two field placements, each under the direction of an experienced, licensed teacher under the auspices of the Office of Professional Laboratory Experiences (OPLE). The first placement consists of eight weeks at one of the grade levels of licensure. The second placement is at a different grade level and most often occurs in a different school setting. Two placements are required for licensure and each provides a variety of experiences.

The Teacher Candidate, Mentor Teacher, MTSU Supervisor, and Principal will work together as a team to make field placements a valuable experience. Each placement provides opportunities for the Teacher Candidate to develop competencies through observation, teaching, assessment, and reflection.

What are Teacher Candidates' Basic Requirements?

- **Complete** the edTPA in the first placement by the stated deadline
- **Complete** daily lesson planning and teaching
- **Complete** five (5) Formative Observations with *Lesson Plans* and *Reflections on Your Lesson* conducted by the MTSU Supervisor
- **Complete** two (2) Formative Observations (with *Lesson Plans* and *Reflections on Your Lesson*) conducted by the Mentor Teacher in each placement (four (4) in total)
- **Complete** two (2) Targeted Observations of other teachers and *Targeted Observation Reports* in each placement (four (4) in total)
- **Participate** in Summative conferences after each placement
- **Complete in Tk20:** the *Assessment of Student Teacher Preparedness*, the *University Supervisor Evaluation* (at the end of the semester), the *Survey of Cooperating Teachers* and *Dispositions* (after each placement).
- **Attendance** at all MTSU Supervisor and Office of Professional Laboratory Experiences (OPLE) Clinical Seminars
- **Uploading** all required documents to Tk20 (see *How is Tk20 Used in the Evaluation Process?*)
- **Sign** the *MTSU Assurance Agreement*

What Guidelines are Used for the Selection of MTSU Supervisors?

Guidelines of the Tennessee Board of Education stipulate that the following criteria must be used in the selection of MTSU Supervisors:

- evaluation as a highly competent role model for teachers.
- appropriate professional experience for grade levels supervised.
- ability to demonstrate effective teaching strategies and methods.
- willingness to assume the roles expected of a mentor (i.e., confidante, advocate, coach, and critic).
- willingness to stay current with the latest research on teaching and learning.
- ability to work as a team member and facilitate professional learning.

What Guidelines are Used for the Selection of Mentor Teachers?

Guidelines of the Tennessee State Board of Education stipulate that the following criteria must be used in the selection of mentor teachers:

- at least four (4) years of full-time teaching experience.
- licensure in the appropriate content areas.
- evaluation as highly competent teacher through local assessment and/or state evaluation procedures.
- willingness to assume the roles expected of a mentor (i.e. confidante, advocate, coach, and critic).
- ability to work as a team member and facilitate learning experiences including pedagogical instruction.

What Guidelines are Used for the Placement of Teacher Candidates?

Students who have been admitted to the Teacher Education Program at MTSU must be placed in the MTSU service area. As part of the application process, students can provide three choices for placement in a school in the county or a city system within a county.

Teacher Candidates will not be placed in high schools or junior high/middle schools they attended or in any school where members of their immediate families are staff members or students.

Experienced teachers or teacher aides who are enrolled in Residency II to meet graduation or licensure requirements will not be placed in the schools where they are or have been employed.

What is Co-Teaching?

Co-teaching is encouraged for Mentor Teachers and Teacher Candidates. This allows more help in the classroom, more opportunities for differentiation or individualization. Classrooms that are co-taught by a Mentor Teacher and Teacher Candidate have been shown to have improved standardized test scores.

Co-Teaching is defined as two teachers working together in a classroom with groups of students; sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction. Copyright 2010, St. Cloud State University, Teacher Quality Enhancement Center: Research Funded by a US Department of Education Teacher Quality Enhancement Grant

- **One Teach, One Observe**

The purpose of this strategy is to allow for focused observation of a strategy, an identified group, an individual student, or any type of data collection. Either the Teacher Candidate or the Mentor Teacher may take responsibility for either role.

- **One Teach, One Assist**

The purpose of this strategy is to allow for monitoring and providing individual assistance during instruction. Either the Teacher Candidate or the Mentor Teacher may take responsibility for either role.

- **Alternative Teaching**

The purpose of this strategy is to allow for differentiated instruction within one class. The class is divided into two (2) groups. The learning target is the same for both groups. The strategy or difficulty is varied to meet students' needs.

- **Station Teaching**

The purpose of this strategy is to allow groups of students to experience varied activities to meet a learning target within a single class period. The task is divided into parts. One teacher teaches a task, then students rotate stations to work with the other teacher, and possibly to an independent station.

- **Parallel Teaching**

The purpose of this strategy is to allow teachers to work in small, heterogeneous groups on a single learning target. Both teachers teach exactly the same thing in the same way simultaneously, but the pupil teacher ratio is cut in half.

- **Team Teaching**

The purpose of this strategy is to allow students to experience the knowledge, style, and expertise of two teachers. This is the most sophisticated of various co-teaching strategies. Both teachers take responsibility and share all aspects of designing, teaching, and assessing.

Who Can I Turn to for Help?

The Office of Professional Learning Experiences

Executive Director

Bobbi Lussier
MTSU P.O. Box 14
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Murfreesboro, TN 37132

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Placement Coordinator

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Office of Teacher Licensure

Licensure Analyst

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Master Clinicians

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Susan Gendrich

Room 212

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Tk20 Assistance - Tk20@mtsu.edu

Be sure to include your name, M-Number, MTSU Supervisor's name, and Mentor Teacher's name.

What Is edTPA?

What is the Origin of edTPA?

The edTPA is a nationally available performance assessment of readiness to teach for pre-service teachers. It was developed by Stanford University at the Stanford Center for Assessment, Learning, and Equity (SCALE). The edTPA is mandated by the Tennessee Board of Regents and is meant to help Board of Regent Universities determine if Teacher Candidates are ready for the rigor and challenges of PreK-12 classrooms.

What is edTPA Designed to Achieve?

The edTPA focuses on the art of teaching. It requires Teacher Candidates to do just what is expected of them in the classroom on a daily basis; to design, deliver, and assess classroom lessons and to be able to reflect on these lessons and use the information to guide their practice. The edTPA is aligned to state standards to guide the development of the curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and to acquire the skills to improve student achievement.

As a nationally available teacher performance assessment, edTPA

- helps Teacher Candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate the readiness for the classroom.
- measures Teacher Candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- creates a body of evidence of teacher performance. The edTPA is subject-specific with separate versions for Early Childhood, Elementary, Middle Childhood, and Secondary licensure fields. It includes a review of a Teacher Candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each Teacher Candidate's ability to effectively teach subject matter to all students.

Where Can I Find More Information Regarding the edTPA?

- **Access** the following website for more information on edTPA:
<http://edtpa.aacte.org>.
- **Download** document, *Making Good Choices*, from
www.edTPA.com/content/docs/edTPAMGC.1.29.13.pdf.
- **Use** the MTSU training site set up on Tk20 to familiarize yourself with the edTPA process. **Use the password "raiders", log on as a student.** Under portfolio you will find the edTPA Handbook. You will be able to view the process from the Teacher Candidates perspective.

If you have questions about supporting Teacher Candidates, feel free to contact the OPLE.

Improving Instruction

What is a Clinical Seminar?

The Clinical Teaching Seminars are an integral part of the Residency II experience. These seminars are directly aligned with the current experiences of the Teacher Candidates. Attendance at all Clinical Seminars is required and participation contributes to the final grade.

The OPLE provides three (3) full day seminars. The first is orientation and is held shortly before the semester begins. Mid-semester Seminar is held between the two placements and covers timely topics each semester. The third is at the end of the semester. The final Seminar covers graduation and licensure requirements as well as information about job seeking. OPLE Seminars are held on campus. Both Teacher Candidates and MTSU Supervisors are required to attend all three seminars.

The MTSU Supervisor plans Clinical Seminars throughout the semester. Some of the topics covered will be detailed instruction in completing the edTPA, the TEAM Evaluations, classroom management, planning, instructional strategies, and other relevant issues. Teacher Candidates are required to attend all Clinical Seminars the MTSU Supervisor requires. These meetings may or may not occur on MTSU's campus. The dates and times will be given by each MTSU Supervisor.

Non-attendance requires attendance at a make-up session under the direction of the Executive Director of the OPLE.

What is a Targeted Observation?

Targeted Observations are opportunities for Teacher Candidates to observe teaching professionals at work. The Mentor Teacher and MTSU Supervisor should agree on the focus for each observation. The Mentor Teacher will schedule the observation with a colleague who will demonstrate a specific technique, is in another grade level or subject area, or other area of need or interest for the Teacher Candidate. A minimum of two (2) Targeted Observations will be required during each placement (four (4) within the semester). When completing the *Targeted Observation Report* names of teachers and students should not be used. Each Targeted Observation will be reported to MTSU Supervisors using the *Targeted Observation Report* available in the Appendix or on the COE Website. It is the Teacher Candidate's responsibility to upload the completed *Targeted Observation Report* to Tk20 and give a copy to the MTSU Supervisor.

What is Required in Lesson Planning?

Lesson Planning is a critical component of a teaching professional's daily life. The MTSU Faculty understands that the in-depth lesson planning required in Residency II may not be a requirement for experienced professionals. However, it is imperative for Teacher Candidates to demonstrate their abilities and thinking in strategy and materials selection, alignment, modification, assessment, and in all areas pertinent to teaching today's diverse learners. Therefore, in-depth planning requirements and documentation are required. This is one way MTSU Supervisors and Mentor Teachers can understand a Teacher Candidate's thinking and help him/her refine, improve, and strengthen his/her skills. It also provides a consistent format for evaluation and documentation of each Teacher Candidate's skills and knowledge.

At a minimum, a *Lesson Plan* is required for every Formative Observation using the OPLE *Lesson Plan* Template Form and *Reflecting On Your Lesson* (See Appendix). The *Reflecting On Your Lesson* form is completed by the Teacher Candidate at the end of each Formative Observation. The completed *Lesson Plan* and *Reflecting on Your Lesson* for each Formative Observation must be submitted on Tk20 by the Teacher Candidate and submitted to the MTSU Supervisor and the Mentor Teacher who conducted the Formative Observation. MTSU Supervisors may wish to maintain all copies in the electronic file for each Teacher Candidate.

The accompanying document, *Explanation of Terms* (see Appendix), will be useful in creating a common language pertaining to lesson planning. This common language will enhance communication between and among Teacher Candidates, MTSU Supervisors, Mentor Teachers, MTSU Faculty, and other practicing professional educators.

The College of Education program areas, MTSU Supervisors, and Mentor Teachers will determine what is necessary for daily lesson planning during Residency II depending on grade level, school, and school district.

Lesson Plan for Formative Observation

Teacher Candidate

- Five (5) *Lesson Plans* are sent to Mentor Teachers for use during Formative Observations
- Sends all nine (9) *Lesson Plans* to MTSU Supervisor:
 - Five (5) from Formative Observations conducted by MTSU Supervisor
 - Four (4) from Formative Observations conducted by two (2) Mentor Teachers
- Uploads all nine(9) *Lesson Plans* as artifacts on Tk20

MTSU Supervisor

- Saves all nine (9) *Lesson Plans* to e-file (optional)

Reflecting on Your Lesson

Teacher Candidate

- Sends all nine (9) *Reflecting on Your Lesson* reports to Supervisor
- Four (4) copies of *Reflecting on Your Lesson* are sent to Mentor Teachers
- Uploads nine (9) *Reflecting on Your Lesson* as artifacts on Tk20

MTSU Supervisor

- Saves all nine (9) *Reflecting on Your Lesson* to e-file (optional)

TEAM Self – Assessment

Teacher Candidate

- Sends all nine (9) *TEAM Self-Assessment* reports to Supervisor
- Uploads nine (9) *TEAM Self-Assessments* as artifacts on Tk20

MTSU Supervisor

- Saves all nine (9) *Reflecting on Your Lesson* to e-file (optional)

Targeted Observation Reports

Teacher Candidate

Four (4) *Targeted Observation Reports* are sent to Tk20 and MTSU Supervisor

MTSU Supervisor

Assigns Grades: Satisfactory or Unsatisfactory

Saves Four (4) *Targeted Observation Reports* to e-file (optional)

Evaluation

What is TEAM and Why is it Being Used at MTSU?

TEAM is the Tennessee Educator Acceleration Model and is the model used to evaluate teachers in the state of Tennessee. TEAM is the Tennessee model modified from the National Institute of Excellence in Teaching (NIET)/ Teacher Accelerated Program (TAP) used across 45 states. It has been thoroughly researched and is a valid and reliable model. MTSU is using TEAM to support Teacher Candidates in progressing through the developmental levels of educator professional competencies. The utilization of TEAM will assist Teacher Candidates in fully understanding the language, meaning, and rigor of the evaluation system they will be measured by in their professional lives.

What is a Formative Observation?

MTSU Supervisors

MTSU Supervisors have been trained in the TEAM Model. Mentor Teachers understand TEAM because it is the model used for their own evaluations. TEAM Rubrics are available in the Appendix, in the materials provided at training sessions, and on the COE Website. The *Formative Observation Instrument* is in the above mentioned locations and is included in the *MyEvaluator* app installed on MTSU iPads.

MTSU Supervisors will make a minimum of five (5) Formative Observations during the Residency II semester using the TEAM Rubric and *Formative Observation Instrument*. (Three (3) observations in one placement and two in the other to be determined by the MTSU Supervisor.)

Lesson plans must be developed for each Formative Assessment using the OPLE *Lesson Plan Template* and submitted by the Teacher Candidate to Tk20. They must be given in advance to the MTSU Supervisor and/or Mentor Teacher for Pre-Conferencing purposes.

MTSU Supervisors will use the *Formative Observation Instrument* to provide feed-back to the Teacher Candidate at a Post-Conference following each Formative Observation. If a written copy is used for immediacy, an electronic copy is to be sent to the Teacher Candidate within two (2) work days. The Teacher Candidate will, upon receiving the electronic copy, upload the *Formative Observation Instrument* to Tk20. MTSU Supervisors will place a copy in the Teacher Candidate's electronic file. (optional)

If the MTSU Supervisor deems it necessary, the number of Formative Observations may be increased. The Director of OPLE or Master Clinicians may also conduct Formative Observations to assist Teacher Candidates in successfully completing a placement or as a part of a remediation plan.

If the MTSU Supervisor desires a backup they may maintain an electronic file of all Lesson Plans and Formative Observation documents. This will include all documents provided by the Mentor Teacher. The electronic file compiled for each Teacher Candidate should be sent to Quinton.Goodman@mtsu.edu at the end of each placement.

Mentor Teachers

Mentor Teachers will monitor and give ongoing feedback to the Teacher Candidate concerning lesson plans prepared using the OPLE lesson plan template, instruction, and performance.

Mentor Teachers should conduct a minimum of two (2) Formative Observations using the TEAM Rubrics and the *Formative Observation Instrument* (available in the Appendix and on the COE Website). Formal feedback will be given to the Teacher Candidate in either written or electronic form after each Formative Observation.

Each *Formative Observation Instrument* shall then be uploaded by the Teacher Candidate to Tk20 and sent to the MTSU Supervisor to be placed in the Teacher Candidate's electronic file.
(optional)

Formative Observation Instruments

Placement I

Mentor Teacher

- Completes Two (2) *Formative Observation Instruments*
- Gives copies of the *Formative Observation Instrument* which they have completed to the Teacher Candidate and the MTSU Supervisor

MTSU Supervisor

- Gives copies of the *Formative Observation Instrument* which they have completed to the Teacher Candidate (two (2) or three (3) in a placement)
- Saves all five (5) copies of the *Formative Observation Instrument* in e-file (optional) (Two (2) from the Mentor Teacher and three (3) by the MTSU Supervisor)

Teacher Candidate

- Within one business day after receiving the *Formative Observation Instruments*, upload five (5) *Formative Observation Instruments* to Tk20.

Placement II

Mentor Teacher

- Completes two (2) *Formative Observation Instruments*
- Gives copies of the *Formative Observation Instrument* which they have completed to the Teacher Candidate and the MTSU Supervisor.

MTSU Supervisor

- Gives copies of the *Formative Observation Instrument* which they have completed to the Teacher Candidate (three (3) in one placement and two (2) in the other placement).
- Saves all five (5) copies of the *Formative Observation Instrument* in e-file. (Optional) (Two (2) from the Mentor Teacher and three (3) by the MTSU Supervisor)

Teacher Candidate

- Uploads five (5) *Formative Observation Instruments* to Tk20 as artifacts within one business day after receiving the *Formative Observation Instruments*

What is a Summative Evaluation?

Most Teacher Candidates will have two placements during the Residency II semester. Each placement will include a separate, complete Formative Observation cycle by both the MTSU Supervisor and the Mentor Teacher. The MTSU Supervisor and the Mentor Teacher will each complete the *Summative Evaluation* (on Tk20) independently at the end of each placement. The evaluations will be shared with the Teacher Candidate in a joint Evaluation Summary Conference and the Teacher Candidate will be given copies of both documents. The MTSU Supervisor and Mentor Teacher will submit the *Summative Evaluation* on Tk20. The *Summative Evaluation* is available in the *Appendix* and on Tk20.

An additional component of the Summative Evaluation is the completion of the *Dispositions* for each Teacher Candidate in Tk20. Each Mentor Teacher and MTSU Supervisor completes the *Dispositions* for each Teacher Candidate independently.

Final responsibility for the grade for each placement lies with the MTSU Supervisor. However, in arriving at the final grade, significant weight will be placed on the recommendation of the Mentor Teacher.

Summative Evaluation

Placement I

Mentor Teacher

- Records *Summative Evaluation* on Tk20
- Gives a copy of *Summative Evaluation* to Teacher Candidate and MTSU Supervisor

MTSU Supervisor

- Records *Summative Evaluation* scores for each placement on Tk20
- Gives copy of *Summative Evaluation* for each placement to Teacher Candidate
- Saves two (2) *Summative Evaluations* to e-file (one (1) from Mentor Teachers and one (1) from MTSU Supervisor) (optional)

Teacher Candidate

- Attends Summative Evaluation Conference

Placement II

Mentor Teacher

- Records *Summative Evaluation* scores on Tk20
- Gives copy of *Summative Evaluation* to Teacher Candidate and MTSU Supervisor

MTSU Supervisor

- Records *Summative Evaluation* scores for each placement on Tk20
- Gives copy of *Summative Evaluation* for each placement to Teacher Candidate
- Saves two(2) *Summative Evaluation* to e-file (two(2) from Mentor Teachers and two(2) from MTSU Supervisor) (optional)

Teacher Candidate

- Attends Summative Evaluation Conference

How is TEAM Applied to Formative Observations?

TEAM is an evaluation system developed for teachers of record in Tennessee. A form of this model has been implemented in 45 states across the country.

MTSU, being an institution long priding itself on its teacher training, strives to turn out the most well prepared Teacher Candidates possible. In an effort following in this long tradition we have chosen to use TEAM as a developmental tool. To be Ready2Teach on Day 1 it is imperative that Teacher Candidates understand what is expected of them. It would be a disservice to Teacher Candidates not to thoroughly immerse them in the real world experience of the evaluation process.

The pre-conference, observation, post-conference cycle must be used for every Formative Observation. Because MTSU Supervisors travel between schools, it may be necessary to de-brief the lesson immediately after it is taught and follow up with an email of the completed report within 48 hours.

Realizing that a rock solid teacher of record will score 3's, it is understood that Teacher Candidates will not be at that level in pre-service, therefore, many 1's and 2's, are expected, especially in the first placement. Teacher Candidates are beginners, growth is expected as is a progression toward 3's. In the second placement we see many 2s and some 3's are expected. While it is not impossible for a Teacher Candidate to receive 4's and 5's, they should occur infrequently.

A score of 1 can be interpreted in 2 ways. If an indicator is not observed in a particular class a score of 1 is given and Not Applicable (N/A) is placed in the evidence portion of the form thereby eliminating any negative effects on the teacher candidate.

Should the observer record evidence which is determined to be within the 1 descriptor, a score of one is given and the evidence recorded. This area should then be placed in the refinement box and work should be done to improve this score in future observations.

MTSU has determined to use all 19 indicators so that Teacher Candidates will understand the importance of each indicator in the big picture. But, not every indicator needs to be observed every time. Although by the time the 2nd placement ends all indicators must be observed. There should also be a progression toward 3s in all areas. Any indicator that remains a 1 throughout both placements is cause for remediation.

Mentor Teachers will be familiar with the model. As Teacher Candidates learn about the model and work to progress, this will provide a common language and goals for all parties.

An MTSU Supervisor may focus on any particular set of indicators they deem necessary for a particular Teacher Candidate. It also may be advisable to plan Clinical Seminars around weaknesses across Teacher Candidates.

The COE is aware that Mentor Teachers are responsible ultimately for the decisions made in and about their classroom. Should an MTSU Supervisor find that for some reason a particular indicator is not showing improvement as a result of decisions made by the Mentor Teacher that should be explained in and on the Summative Evaluation Instrument without having a negative effect on the Teacher Candidate. An example of this might be regrouping students. If the Mentor Teacher won't allow this the Teacher Candidate may not show progress. Thus this would be determined to be out of the control of the teacher candidate and MTSU supervisor.

By the conclusion of the Residency II experience Teacher Candidates must be familiar with all 19 indicators. They must understand and be comfortable using all vocabulary presented and the language of the model. They should clearly understand what they must do to achieve 3's when they are employed, be able to talk intelligently about their strengths, and areas of refinement in an interview.

At this time a cut score is not provided. Use of the model for pre-service teachers is not high stakes as it is for teachers of record. Each observation is simply one of the pieces of information used, among others, in determining the pass-fail grade. A pattern of improvement across observations is more important than any one observation standing alone.

How is Tk20 Used in the Evaluation Process?

Tk20 is the platform for collection and retention of data in the College of Education. It bridges the gap between students, faculty, and programmatic assessment needs. It offers one (1) easy location to manage all courses. It allows instructors to communicate with students, post assignments, give quizzes, manage grades, post syllabi, and other documents. It also allows teacher candidates to connect with all Mentor Teachers and MTSU Supervisors. If you need assistance with a Tk20 issue, email Tk20@MTSU.edu. Include your name, M-Number, MTSU Supervisor's name, and Mentor Teacher's name.

Tk20

Artifacts uploaded by Teacher Candidate

- Nine (9) *Lesson plans*
- Nine (9) *Formative Observation Instruments*
- Nine (9) *Reflecting on Your Lessons*
- Four (4) *Targeted Observation Reports* (Two (2) each placement)

Information Entered in Tk20

Teacher Candidate

- *Survey on Cooperating Teachers* (one (1) each placement)
- *University Supervisor Evaluation*
- *Assessment of Student Teacher Preparedness*
- *Dispositions*

MTSU Supervisor

- *Dispositions* (at end of second placement)
- *Assessment of Student Teacher Preparedness* (at the end of each placement)
- *Summative Evaluation* (one (1) each placement)

Mentor Teacher

- *Dispositions*
- *Assessment of Student Teacher Preparedness*
- *Summative Evaluation*

How Will MTSU Supervisors Grade Teacher Candidates?

The MTSU Supervisor has the final responsibility for determining the final grade: Pass or Fail. The MTSU Supervisor will meet with Mentor Teachers for input before making a final grading decision. In determining the grade, the following will be considered:

- the scores on each *Formative Observation Instrument, Lesson Plans, Reflecting on Your Lesson*, and timely submissions
- the *Summative Evaluations* of each placement
- the *Dispositions*
- the successful and timely completion of the edTPA
- completion of Targeted Observations and reporting
- satisfactory attendance and punctuality
- consideration of the data and information presented by Mentor Teachers
- the timely completion of all other requirements
- *Assessment of Student Teaching Preparation.*

If a Teacher Candidate is not successful in the first placement, the MTSU Supervisor should work with the Director of OPLE to determine a remediation plan.

MTSU Supervisors

What are MTSU Supervisors' Responsibilities?

- **Distribute** appropriate materials such as the letter to Principal, Mentor Teacher, and *MTSU Residency II Handbook*.
- **Conduct** Clinical Seminars on topics assigned by the OPLE or on topics you deem necessary. At the first seminar, assign reading of the *MTSU Residency Handbook* and *edTPA Handbook*. Go over the *Formative Observation Instrument* and *TEAM Rubrics* in detail. At the next seminar all Teacher Candidates sign the form stating they have read both handbooks. Collect these forms and turn them in to the OPLE by week three (3) of the semester. (See Appendix - *MTSU Assurance Agreement*)
- **Assist** Teacher Candidates in preparing the edTPA. Conduct and/or arrange Clinical Seminars for Teacher Candidates concerning development of the edTPA. (See *What Is the edTPA?*)
- **Maintain** an inventory of equipment. (See *For What Equipment Am I Responsible?*)
- **Complete** five (5) Formative Observations including Pre- and Post-Conferences with the Teacher Candidate. (Three (3) one placement, and two (2) the other placement). It is at the discretion of the Supervisor as to how many observations will be held in each placement. The *Lesson Plan* is discussed at the Pre-conference. Discuss the *Formative Observation Instrument* at the Post-Conference. Give the Teacher Candidate a copy of the *Formative Observation Instrument* to upload on Tk20. Keep electronic copies in each Teacher Candidate's file. (optional)
- **Report** serious problems to the Executive Director of the OPLE using the *Problems and Concerns Form*. (See *Appendix*)
- **Initiate**, arrange and participate in meetings with Mentor Teachers and Teacher Candidates to identify Teacher Candidate's needs and discuss his/her progress.
- **Communicate** with Principals and Mentor Teachers regarding Teacher Candidates' experiences and progress. Be sure to introduce yourself on the first day.
- **Coach** Teacher Candidates in effective teaching practices, classroom management techniques, and other important aspects of professional development.

- **Demonstrate** effective instructional strategies to Teacher Candidates in cooperation with the Mentor Teachers.
- **Collaborate** with Mentor Teachers to identify Teacher Candidates' needs, plan assistance strategies, and discuss program issues.
- **Oversee** the completion and reporting of two (2) Targeted Observations of other teachers in each placement (four (4) in total).
- **Participate**, as needed, in orientation and training programs. Offer individual orientation and assistance to Mentor Teachers as needed.
- **Maintain** confidentiality of Teacher Candidate information.
- **Take** photos of Teacher Candidates for the final seminar slideshow and send them to the OPLE by the end of the second month. (bobbi.lussier@mtsu.edu)
- **Fill out** and submit travel forms. (See *How Do I Fill Out Travel Claims?*)
- **Complete** a Summative Evaluation in Tk20 and conduct a Summative Conference with the Teacher Candidate and the Mentor Teacher at the end of each placement. (See the section on Summative Evaluation)
- **Submit** all reports by the required dates.
- **Determine** and record final grade, with significant input from Mentor Teachers, on Pipeline.
- **Complete** Forms in Tk20
 - Assessment of Student Teacher Preparedness (ASTP)*
 - Dispositions on Teacher Candidates*
 - Summative Evaluation*
- **Use** technology to simplify the process and move towards the goal of becoming paperless.
- **Distribute** and collect Mentor Teacher *W-9 Claim Forms*.
- **Give** the Mentor Teacher their Tk20 password.
- **Check** your MTSU email frequently.
- **Check** up on Teacher Candidates Tk20 uploads on a weekly basis.

What are the Guidelines for Travel Reimbursement?

(See *Appendix* for Travel Claims Information)

MIDDLE TENNESSEE STATE UNIVERSITY POLICIES AND PROCEDURES MANUAL
Travel shall not include, and no reimbursement for expenses shall be made for, transportation in connection with an employee's official station of employment. The employee's "official station" is his or her regular area of employment activity, e.g., official headquarters, campus, or designated location of an employee established in the field. All travel must be by the most direct or expeditious route possible, and any employee who travels by an indirect route must bear any extra expense occasioned thereby. When work is performed by an employee in route to or from the official station, reimbursable mileage is computed by deducting the employee's normal commuting mileage from the actual mileage driven in performing the work in route to or from the official station. For example, if an employee normally commutes 10 miles (20 miles round trip), and performs work on the way home from the official station which results in 12 miles driven, the mileage reimbursement will be for 2 miles only, as that is the amount of mileage in excess of the employee's normal commute. In no instance shall mileage claimed for reimbursement exceed actual miles traveled.

Automobile Travel

Personally Owned Automobiles

Commuter Mileage -Procedures for calculating mileage are based on the fact that the State is prohibited from reimbursing employees for normal commuting mileage.

- 1) If an employee begins or ends a trip at his/her official station, reimbursable mileage will be the mileage from the official station to the destination.
- 2) If work is performed by an employee in route to or from his/her official station, reimbursable mileage is computed by deducting the employee's normal commuting mileage from the actual mileage driven.
- 3) If an employee begins or ends his/her trip at his/her residence without stopping at his/her official stations, reimbursable mileage will be the lesser of the mileage from the employee's residence to his/her destination or his/her official station to the destination. On weekends and holidays, the employee may typically be reimbursed for actual mileage from his/her residence to the destination.
- 4) If an employee travels between destinations without returning to his/her official station or his/her residence, reimbursable mileage is the actual mileage between those destinations.

Travel Claims are due on the 10th of each month to Quinton Goodman.

For What Equipment are MTSU Supervisors Responsible?

MTSU Supervisors will be issued an iPad with the *MyEvaluator* Application loaded on it. This app will be used to record and submit Formative Observations.

A video camera, wireless microphone, and tripod will also be issued to each MTSU Supervisor from the MTSU Learning Resources Center. They should be issued to the Teacher Candidates for properly recording the video portions needed to complete Task II of the edTPA. Please maintain checkout log of all Teacher Candidates using MTSU equipment.

What are MTSU Supervisors' Responsibilities Regarding edTPA?

MTSU Supervisors must be trained in the use of edTPA. MTSU Supervisors must remain current and attend additional training as needed.

MTSU Supervisors will provide their Teacher Candidate with all the information required to complete the edTPA.

- Provide each Teacher Candidate with the *edTPA Assessment Handbook* that matches the area of licensure the Teacher Candidate is pursuing. The MTSU Supervisor will review the handbook with all Teacher Candidates at the first scheduled Teacher Candidate seminar in the semester. (At the second meeting be sure to have Teacher Candidates sign the *MTSU Assurance Agreement* found in the Appendix).
- Request current policy for videotaping from Mentor Teachers in assigned schools where Teacher Candidates are being supervised. Provide Teacher Candidates with release form for video-taping of students within the assigned classroom. Explain to Teacher Candidates the procedure for acceptable videotaping and acceptable videotaping equipment.
- Plan a meeting with Mentor Teacher and Teacher Candidate to discuss the edTPA and a plan for its implementation. In the initial meeting enlist the help of the Mentor Teacher to provide plans and goals for the curriculum/learning experiences that the Teacher Candidate will be responsible for in order to complete the edTPA.
- Be sure Teacher Candidates are fully apprised of the policies and requirements regarding videotaping and submission requirements.

What Can MTSU Supervisors Do and Not Do to Assist Teacher Candidates with the edTPA?

Allowable Strategies for Assistance:

- Providing and discussing samples of previously completed edTPAs that demonstrate competent teaching practices.
- Distributing edTPA support documents as they are developed and posted.
- Reviewing drafts of Teacher Candidate commentaries.
- Supporting candidates in developing a timeline for completion of the edTPA assessment.
- Providing technical and logistical support videotaping and uploading documents into electronic platforms.
- Providing advice, assistance, and review by faculty, MTSU Supervisors, Mentor Teachers, and/or peers.
- Offering emotional support to help candidates persist.
- Offering the above types of assistance through Teacher Candidate seminars.
- Discouraging attempts to fabricate evidence or plagiarize work.
- Having professional conversations about teaching and learning are appropriate and desirable. The edTPA should allow Teacher Candidates to draw upon these conversations as they create their own understandings of learning and apply them in the teaching decisions they make.

Acceptable Forms of Support for Constructing the edTPA:

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to the candidate to make selections and/or adaptations based on perceptions of their students' strengths and needs on the content to be taught.
- Making referrals to professional and research articles on issues the Teacher Candidate is thinking about, curriculum materials, experienced teachers, and edTPA support documents. Many, if not most, Teacher Candidates will use or adapt curriculum materials developed by others; they should cite the source, including materials from experienced teachers. It is up to each Teacher Candidate to explain how materials are appropriate for their students and the relevant learning objectives and standards.

- Asking probing or clarifying questions that encourage Teacher Candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly.

Unacceptable Forms of Support for Constructing the edTPA

- Making choices of curriculum materials or instructional strategies (other than those required by the Mentor Teacher/school/district) for the Teacher Candidate
- Providing your own analysis of the Teacher Candidate's students or artifacts or offering alternative responses to commentary prompts.
- Suggesting specific changes to be made in a draft edTPA rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes.
- Providing intensive coaching for Teacher Candidates perceived to be weak that is aimed at helping them successfully complete the edTPA rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission.
- Editing the edTPA.

How Will MTSU Supervisors Be Evaluated?

The Teacher Candidate will complete the *University Supervisor Evaluation* in Tk20 the date of the final OPLE seminar. The Director of the OPLE will share these with MTSU Supervisors.

Teacher Candidate Responsibilities

What are Teacher Candidates' Responsibilities?

Teacher Candidates should view these experiences as the beginning of their professional life. It is an opportunity to demonstrate the knowledge, skills, and competencies necessary for employment. Therefore, Teacher Candidates must consider all actions carefully and weigh any consequences, as they will affect his/her future!

- **Dress professionally!** The attire and grooming of a Teacher Candidate while in the schools should conform to school and district policies. The Teacher Candidate should consult the Mentor Teacher and the Principal to learn these policies for each placement. Tattoos must be covered. Piercings must conform to each school district's policies.

- **Adhere** to all policies, directives, and rules of the School Board and school in which you are working. Adhere to all MTSU policies. Any violation of school or MTSU policies can result in termination of the placement, failure, and other MTSU sanctions, such as release from the Teacher Education Program.
- **Recognize** that Teacher Candidates are GUESTS in the school. Be aware that the Mentor Teacher has legal responsibility for the class. Accept the Mentor Teachers' decisions regarding the material to be covered and the method of presentation. Endeavor to establish and maintain effective professional working relationships.
- **Maintain** confidentiality of IEPs, student records, 504 or Behavior Contracts, or any other student information with which he/she may come into contact.
- **Learn** school rules and procedures and all safety and emergency procedures.
- **Know** your students' names, recognize and respect their individual differences.
- **Participate** in all Clinical Seminars conducted by MTSU Supervisors or the OPLE. Teacher Candidates are required to attend all school functions which the Mentor Teachers are expected to attend regardless of the time of day. This includes faculty meetings, staff development, PTO functions, parent-teacher conferences, and extra- curricular activities in the school or school system.
- **Be punctual and dependable.** Teacher Candidates are expected to be in attendance every day throughout the placements and to observe the same schedule and school hours as the Mentor Teacher. Students may not leave school without permission of their Mentor Teachers or MTSU Supervisor. Punctuality each day and throughout the day for each class period or activity is imperative. Tardiness will not be tolerated. Two (2) absences may be excused during Residency II. All others must be made up. (See *What if a Teacher Candidate Needs to Be Absent?*)
- **Adhere** to a hands-off policy in regards to any physical contact with students.

What are Teacher Candidates' Responsibilities Regarding edTPA?

- **Protect confidentiality.** Remove your name and use pseudonyms or general references (e.g., "the district") for your state, district, and mentor teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During video recording, use students' first name only.
- **Acquire permissions.** Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your

students and adults who appear in the video recording. Your MTSU Supervisor and Mentor Teacher will assist you in obtaining release forms for your classroom. If needed, sample forms are provided on the Pearson website, in the Appendix, and on the College of Education website. The release forms are not submitted to Pearson with your materials. They are to remain with the Mentor Teacher.

- **Cite sources.** Provide citations for the source of all materials that you did not create (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary.
- **Align instruction** with state standards. As part of the assessment, you will document the alignment of your lesson plans with the above mentioned standards. Refer to the Tennessee Department of Education website to obtain copies of relevant standards for this assessment at www.state.tn.us/education.
- **Carefully follow the guidelines** for candidate support at www.edTPA.com and in the edTPA Handbook. Pay very close attention to videotaping guidelines and requirements. Although you may seek and receive appropriate support from an MTSU Supervisor, Mentor Teacher, MTSU Instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with the Teacher Candidate.
- **Be aware** that if there is a deficiency within the score received on the edTPA, a Teacher Candidate may be required to complete remediation.
- **Enter** edTPA under Portfolio Tab in Tk20.
- Be aware that a remediation plan is in place if a score of one is received on any part of the edTPA. This portion will have to be redone and resubmitted.

What are the Ethical and Moral Responsibilities of Teacher Candidates?

Teacher Candidates must at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards. Failure to do so may result in termination from the teacher education program.

Teacher Candidates may not date students or any personnel employed at the schools in which they are teaching.

Students are subject to MTSU and local school system guidelines regarding prevention of sexual harassment. Any Teacher Candidate found to have engaged in behavior constituting harassment will be subject to disciplinary action which may include dismissal from the program and the Teacher Education Program. Other MTSU disciplinary sanctions may be administered.

Each school and school system has Sexual Harassment Officers to report to should a Teacher Candidate experience an incident of sexual harassment.

What If a Teacher Candidate Suspects Child Abuse?

Teacher Candidates should follow school system protocol when reporting suspected child abuse (TCA Sec. 8B 37-1-403). It is the responsibility of the Mentor Teacher to carry out the reporting procedures as described in Tennessee law and local school board policy.

What If a Teacher Candidate Needs to be Absent?

Daily attendance is mandatory. Unexcused absences may result in course failure and/or termination of a school placement.

Two (2) absences, such as personal or immediate family illness or a death in the immediate family, are permissible during Residency II. Doctor's excuses may be required at the discretion of the MTSU Supervisor or the OPLE to determine if absences will be excused. ALL other absences must be made up and will be planned by the MTSU Supervisor under the direction of the Director of the OPLE.

In case of absence, a Teacher Candidate must notify both the Mentor Teacher and the MTSU Supervisor of an impending absence. Such notification must be made as early as possible to accommodate changes of plans for the class. When a Teacher Candidate is absent on a day when he/she has made plans to teach, he/she is obligated to deliver the plans and materials to the Mentor Teacher prior to the school day.

Seminars missed will be made up under the direction of the Executive Director of the OPLE and the MTSU Supervisor.

Teacher Candidates may be excused for no more than one (1) day to participate in Teacher Recruitment week interviews sponsored by the MTSU Career Development Center each spring semester. Recruitment absences must be pre-approved by the MTSU Supervisor and the Mentor Teacher.

What If a Teacher Candidate is Tardy or Leaves School Early?

Tardiness or leaving school early without permission is not allowed. Teacher Candidates must be present, on-time, and prepared for each class, each day. Tardiness or leaving school early shall be reported by the Mentor Teacher or MTSU Supervisor to the Executive Director of OPLE using the *Problems and Concerns Form* (Appendix). Missed time must be made up. Excessive violations may result in a remediation plan or removal from Residency II.

What About Social Media?

Social media are defined as any form of media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, Instagram, Vine, Vimeo, YouTube, Wordpress, Blogspot, Tumblr, MySpace, and any dating sites.

Teacher Candidates need to be aware that while it is desirable to incorporate digital learning opportunities into their daily lessons, the use of social media as an interactive teaching tool can be “sticky” at best.

Please consider the following list of Do’s and Don’ts for Teacher Candidates when using social media within your Residency II/Student Teaching experience.

DO become familiar with your school/district policy pertaining to Social Media/Electronic Media usage.

DO remember that there is a fine line between your professional and your personal life, and it is important that this line is never crossed.

DO protect your personal accounts. Never use passwords that pupils can easily guess, such as anything related to school, birthdays, names, etc. Mix up your passwords with a combination of letters, symbols, and numbers.

Do communicate with students via the Mentor Teacher’s web page if allowable.

Do be prepared to answer questions about your Facebook account in job interviews. It has become common for interviewers to ask applicants “Are you on Facebook”? Employers will most likely look at your Facebook account themselves before or after the interview.

Do protect the confidentiality of yourself, Mentor Teacher, MTSU Supervisor, and students in your classroom.

DON’T use your personal email to communicate with students or parents.

DON’T say anything on a public social media profile that you wouldn’t say in class.

DON’T ask students or parents to be a Facebook friend and do not accept their friendship requests on your personal account.

DON’T post pictures of students or refer to students by first and last name on any public or private accounts. As a guideline, don’t post anything that you would not present in any public forum.

What About Corporal Punishment?

Each school district has a policy regarding Corporal Punishment. Even when permitted, a Teacher Candidate **may not** administer corporal punishment or serve as a "witness" when licensed school personnel administer corporal punishment.

What About Holidays and Vacations?

Teacher Candidates must follow the schedule of the public schools to which they are assigned.

School holidays and vacations may or may not coincide with the MTSU schedule. In all cases, Teacher Candidates are obligated to adhere to the schedules of their assigned schools. Adjustments may be made for Teacher Candidates working in school districts that are operating on a balanced/alternative calendar.

During the MTSU Spring Break, a dormitory resident may have to make other living arrangements for the week the dormitory is closed.

What About School Closings and Inclement Weather?

In the case of school closings due to inclement weather, days missed during the first and/or second placement may need to be made up at the end of the second placement as determined by the Dean of the College of Education.

May a Teacher Candidate Substitute If the Mentor Teacher is Absent?

Teacher Candidates **may not** serve as substitute teachers. A substitute teacher must be provided by the school should the Mentor Teacher be absent.

However, Teacher Candidates who have progressed to the teaching duties portion of their experience may teach in their assigned classroom in the presence of substitute teachers.

What About Teacher Candidates Other Commitments?

Work or family/personal responsibilities cannot be excuses for failing to meet the commitments of residency.

Teacher Candidates will not be excused from any responsibilities in order to work, participate in a class, or take part in MTSU activities. The only exceptions are prescheduled OPLE seminars or one day of Teacher Recruitment Week for interviews.

If such interference occurs, the Teacher Candidate will be given the choice of withdrawing or making the personal adjustments necessary to give full attention to their professional responsibilities.

The taking of other coursework is prohibited by the Tennessee State Board of Education, except when special permission is given by the Executive Director of the office of Professional Laboratory Experiences and the student's Department Chair.

What If a Teacher Candidate Needs to Withdraw From Residency II?

During the first two weeks of the first placement, should the Teacher Candidate or MTSU Supervisor decide it is in the Teacher Candidate's best interest to withdraw from Residency II, a grade of "W" will be given through the OPLE.

After this initial period, a regular withdrawal is not possible without consent of both the MTSU Supervisor and the Executive Director of the OPLE.

In special instances regarding performance or conduct, the Executive Director of the office of the OPLE in communication with the MTSU Supervisor may withdraw a Teacher Candidate from Residency II. A remediation plan will be prescribed in such cases.

How do Teacher Candidates Apply for a Teaching License?

- At the first MTSU Residency II Seminar, Teacher Candidates will be instructed to fill out the Preliminary Application for Tennessee Teaching License in TK20.
- At the second MTSU Residency II Seminar, Teacher Candidates will receive a copy of his/her application from his/her supervisor to sign and return.
- Teacher Candidates must pass all required Praxis II exams and have scores submitted to MTSU (Code #R1466) and/or Tennessee State Department of Education (Code #R190A) prior to filing your application.
- The MTSU Office of Professional Laboratory Experiences and Teacher Licensure will request MTSU transcripts to submit with Teacher Candidate's license application.
- Teacher Candidate's application, transcripts, and Praxis II scores will be sent to the Tennessee Department of Education, Office of Teacher Licensure once final grades and degrees are posted after graduation.
- Teacher Candidates will receive a letter stating their application was submitted to the State Department of Education, or a letter of deficiency if items are missing.
- Once the Tennessee Department of Education processes the Teacher Candidate's application and issues a license, the teaching certificate will be posted on line for printing. A copy of the teaching license will NOT be mailed to the Teacher Candidate.

Where Can Teacher Candidates Get Information About the Praxis II Exams?

For questions concerning testing information contact:

MTSU Testing Center	KUC 107	615.898.2863
TSU Testing Center		615-963-7386
Prometric Testing Center		615-248-7120

www.ets.org/praxis/tn/requirements/ or **ETS 1-800-772-9476**

www.tn.gov/education/lic/index.shtml

www.ets.org

Call 4 weeks in advance. Test must be paid for by credit/debit card when scheduled.

Mentor Teachers

What are the Mentor Teachers' Responsibilities?

As You Begin

Inform your Teacher Candidate of:

- Where** to park.
- How** to get lunch.
- Where** the staff restrooms are.
- Dress code** for teachers and students.
- Official** school hours and time frames for your workday.
- **Give** her/him a SECURE place to put a coat and/or personal belongings.
- **Share** your expectations for your Teacher Candidate.
- **Take** the time to go over all emergency procedures in detail.
- **Tell** the Teacher Candidate how to contact you if he/she needs to be absent.
- **Introduce** your students to the Teacher Candidate in a positive and professional way.
- **Provide** a copy of your daily schedule.
- **Share** class lists and seating charts.

- **Clearly define** the Teacher Candidate's authority and responsibility within your classroom.
- **Provide** a desk and designated space for your Teacher Candidate.
- **Set a good example** of professionalism through dress and demeanor.
- **Provide** copies of textbooks, curriculum guides and essential materials.
- **Familiarize** the Teacher Candidate with medical or behavioral protocols of specific students.

Week 1

Inform your Teacher Candidate of:

- Dates** of faculty meetings, PTA meetings, PLC meetings, or any other activities which you are required to attend. They are also required to attend.
- Your expectations** for your class--- discipline policy, materials storage, accessibility, classroom routines, classroom technologies.
- Non-teaching responsibilities** such as bus duty, hall duty, dismissal.
- School policy** for handling cash or student funds.
- School policy** for using copy machines or other machines.
- School policy** for student attendance, record keeping, videotaping, and communicating with parents.
- Guidelines** for a referral to the Principal, Nurse, or Guidance Counselor.
- School rules**, classroom rules, all discipline policies, and other relevant School Board or school policies.
- **Be sure** Teacher Candidates and MTSU Supervisors are granted the access password for WiFi within the school.
- **Orient** the Teacher Candidate to the school building and campus including providing a map of the building
- **Share** Common Core State Standards, State Content Standards and/or Competency Standards which you are responsible for teaching.
- **Share** any documents you or your school share with students and/or parents. I.e. agendas, school handbooks, report cards.
- **Share** procedures for supporting at-risk students.

- **As is appropriate, share student records:** IEP, 504, behavior protocol, or other documents. Teacher Candidates have an educational need to know in order to plan for and accommodate individual student needs. They also need this information to successfully complete the edTPA.
- **In the first placement of a semester,** identify the learning target or central focus the Teacher Candidate will be teaching in order to complete the edTPA.

The Teacher Candidate will need to teach and analyze a learning segment of three to five (3-5) lessons or if block scheduling is used three to five (3-5) hours of connected instruction. Allow the Teacher Candidate to plan and solo teach the learning segment for the edTPA.

- **Fill out W-9** so you may be paid. (Discuss details with MTSU Supervisor)

Throughout the Placement

- **Demonstrate** a variety of effective teaching and assessment strategies.
- **Assist** the Teacher Candidate in getting the release forms for edTPA video-taping returned and finalized (if this is a first placement). Mentor Teachers maintain these release forms.
- **Communicate** on a regular basis with the MTSU Supervisor to identify Teacher Candidate needs, plan assistance strategies, discuss progress, and give input on the final grade.
- **Check** lesson planning on a daily basis.
- **Determine** with the assistance of the MTSU Supervisor and the Teacher Candidate the needs and interests so Targeted Observations can be scheduled. Contact colleagues on behalf of the Teacher Candidate to make the arrangements. A minimum of two (2) are required for each placement.
- **Formally observe** the Teacher Candidate a minimum of two (2) times and provide performance feedback using the *TEAM Rubrics* and the *Formative Observation Instrument* located in the Appendix and on the COE Website. (See *Formative Observations*)
- **Meet regularly** with the Teacher Candidate to assist with lesson planning, diagnosing learner needs and differences, evaluating learner progress, managing the classroom, selecting teacher strategies and instructional materials, and acculturating the Teacher Candidates into the school community.
- **Participate** in orientation and training programs designed for Mentor Teachers.
- **Daily feedback** should be informally shared with Teacher Candidate.
- **Maintain confidentiality** of Teacher Candidate.

- **Report** serious problems to the MTSU Supervisor first. If you and the MTSU Supervisor cannot resolve the issue, then report the problem to the Executive Director of the OPLE using the *Problems and Concerns Form* in the Appendix or on the COE website.

At the End of the Placement:

- **Fill out** the *Summative Evaluation* on Tk20. Meet with the Teacher Candidate and MTSU Supervisor to share results in the Summative Conference. Give a copy to the Teacher Candidate and the MTSU Supervisor.
- **Give** input to the MTSU Supervisor to help determine a grade of Pass or Fail.
- **Complete** the Teacher Candidate *Dispositions*.
- **Complete** the *Assessment of Student Teacher Preparation* on Tk20.

What are the Mentor Teachers' Responsibilities Regarding edTPA?

- **Meet** with the MTSU Supervisor and Teacher Candidate early in the Residency II experience to establish goals and curriculum expectations for the Teacher Candidate.
- **Provide** current policy on videotaping to MTSU Supervisor and Teacher Candidate.
- **Share** any IEP, 504, or behavior protocol information the Teacher Candidate may need for planning.
- **Support** the Teacher Candidate during the edTPA process by giving emotional support to help the Teacher Candidate persist.
- **Determine** a central focus for the learning segment by Week 2.
- **Be aware** that the Teacher Candidate must complete the edTPA and submit it to Pearson during Week 8.

Administration

What are the Principals' Responsibilities?

- **Be sure** Teacher Candidates and MTSU Supervisors are granted the access password for WiFi within the school.
- **Coordinate** implementation of Teacher Candidate placements for your school.
- **Assist** Mentor Teachers in orienting Teacher Candidates into your school.

- **Include** the Teacher Candidate in faculty meetings, PLC's, staff development, etc.
- **Provide** the Teacher Candidate with a staff identification badge.
- **Maintain** communications with the Mentor Teacher and the MTSU Supervisor.
- **Maintain** the confidentiality of Teacher Candidate information.
- **Advise** Mentor Teachers to share IEP, 504, Behavior plans, and medical information with Teacher Candidates. This is necessary to complete the edTPA successfully and properly care and plan for students.
- **Develop** staff understanding of the Ready2Teach program. For more information contact the Office of Professional Learning Experiences. (See attached brochure or visit the COE website)
- **Participate** in the observation and evaluation of Teacher Candidates (optional).
- **Provide** the Teacher Candidate with appropriate School Board Policies or Directives as well as specific building level policies which could impact the Teacher Candidate while working in your school.
- **Secure** substitutes for Mentor Teachers as Teacher Candidates cannot serve as substitute teachers.

MTSU RESIDENCY II HANDBOOK

Appendix

I. Glossary of Terms

II. Office of Professional Laboratory Experiences Forms

MTSU Assurance Agreement
Problem and Concern Form

III. Observation Forms

TEAM Rubrics
Formative Observation Instrument
Lesson Plan Template
Lesson Plan Explanation of Terms
Reflecting on Your Lesson
TEAM Self-Assessment
Targeted Observation Report

IV. edTPA Video Release Forms

edTPA Video Release for English
edTPA Video Release for Spanish

V. TK20 Forms – (To be completed in TK20)

Assessment of Student Teacher Preparedness
MTSU Student Dispositions
MTSU Summative Evaluation Instrument
Survey of Cooperating Teachers
University Supervisor Evaluation

Appendix

Glossary of Terms

Annual Measurable Objectives (AMO) - are state performance goals which provide rigorous but realistic college and career readiness goals, and is a basis for Tennessee's accountability system. There are two overriding goals: growth for all students every year and closing achievement gaps by ensuring faster growth for those students who are further behind.

Artifact- a complete document uploaded in Tk20.

Assessment of Student Teacher Preparation (ASTP) - completed in Tk20 by MTSU Supervisor, Mentor Teacher, and Teacher Candidates. The purpose of this document is for data collection to meet NCATE Standards.

Clinical-approach - Based on the medical school model, this authentic approach allows students robust opportunities to develop as practitioners via expertly mentored experiences in the field and through pedagogy designed approximations of practice. The curriculum has been redesigned and broken into pre-residency, Residency I and Residency II, all of which include experiential learning from day 1!

Common Core State Standards (CCSS) - The Common Core State Standards are a set of clear standards for Math and English Language Arts (ELA) that were developed to ensure every student graduates from high school prepared for college or the workforce. The standards reflect rigorous learning benchmarks set by countries whose students currently outperform American students on international assessments. Common Core will be fully implemented in 2013-14. For more information, please visit <http://www.corestandards.org>

Competency Standards - The standards used in the state of Tennessee for Career Technical Education. For more information, please visit www.tn.gov/education/

Co-teaching - The pairing of a Mentor Teacher (public school) and Teacher Candidate enrolled in Residency I and II/Student Teaching. Six research based strategies are used to provide classrooms with an extra set of hands, another teacher with new ideas, more differentiated instruction opportunities, more opportunities for individual responses, and more opportunities for individualization or small group instruction. It gives students the opportunity to experience different teaching styles. www.stcloudstate.edu/soe/tqe/coteaching/

Dispositions –Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

edTPA – The edTPA is a national performance assessment of readiness to teach for pre-service teachers. It is a mandate of the Tennessee Board of Regents.

Master Clinician - University faculty who have demonstrated proficiency as teachers/administrators and act as liaisons between the public schools and MTSU. Their duties include committee assignments, information dissemination, student support, project development, develop and provide professional development activities, and other programmatically related tasks.

Mentor Teacher – Mentor Teachers are selected by criteria specified by the TN Department of Education and the Tennessee Board of Regents in collaboration with partner schools and the College of Education. In the past, mentor teachers were referred to as “Cooperating Teachers”.

MTeach- Middle Tennessee State University is one of four (4) Tennessee universities selected to replicate the successful UTeach program of the University of Texas at Austin. Designed to increase the quantity and quality of mathematics and science teachers in our state and nation, MTeach begins with early field experiences for students and includes subject-specific pedagogical coursework; the program builds strong disciplinary and pedagogical foundations, and culminates with ongoing professional development support of new teachers. With introductory courses led by Master Teachers from secondary education, and advanced courses developed and taught by faculty from both the College of Basic and Applied Sciences and the College of Education, MTeach will change the way mathematics and science teachers are educated in Tennessee.

National Council for Accreditation of Teacher Education (NCATE) - Founded in 1954, NCATE works to establish high quality teacher preparation through the process of professional accreditation of schools, colleges, and departments of education.

Office of Professional Laboratory Experiences (OPLE) - MTSU 615-898-2628
The office of Professional Laboratory Experiences is located in the College of Education, Room 213. This office is responsible for all activities related to Residency II/Student Teaching and field experiences in all teacher education programs. Also housed in this department is Teacher Licensure.

Problem Based Learning (PBL) - PBL is a strategy used throughout the teacher education program which is based on the clinical approach. When working in PBL, learners examine a real-life problem presented by the facilitator. This real-life problem is open ended and has been designed to cause learners to master course content within the context of solving problems from today's classrooms.

Ready2Teach - This is the TBR initiative to redesign teacher education. It is an innovative learning experience unlike that which previous generations experienced. MTSU students beginning in the fall of 2010 started with the new curriculum and it will be fully in effect in 2014. www.ready2teach.org

State Content Standards – The standards used in the state of Tennessee for all subject areas except English Language Arts. These are available at www.tn.gov/education/

TCAP – The Tennessee Comprehensive Assessment Program, or TCAP, is a set of statewide assessments given in Tennessee that measures achievement and given in grades 3-8. High school students take the End of Course exams for various subjects

Teacher Candidate – The MTSU student preparing to be licensed as a professional educator. Teacher Candidates may be enrolled in Residency I, Residency II, or Student Teaching. In the past, Teacher Candidates were referred to as “Student Teachers”.

Teacher Performance Assessment (edTPA)- The edTPA is the capstone assessment experience for graduates of TBR schools. It is a performance assessment of readiness to teach for pre-service teachers. It is available across the nation. The purpose of the edTPA is to allow teacher candidates to demonstrate their understanding of teaching and learning in authentic ways. The edTPA has been developed by the Stanford Center for Assessment, Learning and Equity and is scored by Pearson Education, Inc.

TEAM - Tennessee Educator Acceleration Model - The model used to evaluate teachers in the state of Tennessee. MTSU is using a modified version of TEAM as the observation evaluation instrument for Teacher Candidates. TEAM is the Tennessee model developed from the Teacher Acceleration Model used across, forty-five (45) states.

Tennessee Board of Regents (TBR)- TBR schools are MTSU, Austin Peay, TSU, East Tennessee State, Memphis State, Tennessee Tech, and thirteen (13) community colleges. www.tbr.edu

Tk20 - Tk20 HigherEd™ is a comprehensive assessment system designed to address programmatic assessment needs. HigherEd™ bridges the gaps between students, faculty, and programmatic assessment. Designed with programmatic/specialized accreditation compliance in mind, the vast offerings enable academic programs to assess and interact with constituents on or off campus. It also offers one easy location to manage all courses for a specific program. Instructors can communicate with students, post assignments, give quizzes, manage grades, post syllabi and other documents and connect with all cooperating teachers and clinical supervisors—all from one location.

TVAAS – The Tennessee Value-Added Assessment System is a statistical analysis of achievement data that reveals academic growth over time for students and groups of students such as those in a grade level or in a school. It is a tool that gives feedback to school leaders and teachers on student progress.



**MTSU
Assurance Agreement**

Please initial that you have read and understand each of the following statements:

- I have read the MTSU Teacher Candidate Handbook.**
- I have read the edTPA Handbook.**
- I have read the TEAM Rubric.**
- I am aware of my responsibilities as outlined in these documents.**

Failure to follow through with the requirements stated in the Teacher Candidate Handbook and the edTPA Handbook may result in an assigned remediation plan and/or dismissal from the program.

**Teacher Candidate _____
Signature**

M - number _____

**MTSU Supervisor _____
Signature**

Date _____

Student Teacher Problem and Concern Form

**MIDDLE
TENNESSEE**
STATE UNIVERSITY

Student Teacher Supervisor _____

Student Teacher _____

M Number _____ Phone No. _____

School _____

Subject _____ Grade _____

Cooperating Teacher _____

Grade _____ Placement no. _____

Principal _____

- Attendance
- Collegiality
- Confidentiality
- Dependability
- Expectations
- Family Involvement
- Initiative
- Responsiveness to Feedback
- Successful Teaching
- Verbal Communication
- Work Punctuality

- Diversity
- Passion for Teaching
- Poise
- Professional Appearance
- Professional Ethics
- Professionalism
- Reflective
- Student Relationships
- Tactfulness
- Written Communication
- Team Player

Additional Comments:

Signature of Student Teacher*

Date

Phone

Signature of Person Noting Concern

Date

Phone




**NOTE: Student does not admit guilt by signing.*

Please return to: Office of Professional Laboratory Experiences, MTSU P.O. Box 14, Murfreesboro, TN 37132


College of Education

0912-129- Middle Tennessee State University is an ANEEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Executive Director of Institutional Equity and Compliance, 1301 E. Main Street, CAB 220, Murfreesboro, TN 37132, 615-898 2185, additionally, the MTSU Title IX Coordinator, designated to monitor and oversee Title IX complaints, may be contacted at: Sam Ingram Building 2269 Middle Tennessee Blvd. Murfreesboro TN 37132 615-898-5133, or via this webpage: <http://www.mtsu.edu/title/>




General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to state standards and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to state standards and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
Motivating Students 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing closure or introductory elements.




General Educator Rubric: Instruction

	<ul style="list-style-type: none"> The lesson includes time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
<p>Activities and Materials</p> 	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> support the lesson objectives; are challenging; sustain students' attention; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; provide opportunities for student-to-student interaction; induce student curiosity and suspense; provide students with choices; incorporate multimedia and technology; and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <ul style="list-style-type: none"> In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. The preponderance of activities demand complex thinking and analysis. Texts and tasks are appropriately complex. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> support the lesson objectives; are challenging; sustain students' attention; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; provide opportunities for student-to-student interaction; induce student curiosity and suspense; provide students with choices; incorporate multimedia and technology; and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <ul style="list-style-type: none"> Texts and tasks are appropriately complex. 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> support the lesson objectives; are challenging; sustain students' attention; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; provide opportunities for student to student interaction; induce student curiosity and suspense; provide students with choices; incorporate multimedia and technology; and incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).
<p>Questioning</p>	<p>Teacher questions are varied and high-quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. <ul style="list-style-type: none"> Questions require students to regularly cite evidence throughout lesson. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., 	<p>Teacher questions are varied and high-quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. <ul style="list-style-type: none"> Questions usually require students to cite evidence Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. <ul style="list-style-type: none"> Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided.


General Educator Rubric: Instruction

	<p>whole class signaling, choral responses, written and shared responses, or group and individual answers).</p> <ul style="list-style-type: none"> • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. • Questions regularly assess and advance student understanding • When text is involved, majority of questions are text based 	<p>group and individual answers).</p> <ul style="list-style-type: none"> • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • When text is involved, majority of questions are text based 	<ul style="list-style-type: none"> • The teacher mostly calls on volunteers and high-ability students.
<p>Academic Feedback</p> 	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
<p>Grouping Students</p> 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.




General Educator Rubric: Instruction

<p>Teacher Content Knowledge</p> 	<ul style="list-style-type: none"> • Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> • Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> • Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
<p>Teacher Knowledge of Students</p> 	<ul style="list-style-type: none"> • Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.
<p>Thinking</p> 	<p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; <u>and</u> ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.





General Educator Rubric: Instruction

<p>Problem-Solving</p> 	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing
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General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge. inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work 	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing; and connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing; and rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment Plans: <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	Assessment Plans: <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	Assessment Plans: <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> • Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> • Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> • Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failures are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> • Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> • Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> • Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment 	<p>The classroom:</p> <ul style="list-style-type: none"> • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are all easily and readily accessible. • displays student work that frequently changes. • is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible. • displays student work. • is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> • Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> • Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> • Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

MTSU College of Education Formative Observation Instrument

Teacher Candidate _____ Date _____ Time _____

Mentor Teacher Observation Name _____

Supervisor Observation Name _____

Subject _____ Grade level _____

School _____ District _____

Observation Number 1 2 3 4 5 6

Co-Teaching Strategy:

___ One Teach, One Observe ___ Alternative Teaching, ___ Station Teaching,

___ Parallel Teaching ___ One Teach, One Assist ___ Teaming

OR

___ Solo Teaching

Pre-conference Notes:

PLANNING

Instructional Planning

Score 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Comments:

Evidence:

Student Work

Score 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Comments:

Evidence:

Assessment

Score 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Comments:

Evidence :

ENVIRONMENT

Expectations

Score 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Comments:

Evidence:

Managing Student Behavior

Score 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Comments:

Evidence:

Environment

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Respectful Culture

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

INSTRUCTION

Standards and Objectives

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Motivating Students

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Presenting Instructional Content

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Lesson Structure and Pacing

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence

Activities and Materials

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Questioning

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Academic Feedback

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Grouping Students

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Teacher Content Knowledge

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Teacher Knowledge of Students

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Thinking

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Problem Solving

Score 1_____ 2_____ 3_____ 4_____ 5_____

Comments:

Evidence:

Reinforcement Area:

Refinement Area:

**MTSU TEACHER CANDIDATE
LESSON PLAN FORMAT**

TEACHER CANDIDATE	
DATE	
GRADE / CLASS	
UNIT	
LESSON TITLE	
DURATION	
CO-TEACHING MODEL	

LESSON OVERVIEW	What will be Taught, Summary of the Task, Length of Lesson, Scope and Sequence, Central Focus
	To Whom will it be Taught, Context for Learning, Class Demographics, Special Circumstances

STANDARDS	State Content Standards, Common Core, Competency Standards (Include Number and Text of the Appropriate Standard)
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LEARNING TARGETS / OBJECTIVES	Clear, Specific, Measurable, Aligned to Content Standards, Student-Friendly Language, I Can Statements (Not Activities)
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ACTIVATING STRATEGY	Set / Hook/Advance Organizer, Multiple Ways to Engage Students, Motivator, Essential Question, Connection to Prior Knowledge, Promotes Curiosity
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INSTRUCTION	Strategies, Learning Tasks, Big Ideas, Procedures, Sequence, Higher-Order Questioning, Differentiation, Active Student Participation, Guided and Independent Practice, Descriptive Academic Feedback, Academic Language, Modeling, Problem Solving, Based on Data and Teacher Knowledge of Students
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MODIFCATIONS / GROUPING	Accommodations, Modifications, Support for Diverse Student Learning Needs, Interventions, Extensions, ELL, IEP, 504, Differentiation, Teacher Knowledge of Students
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MATERIALS / RESOURCES / TECHNOLOGY	Key Instructional Resources and Materials to Engage Students in Learning, Aligned with Lesson Objectives and Standards, How Materials will Support Differentiation
---	--

ASSESSMENT / EVALUATION/ CLOSURE	Aligned with Lesson Objective and Standard, Formative / Summative, Performance Based, Formal / Informal, Used to Monitor Student Learning, Evaluation Criteria, Periodic Check for Understanding, How will Data be Collected and Recorded, Plans for Reteaching (Include Type of Assessment and What is being Assessed)
	Review, Final Check for Understanding, Renaming Objectives and learning Targets, Student Reflection, Students Assess their Own Performance

MTSU Lesson Plan Explanation of Terms

The MTSU Teacher Candidate Lesson Plan Format presents a skeleton framework that shows the essential components of any good lesson plan. Each component heading within the format is followed by descriptors of elements that typically will be found within that portion of a lesson plan.

Some of the terms used in these descriptors are program specific — thus there may be some variance in which terms are used by each program, and there may be some overlap of meaning across terms.

Since some terms do not have a self-evident meaning, this Explanation of Terms is provided so that faculty, supervisors, and teacher candidates can all have a common understanding of these lesson plan elements.

1. Unit – A well-defined thematic body of instruction that has a single instructional goal with several supporting objectives.
2. Duration - Length of class period
3. Co-Teaching Models – One Teach, One Observe; One Teach, One Assist; Alternative Teaching; Station Teaching; Parallel Teaching; Team Teaching.

Lesson Plan Overview:

4. Essential Questions - Concepts in the form of questions that set the focus for the lesson and initiate creative and critical thinking. Essential questions encourage students to put forth effort to probe for deeper meaning when faced with complex, open-ended, challenging, meaningful, and authentic questions.
5. Summary of the Task – A brief description of the major components of a learning task.
6. Scope and Sequence - A scope and sequence refers to the breadth and depth of a specific curriculum. The scope is how much you are going to teach of a subject over the course of a year, the sequence is the order in which you teach the lessons.
7. Central Focus (edTPA Learning Segment) – A single instructional theme or essential question across the planned learning segment that is aligned with content standards and learning objectives relevant to the segment.
8. Context for Learning (edTPA) – Information provided by the candidate related to the school/classroom featured in the planned learning segment. Brief demographic information is also provided for the students who will participate in the learning segment, with specific information provided for any students who may require accommodations or modifications.
9. Class Demographics - The population of the class broken down by number of boys/girls, ELL students, IEP/504 students, number of students who qualify for free and reduced lunch, number of students categorized as gifted or advanced.
10. Special Circumstances - Special characteristics of the students or classroom that might impact your instruction.

Standards:

11. State Content Standards - Specific standards that outline what students should know and be able to do.
12. Common Core - Common Core State Standards are nationally endorsed math and ELA standards that provide a consistent, clear understanding of what students are expected to know and be able to do.
13. Competency Standards - Standards that form the basis for recognizing students' skills in Career and Technical Education.

Learning Targets/Objectives:

14. Measurable Learning Objectives – Observable statements that specify what students will be able to do at the conclusion of a lesson. Such objectives should be aligned with relevant content standards and should include verbs that allow for measurement of students' achievement of the desired outcome.
15. Aligned to Content Standards - Making sure that lesson objectives match State Content Standards for a specific subject and grade level.
16. Student Friendly Language - Learning targets that are written in terms students understand and are grade level appropriate
17. I Can Statements - The language of the standards are re-written in "I Can" statements to promote student understanding. Post "I Can" statements in the classroom as reminders for focused lessons and student goal setting.

Activating Strategy:

18. Set/Hook/Motivator - The "hook" grab the students' attention, the Hook Activity is a brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective(s).
19. Advanced Organizer- A cognitive strategy used to promote the learning and retention of new information. It is presented prior to learning and can be used by the learner to organize and interpret incoming information.
20. Connection to Prior Knowledge - Candidate links new information to what students already know. The candidate associates new learning with learning that has already taken place. This activates the student's interest and curiosity for the learning at hand.
21. Multiple Ways to Engage Students - Hands-on activities and strategies that keep students focused on the learning. Lessons should contain a variety of these strategies to promote interest and engagement.

Instruction:

- 22. Strategies** – A variety of instructional approaches used to accomplish your learning objectives.
- 23. Learning Tasks** – Activities, discussions, etc., that engage students to develop, practice, and apply skills and knowledge related to a specific learning objective.
- 24. Big Ideas** - List questions that help students probe for deeper meaning. Related to major issues, problems, concerns, interests, or themes relevant to students' lives. Set the stage for further questioning.

- 25. Procedures** - The body of your lesson plan, the way in which you will share information with students and the methods you will use to help them assume a level of mastery of that material.

- 26. Sequence** - The order in which information is presented in the lesson

- 27. Questioning** - Candidate uses higher-order questioning techniques, based on Webb's Depth of Knowledge, to inquire about the learning

- 28. Differentiation** - Adapting instructional strategies to meet the needs of the students.

- 29. Modeling - I Do**
Provides students with proficient modeling by the candidate.

Candidate should:

- Explain critical aspects moving from basic to complex
- Reinforce understanding through labeling, categorizing, explaining, comparing
- Balance talking with showing
- Provide student with choices
- Identify real application of skill in workplace

Students should:

- Follow along closely and ask questions
- Take notes or diagram a sequence
- Follow along or perform steps themselves

- 30. Guided Practice - We do**
An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the candidate's direct supervision and support.

Candidate should:

- Give oral/written feedback that is focused and frequent
- Circulate, support engagement, and monitor student work
- Monitor and adjust instruction based on student feedback Guide whole group
- Remind students of required elements for summative assessment; clarify expectations
- Target and build on one or more dimensions of the Competency Attainment Rubric categories

Students should:

- Go through all steps of the process or items to be learned
- Have assistance from candidate and solve routine and authentic problems
- Generate a variety of ideas and alternatives
- Analyze problems from multiple perspectives
- Self-assesses and monitor own learning

31. Independent Practice - You do

To help students reach proficiency, next is reinforcement practice. Applies knowledge to new situations to complete a relevant project (this may happen in class or in extended time such as homework).

Candidate should:

- Define proficiency and mastery
- Provide assistance materials such as safety posters, etc.
- Provide clear expectations for performance, timelines, evaluation elements (rubric), etc...
- Provide regular opportunities to accommodate individual student needs;
- Measure student performance in more than three ways (in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)
- Collect evidence that most students demonstrate mastery of the objective

Students should:

- Work independently
- Have less direct guidance and intervention as deemed safe and appropriate
- Use their notes and materials to assist with recall and performance
- Problem solve and monitor their own learning gaps in relation to what will be expected of them on the summative assessment.

32. Academic Feedback – Information (oral or written) provided to students that specifically identifies what students are doing well and what needs to improve in relation to the learning objectives.

33. Academic Language – Oral and written language used for academic purposes. It is the means by which students develop and express content understandings. Specific learning tasks have associated language demands (such as vocabulary, functions, discourse, or syntax) that students must use to participate successfully in the task.

34. Candidate Knowledge of Students - The candidate carefully analyzes each individual student's cognitive, language, social, emotional, and physical development, then matches his/her teaching to promote achievement of each student.

Modifications, Grouping:

35. Accommodations – A change in instruction and/or assessment that helps a student overcome or work around a disability in order to successfully demonstrate learning. Some examples of accommodations are: shortened assignments, extra time given to complete tasks, verbal prompts/cues, and preferential seating.
36. Supports for Diverse Student Learning Needs - Supports include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning.
37. Interventions - A planned set of procedures, usually sustained over a series of lessons that targets a specific set of skills and/or knowledge needs for a student.
38. Extensions - Extra activities that relate to the lesson, yet go beyond factual learning and give students opportunities to apply what they have learned through activities that promote higher order thinking skills.
39. ELL- English Language Learners
40. IEP - Individual Education Plan – A legal document that defines a child’s special education program. An IEP includes the disability under which the child qualifies for Special Education services, the services the team has determined the school will provide, his/her yearly goals and objectives and the accommodations that must be made to assist his learning.
41. 504 Plan - Refers to Section 504 of the Rehabilitation Act. A 504 Plan spells out the modifications and accommodations that will be needed for students who do not qualify for an IEP, but still require some assistance to be able to participate fully in school. A 504 Plan falls under the civil-rights law and is in place to make sure that students can safely pursue the same opportunities as everyone else.
42. Differentiation - Adapting instructional strategies to meet the needs of individual students.

Materials, Resources, Technology

43. Key Instructional Resources and Materials to Engage Students in Learning - A description of the essential materials that the teacher candidate and the students will be using during the learning tasks of a lesson. Resources and materials must align with the lesson’s content standards and should ensure that students are provided with sufficient instructional differentiation to meet diverse individual needs.

Assessment and Evaluation:

44. Formative Assessment – A range of formal and informal assessment procedures used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. Formative assessment occurs throughout the learning segment. Candidates monitor and adjust their teaching according to the feedback they receive during formative assessment.

45. Summative Assessment - Assessments that are given periodically to determine at a particular point in time what students know and do not know. Summative assessments include standardized tests, weekly tests, or tests that are given at the end of a unit of study.
46. Performance Based Assessment - A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
47. Formal / Informal - *Formal assessments* have data which support the conclusions made from the testing. (paper and pencil testing)
Informal assessments are not data driven, but rather content and performance driven. These assessments include group or individual projects, experiments, oral presentations, demonstrations, or performances.
48. Evaluation Criteria – Performance indicators that are used to assess evidence of student learning. They designate the qualities by which levels of performance can be differentiated, and that also form the basis for judgments about the learner’s degree of success on an assessment.
49. Periodic Check for Understanding - Candidates check with students throughout the lesson to make sure all students have an adequate understanding of the learning target. Checks for understanding may take place by asking questions, written assignments, exams, “tell your neighbor”, skits, creating PowerPoint presentations, art displays, etc.
50. How will Data be Collected and Recorded - The candidate will determine what types of assessments will be used during the lesson and what kinds of data will be available. The candidate will then determine the means by which the data will be collected and where it will be recorded.
51. Include Type of Assessment and What is Being Assessed -
Types of assessments:
 - Oral Tests
 - Long and Short Answer Tests
 - Multiple Choice
 - Problem Solving Tests
 - Observational Assessments
 - Performance Assessments

Closure:

52. Final Check for Understanding - Candidate closes lesson with questions and/or activities that require students to restate the learning objective. The candidate may ask students to “pair/share”, write a response, ask students to summarize the learning, “ticket out the door”, etc.
53. Student Reflection - Students reflect on their own learning and performance.
Types of reflection activities are:
 - Oral Reflection
 - Journals
 - Discussions
54. Student Assessment of Their Own Performance – Students engage in ongoing reflective self-assessment in order to monitor their own progress toward the learning target(s).

MTSU College of Education Reflecting On Your Lesson

Name _____ Date of Lesson _____

Supervisor _____ Date of Reflection _____

Lesson Title _____

To what extent was each learning target/objective learned? Provide evidence to support your answer.

What do you think was the major strength of the lesson? Provide evidence to support your answer.

Identify a specific decision you made as you planned the lesson that had a positive or negative impact as you taught the lesson. Describe what you learned from that.

Identify an adjustment you made during the lesson with respect to instruction or classroom management. Describe the reason for the adjustment, the rationale for the action you took, and provide a description of the result. Explain what you learned from this experience.

What will you do for students who did not accomplish the learning target/objective?

Based on what you learned from this lesson, list and describe specific changes you will implement to improve future lessons.

Self – Assessment: Use the TEAM Rubric to evaluate yourself in each of the following areas.

Planning

Instructional Planning
Score 1____ 2____ 3____ 4____ 5____

Student Work
Score 1____ 2____ 3____ 4____ 5____

Assessment
Score 1____ 2____ 3____ 4____ 5____

Instruction

Standards and Objectives
Score 1____ 2____ 3____ 4____ 5____

Motivating Students
Score 1____ 2____ 3____ 4____ 5____

Presenting Instructional Content
Score 1____ 2____ 3____ 4____ 5____

Lesson Structure and Pacing
Score 1____ 2____ 3____ 4____ 5____

Activities and Materials
Score 1____ 2____ 3____ 4____ 5____

Questioning
Score 1____ 2____ 3____ 4____ 5____

Academic Feedback
Score 1____ 2____ 3____ 4____ 5____

Grouping Students
Score 1____ 2____ 3____ 4____ 5____

Teacher Content Knowledge
Score 1____ 2____ 3____ 4____ 5____

Teacher Knowledge of Students
Score 1____ 2____ 3____ 4____ 5____

Thinking
Score 1____ 2____ 3____ 4____ 5____

Problem Solving
Score 1____ 2____ 3____ 4____ 5____

Environment

Expectations
Score 1____ 2____ 3____ 4____ 5____

Managing Student Behavior
Score 1____ 2____ 3____ 4____ 5____

Environment
Score 1____ 2____ 3____ 4____ 5____

Respectful Culture
Score 1____ 2____ 3____ 4____ 5____

MTSU TEAM Teacher-Candidate Self-Assessment

Self – Assessment: Use the TEAM Rubric to evaluate yourself in each of the following areas.

Planning

Instructional Planning
Score 1_____ 2_____ 3_____ 4_____ 5_____

Student Work
Score 1_____ 2_____ 3_____ 4_____ 5_____

Assessment
Score 1_____ 2_____ 3_____ 4_____ 5_____

Instruction

Standards and Objectives
Score 1_____ 2_____ 3_____ 4_____ 5_____

Motivating Students
Score 1_____ 2_____ 3_____ 4_____ 5_____

Presenting Instructional Content
Score 1_____ 2_____ 3_____ 4_____ 5_____

Lesson Structure and Pacing
Score 1_____ 2_____ 3_____ 4_____ 5_____

Activities and Materials
Score 1_____ 2_____ 3_____ 4_____ 5_____

Questioning
Score 1_____ 2_____ 3_____ 4_____ 5_____

Academic Feedback
Score 1_____ 2_____ 3_____ 4_____ 5_____

Grouping Students
Score 1_____ 2_____ 3_____ 4_____ 5_____

Teacher Content Knowledge
Score 1_____ 2_____ 3_____ 4_____ 5_____

Teacher Knowledge of Students
Score 1_____ 2_____ 3_____ 4_____ 5_____

Thinking
Score 1_____ 2_____ 3_____ 4_____ 5_____

Problem Solving
Score 1_____ 2_____ 3_____ 4_____ 5_____

Environment

Expectations
Score 1_____ 2_____ 3_____ 4_____ 5_____

Managing Student Behavior
Score 1_____ 2_____ 3_____ 4_____ 5_____

Environment
Score 1_____ 2_____ 3_____ 4_____ 5_____

Respectful Culture
Score 1_____ 2_____ 3_____ 4_____ 5_____

MTSU College of Education Targeted Observation Report

Teacher Candidate _____ Date _____

MTSU Supervisor. _____

Purpose of this Observation _____

- I. Describe the learning environment within the classroom.
- II. How did the teacher engage students in the learning?
- III. Were there any distractions that inhibited learning? If yes, please explain.
- IV. To what extent was each learning target/objective achieved? Provide evidence to support your answers.
- V. For each learning target/objective achieved, what did the teacher do to maximize the learning?
- VI. For each learning target/objective not achieved, what were the contributing factors?
- VII. Were frequent checks for understanding utilized during the lesson?
If yes, what specific techniques were used?
- VIII. What was the primary method utilized for assessment?
- IX. To what degree did the teacher assess for understanding at the end of the lesson? Describe how this assessment was done.
- X. As a result of this observation, what had the most significant impact on your learning?

College of Education

Office of Professional laboratory Experiences

MTSU Box 93

1301 East Main Street

Murfreesboro, TN 37132

0: (615) 898-2485 f: (615)898-5188



Dear Parent/Guardian:

I am a teacher candidate at Middle Tennessee State University, participating in an assessment of my performance called edTPA to fulfill a program requirement for my institution. edTPA is a performance assessment for teacher candidates created by Stanford University. My edTPA materials will be submitted to and scored by educators in a secure system operated by Pearson, a national testing/publishing company.

The performance assessment documents a series of lessons I teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students; the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at Middle Tennessee State University. My assessment materials may also be used by Stanford University and Pearson under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies. The form attached will be used to document your permission for these activities.

Please complete and return the attached form as quickly as possible.

Sincerely,

Teacher Candidate

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

PERMISSION SLIP

Student Name _____

I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my child's student work and/or image on video recordings as a part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Parent or Guardian: _____ **Date:** _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form, and agree to the following:

DO give permission to you to include my student work and/or image on video recordings as a part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I DO NOT give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Student: _____ **Date:** _____

Date of Birth: ____/____/____
MM DD YY

Soy estudiante de Middle Tennessee State University, aprendiendo a ser maestro. El profesor en la universidad quiere hacer videos de mí (enseñando clases a los estudiantes). Los videos son sólo para que me ayuden y mejorarme. No van a coleccionar los nombres de los estudiantes ni otras informaciones de sus hijos. Sólo que me vean enseñando a su hijo en clase, su hijo puede ser en el video también.

Si está bien con usted que me graben enseñando la clase de su hijo, por favor firme el papel siguiente. Estamos pidiendo firmas de todos los padres que tienen hijos en esta clase.

Profesor de Evaluación del Desempeño (edTPA)

Estudiante Formulario de Consentimiento

Estimados Padres

Como profesor alumno en el aula de su hijo, que se evaluará mediante la Evaluación de Desempeño Docente (edTPA), un instrumento que está siendo desarrollado para el uso en Tennessee y otros estados. El objetivo principal de esta evaluación es el desarrollo de una evaluación válida y confiable que puede medir el desempeño de los futuros maestros y conducir a la mejora de los programas que los preparen.

Aunque el propósito de la evaluación es evaluar mi enseñanza, el proyecto incluirá grabaciones cortas en video de las lecciones que se enseñan en la clase de su hijo, así como muestras de trabajos de alumnos. En el transcurso de la grabación, con su permiso, su hijo puede aparecer en las grabaciones de vídeo. Si decide no dar su permiso, su hijo aún participará en la instrucción en el aula como de costumbre. El/Ella Sólo estará sentado fuera del alcance de la cámara. Además, voy a enviar muestras anónimas de trabajo de los estudiantes como evidencia de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo.

Las grabaciones de vídeo se utilizará únicamente para los fines de evaluar mi instrucción y para mejorar los programas de formación docente. Las únicas personas que los ven serán maestros en la escuela, anotadores entrenados por Pearson Pruebas y profesores universitarios y supervisores. Las grabaciones no aparecerá en la Internet o en otros lugares públicos. Todas las muestras de trabajos de alumnos que recoger para esta evaluación no incluirá el apellido del estudiante.

Atentamente,

(Firma del Maestro Candidato)

PERMISO

Nombre del Estudiante: _____

Yo soy el padre / tutor legal del niño mencionado anteriormente. He recibido y leído la descripción del proyecto dada en relación con la Evaluación del Desempeño Docente (edTPA), y de acuerdo a lo siguiente:

(Por favor, marque la casilla correspondiente a continuación.)

Sí, doy permiso a Ud. de incluir la imagen de mi hijo en las grabaciones de vídeo como él o ella participa en una clase realizada por _____

y / o de reproducir los trabajos que mi hijo podría realizar como parte de las actividades del aula. Apellidos de ningunos de los niños van a aparecer en todos los materiales presentados por el profesor.

NO doy permiso para grabar vídeo de mi hijo o de reproducir los trabajos que mi hijo podría realizar como parte de las actividades del aula.

Firma de los Padres: _____ Fecha: _____

Yo soy el estudiante nombrado arriba y tengo más de 18 años de edad. He leído y entendido la descripción del proyecto dada arriba. Entiendo que mi rendimiento no está siendo evaluado por este proyecto y que mi apellido no aparecerá en ningún material que pueda presentarse.

Sí, doy permiso a Ud. de incluir mi imagen en grabaciones de video mientras que participe en esta clase y / o para reproducir trabajos que podría realizar como parte de las actividades del aula.

NO doy permiso para grabar vídeo mí o para reproducir trabajos que podría realizar como parte de las actividades del aula.

Firma del Estudiante: _____

Fecha: _____

Fecha de Nacimiento: ____ / ____ / ____

Assessment of Student Teacher Preparation

Listed below are 18 teaching functions for which teacher candidates at MTSU are prepared in four domains (Problem Identification, Data Analysis, Planning and Implementation, and Outcomes Assessment) reflected in MTSU's Conceptual Framework. For each item, mark the response that best describes how well the teacher candidate was prepared to perform that teaching function in this student teaching placement.

Problem Identification				
<i>The extent to which the teacher candidate was prepared to...</i>				
Criterion	Performance Rating			
	Unacceptable	Acceptable	Target	Score
use curriculum frameworks to develop appropriate unit and lesson goals.	1 The candidate encountered problems in locating subject-specific curriculum standards, and/or had difficulty including them properly in unit and lesson plans.	2 The candidate was able to locate subject-specific curriculum standards, but had some difficulty including the standards in unit and lesson plans in a clear manner.	3 The candidate was able to locate subject-specific curriculum standards, and can include the standards in unit and lesson plans in a clear manner.	
use knowledge about students to develop appropriate unit and lesson goals.	1 The candidate encountered problems when analyzing and/or using knowledge gained from the student profile to develop appropriate unit/lesson goals.	2 The candidate was limited to an examination of the student profile when gathering and using student information for the purpose of developing appropriate unit and lesson goals.	3 The candidate was able to examine the student profile, the community context, and other related information for the purpose of developing appropriate unit and lesson goals.	
develop lesson materials in time frame allotted.	1 In the time allotted, the candidate had difficulty locating/developing materials to supplement most daily	2 In the time allotted, the candidate can locate/develop materials to supplement lower level objectives.	3 The candidate can locate/develop materials to supplement daily lesson objectives	

	lesson objectives.	but had some difficulty locating/developing materials for higher level objectives.	in a timely manner.	
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Total Score

This message is for displaying additional information of user

Data Analysis

The extent to which the teacher candidate was prepared to...

Criterion	Performance Rating			Score
	Unacceptable	Acceptable	Target	
use multiple resources to develop lessons and units.	1	2	3	
	The candidate had difficulty supplementing the textbook with additional resources. Community resources were not evidenced.	The candidate was able to supplement the textbook with a few resources relevant to the topic in order to support the achievement of goals and objectives. Community resources were occasionally used.	The candidate demonstrated the ability to supplement the textbook with a good variety of resources to increase student learning and achievement in the content area; included community resources; resources selected were sensitive to the community culture.	
use multiple resources to address individual needs of students.	1	2	3	
	The candidate had problems locating/developing resources to address individual needs of students.	The candidate was able to locate/develop a few resources to address individual needs of students.	The candidate was able to locate/develop a variety of resources to address individual needs of students.	
assess prior knowledge and student readiness level.	1	2	3	
	The candidate encountered significant problems	The candidate had minor difficulty when assessing prior	The candidate demonstrated the ability to assess prior	

when assessing prior knowledge and student readiness level.	knowledge and student readiness level.	knowledge and student readiness level.	
---	--	--	--

Total Score

This message is for displaying additional information of user

Planning and Implementation

The extent to which the teacher candidate was prepared to...

Criterion	Performance Rating			Score
	Unacceptable	Acceptable	Target	
write lesson plans.	1 The candidate had trouble with at least two of the following: writing lesson plans with clear objectives aligned with the Tennessee academic content standards, providing adequate detail in the instructional procedures, and aligning lesson plan components with the objectives.	2 The candidate can write clear objectives aligned with the Tennessee academic content standards, provide adequate detail in the instructional procedures, and align most lesson plan components with the objectives.	3 The candidate can write clear objectives aligned with the Tennessee academic content standards, provide good detail in the instructional procedures, and align all lesson plan components with the objectives.	
write unit plans.	1 The candidate had problems with at least two of the following: writing unit plans with clear goals aligned with the Tennessee academic content standards, aligning the objectives with the goals, and	2 The candidate can write clear unit goals aligned with the Tennessee academic content standards, align objectives with the goals; minor difficulty was encountered in	3 The candidate can write clear unit goals aligned with the Tennessee academic content standards, align objectives with the goals, and develop lesson plans that feature variety.	

	developing lessons plans that feature variety.	developing lesson plans that feature variety.		
implement lesson plans.	<p>1</p> <hr/> <p>Implementing lesson plans effectively was hampered due to problems with two or more of the following: introducing objectives, teaching each objective, incorporating variety into instruction, gauging understanding.</p>	<p>2</p> <hr/> <p>The candidate demonstrated the ability to clearly inform students of learning objectives, and had minor difficulty with at least one of the following: teaching each objective, incorporating variety into instruction, and gauging student understanding.</p>	<p>3</p> <hr/> <p>The candidate demonstrated the abilities to clearly inform students of learning objectives, effectively teach each objective, incorporate variety into instruction, and gauge student understanding.</p>	
implement unit plans.	<p>1</p> <hr/> <p>Implementing unit plans was hampered due to problems with two or more of the following: organizing lessons in the proper sequence, checking for understanding at appropriate times, adjusting instruction as needed.</p>	<p>2</p> <hr/> <p>The candidate can organize lessons in the proper sequence, check for understanding at appropriate times; had minor difficulty adjusting instruction as needed.</p>	<p>3</p> <hr/> <p>The candidate can organize lessons in the proper sequence, check for understanding at appropriate times, and adjust instruction as needed.</p>	
construct informal assessment instruments.	<p>1</p> <hr/> <p>The candidate's assessments are generally designed in formats for the whole class and emphasize ease of scoring.</p>	<p>2</p> <hr/> <p>The candidate can align assessments with goals and objectives and assessments are designed in varied formats (multiple choice, short answer, matching, etc.) for the whole</p>	<p>3</p> <hr/> <p>The candidate can align assessments with goals and objectives and provide ample opportunity for all students to demonstrate what they know; assessment strategies varied as appropriate for diverse</p>	

		class.	student populations and results are consistently used to improve student learning.	
construct formal assessment instruments.	1	2	3	
	The candidate can use classroom assessment to document student achievement and to measure student learning at the end of units of study; assessments are not aligned with state performance indicators.	The candidate can use classroom and state assessments to make instructional decisions, but assessments are not aligned with each other.	The candidate can construct assessments that are aligned with state performance indicators and grade level accomplishments and the assessments are consistently used to improve student learning.	
			Total Score	

This message is for displaying additional information of user

Outcomes Assessment

The extent to which the teacher candidate was prepared to...

Criterion	Performance Rating			Score
	Unacceptable	Acceptable	Target	
develop assessment tools designed to assess critical thinking skills.	1	2	3	
	The candidate encountered significant problems when developing effective assessment tools to assess critical thinking skills and could rarely provide opportunities for students to demonstrate their learning by solving problems or	The candidate had minor difficulty developing effective assessment tools to assess critical thinking skills and had difficulty providing opportunities for students to demonstrate their learning by solving problems or	The candidate was able to develop effective assessment tools to assess critical thinking skills and could provide opportunities for students to demonstrate their learning by solving problems or answering higher-level questions	

	answering higher-level questions related to age-level appropriate real world experiences.	answering higher-level questions related to age-level appropriate real world experiences.	related to age-level appropriate real world experiences.
develop grading criteria to assess student learning.	1 The candidate had significant problems with developing clear grading criteria to assess student learning, and/or aligning the criteria with goals/objectives.	2 The candidate encountered minor problems with developing clear grading criteria to assess student learning or aligning the criteria with goals/objectives.	3 The candidate can develop clear grading criteria to assess student learning, was able to align the criteria with goals/objectives.
use formal assessments to evaluate student learning.	1 The candidate demonstrated limited ability to use formal assessments to evaluate student learning. Assessments were not aligned with objectives and state performance indicators and minimal variation in assessment strategies was evidenced.	2 The candidate's ability to use formal assessments aligned with objectives and state performance indicators to evaluate student learning was adequate, but did not evidence one of the following: inclusion of a variety of effective questions or tasks, or measurement of a wide range of thinking skills.	3 The candidate demonstrated the ability to effectively use formal assessments aligned with objectives and state performance indicators to evaluate student learning. Assessments featured a variety of effective questions or tasks, and measured a wide range of thinking skills.
use informal assessments to evaluate student learning.	1 The candidate demonstrated limited ability to use informal assessments to evaluate student learning. Assessments were not aligned with objectives and state	2 The candidate's ability to use informal assessments alignment with objectives and state performance indicators to evaluate student learning was adequate, but did not	3 The candidate demonstrated the ability to effectively use informal assessments aligned with objectives and state performance indicators, containing a variety of effective

	performance indicators and minimal variation in assessment strategies was evidenced.	evidence one of the following: a variety of effective questions or tasks, and measurement of a wide range of thinking skills.	questions or tasks, and measuring a wide range of thinking skills to evaluate student learning.
use assessment information to reflect on teaching methods.	<p>1</p> <hr/> The candidate had considerable difficulty identifying, analyzing and using appropriate assessment information to reflect on teaching methods.	<p>2</p> <hr/> The candidate had minor problems identifying appropriate assessment information to use to reflect on teaching methods.	<p>3</p> <hr/> The candidate can identify, analyze and use appropriate assessment information to reflect on teaching methods.
redesign instructional goals, methods, etc.	<p>1</p> <hr/> The candidate demonstrated limited ability to redesign instructional goals and methods when necessary and/or the modifications result in minimal increase student performance.	<p>2</p> <hr/> The candidate experienced minor problems with redesigning instructional goals and methods when necessary and the modifications result in increased student performance.	<p>3</p> <hr/> The candidate was able to redesign instructional goals and methods when necessary and the modifications result in increased student performance.
			Total Score

MTSU Student Dispositions

Criterion	Performance Rating			Score
	Unacceptable (Exhibits the following most or much of the time)	Acceptable (Exhibits the following most or much of the time)	Target (Exhibits the following most of the time)	
Collaborative	0	1	2	
	Unwilling or resistant to working with others; does not recognize or accept role within the group; fails to complete or is consistently late with assigned tasks; cannot articulate the purpose, scope, and outcomes of each collaboration;	Willing to work with others; identifies role within the group; fulfills role expectations; finishes assigned tasks within the group on-time and thoroughly; values planning as a collegial activity; articulates the purpose, scope, and outcomes of each collaboration;	Willing to work with others; understands and seeks leadership roles within the group; values the roles of all members of the group and solicits input from all; articulates the purpose, scope, and outcomes of each collaboration;	

Total Score

Comments

Criterion	Performance Rating			Score
	Unacceptable (Exhibits the following most or much of the time)	Acceptable (Exhibits the following most or much of the time)	Target (Exhibits the following most of the time)	
Reflective	0	1	2	
	Seeks quick, mechanistic solutions to topics/issues studied; undisciplined; repetitive, rigid responses to situations without considering unique variables; uses limited sources in making decisions, presenting information; does not	Evidences curiosity about topics/issues studied; patient; disciplined; evaluates the effects of instruction; frequently demonstrates flexibility and adapts processes to incorporate new information; analyzes multiple sources of	Evidences curiosity about topics/issues studied; patient; disciplined; seeks to continuously evaluate the effects of instruction; consistently demonstrates flexibility and adapts processes to incorporate new information; analyzes	

	consider the impact of actions on instruction;	information for purposes of problem solving;	and synthesizes multiple sources of information resulting in creative solutions to problems;	
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Total Score

Comments

Criterion	Performance Rating			Score
	Unacceptable (Exhibits the following most or much of the time)	Acceptable (Exhibits the following most or much of the time)	Target (Exhibits the following most of the time)	
Professional	0	1	2	
	Frequently late or absent; not prepared for class; inaccurate or missing records; assignments are frequently late; does not follow policies and procedures; exhibits apathy; produces minimal work/frequently avoids involvement; communicates poorly with others; does not protect confidentiality of information; participates minimally in professional organizations and activities; little awareness and use of professional literature; inappropriate appearance for given situations; ignores feedback;	Maintains a satisfactory record of punctuality and attendance; is adequately prepared for class; maintains accurate and up-to-date records; completes assigned tasks on schedule; follows applicable policies and procedures; maintains confidentiality and fulfills legal responsibilities; enthusiastic; hard working; effective communicator; is aware of and participates in professional organizations; is aware of and uses professional literature; participates in professional development	Consistently attends class and arrives on time; thoroughly prepared for class at all times; maintains accurate and up-to-date records and uses this information for decision-making; maintains confidentiality, understands and fulfills legal responsibilities; enthusiastic; hardworking; effective communicator; participates in professional organizations and seeks leadership roles; is aware of and uses professional literature; articulates a professional development plan to improve performance and to expand teaching repertoire to	

		opportunities; maintains professional appearance appropriate to the situation; responsive to feedback;	facilitate student achievement of the learning goals; engages in relevant professional development activities and follows through with the plan; maintains professional appearance appropriate to the situation; responsive to feedback;	
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Total Score

Comments

Criterion	Performance Rating			Score
	Unacceptable (Exhibits the following most or much of the time)	Acceptable (Exhibits the following most or much of the time)	Target (Exhibits the following most of the time)	
Self-Directed	0 Makes excuses for lack of production; blames others for mistakes; depends on others for answers; waits to be told what actions to take; avoids seeking solutions to problems;	1 Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action; takes initiative in resolving problems;	2 Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action and implements plan with modifications as necessary; assumes leadership role in solving problems; creative and resourceful	

Total Score

Comments

Criterion	Performance Rating			Score
	Unacceptable (Exhibits the following most or much of the time)	Acceptable (Exhibits the following most or much of the time)	Target (Exhibits the following most of the time)	

Ethical	0	1	2
	Decisions based on self-interest only; exhibits lack of tolerance for individual differences; does not plan instruction based on varied abilities of individuals; dishonest; presents others'™ work as own; is unaware of standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; sets high expectations for achievement for self and others; honest; acknowledges appropriately the work/ideas of others; aware of the standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; committed to developing the highest educational potential of individuals; honest; acknowledges appropriately the work/ideas of others; works within standards and policies of the profession;

Total Score

Comments

Criterion	Performance Rating			Score
	Unacceptable (Exhibits the following most or much of the time)	Acceptable (Exhibits the following most or much of the time)	Target (Exhibits the following most of the time)	
Critical Thinker	0	1	2	
	Interpretations of evidence is biased; fails to identify or hastily dismisses relevant counter-arguments to personal positions; ignores or minimally evaluates alternative points of view; uses fallacious or irrelevant arguments in stating personal positions; does not justify results or procedures; defends	Values critical thinking; accurately interprets evidence; recognizes and evaluates alternative points of view; draws warranted conclusions; explains assumptions and reasons for conclusions; follows where evidence and reasons lead; distinguishes	Values critical thinking; actively pursues opportunities to gather evidence related to problems/issues; thoroughly evaluates alternative points of view; draws warranted conclusions and is willing to test the conclusions against further evidence; consistently seeks to avoid errors in analysis of the evidence;	

	views based on self-interest or preconceptions; exhibits closed-mindedness or hostility to reasoning; bases arguments on irrelevant or erroneous evidence;	between relevant and irrelevant material;	continuously monitors sources of personal bias in reasoning; presents clear justifications for positions taken;	
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Total Score

Comments

MTSU Summative Evaluation Instrument

General Information

* Teacher Candidate

* Date/Time

* Semester

* Placement

* Observation

Cooperating Teacher
Supervisor

* Observer Name:

* Subject:

* Grade Level:

* Days Absent

* School:

* District:

* Grade:

Pass
Fail

Comments:

Planning

Instructional Planning

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Instructional Planning *					

Comments:

Evidence:

Student Work

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional

Student Work *					
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Comments:

Evidence:

Assessment

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Assessment *					

Comments:

Evidence:

Instruction

Standards and Objectives

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Standards and Objectives *					

Comments:

Evidence:

Motivating Students

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Motivating Students *					

Comments:

Evidence:

Presenting Instructional Content

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Presenting Instructional Content *					

Comments:

Evidence:

Lesson Structure and Pacing

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Lesson Structure and Pacing					

Comments:

Evidence:

Activities and Materials

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Activities and Materials *					

Comments:

Evidence:

Questioning

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Questioning *					

Comments:

Evidence:

Academic Feedback

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Academic Feedback *					

Comments:

Evidence:

Grouping Students

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Grouping Students *					

Comments:

Evidence:

Teacher Content Knowledge

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Teacher Content Knowledge *					

Comments:

Evidence:

Teacher Knowledge of Students

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Teacher Knowledge of Students *					

Comments:

Evidence:

Thinking

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Thinking *					

Comments:

Evidence:

Problem Solving

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Problem Solving *					

Comments:

Evidence:

Environment

Expectations

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Expectations *					

Comments:

Evidence:

Managing Student Behavior

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Managing Student Behavior *					

Comments:

Evidence:

Environment

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Environment *					

Comments:

Evidence:

Respectful Culture

	Unacceptable	Below Expectations	Met Expectations	Above Expectations	Exceptional
Respectful Culture *					

Comments:

Evidence:

Survey on Cooperating Teachers: Residency II

Background Information

Placement	<input type="checkbox"/> First
	<input type="checkbox"/> Second
Term	<input type="checkbox"/> Fall
	<input type="checkbox"/> Spring
Year	<input type="text"/>

Using the following scale, please respond to the items below:

My cooperating teacher...

	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
1. made me feel welcome in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. helped me feel a part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. told me about my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. told me about my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. diagnosed my competencies and weaknesses and prescribed behaviors for achieving competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. helped me analyze and evaluate my own teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. helped me formulate changes in my behavior when such change was needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. conveyed an interest in and concern for my progress throughout student teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. let me know ahead of time how I would be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. promoted my problem solving through critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. gave me feedback on observed lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. conducted appropriate and helpful conferences with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. helped me learn skills in self-evaluation of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. gave me adequate feedback in most areas, keeping me informed of my progress throughout this experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. provided constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. provided a good professional model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. helped me have a successful teaching experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using the following scale, please respond to the items below:

My cooperating teacher...

	Never	Seldom	Occasionally	Often
18. held regularly scheduled planning sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. observed me teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. conducted post-observation conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you recommend that your cooperating teacher have another student teacher?

- Yes
- No

Comments

[Rich Text Formatting](#)

Please complete this survey on a voluntary basis. This survey is intended to provide your input to improve MTSU's student teaching program. Individual responses are confidential. However, summary of responses will be shared with the director of student teaching, department chairs, and university supervisors. Your responses will not affect your grade, student teaching evaluation, or potential job recommendation.

Background Information

Type your university supervisor's name in the space provided and then click on the appropriate button for each of the next three items

Placement *

- First
- Second
- Entire Semester

Term *

- Fall
- Spring

Year

Observations/Conferences

Please click on the appropriate button.

How many visits did your university supervisor make to your building to speak with you or your teacher, to observe, to have a conference, etc.?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

How many times did your university supervisor observe you teaching or working with students?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

How many conferences did you have with your university supervisor?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

How many seminars did your university supervisor provide for the student teachers in your group?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Did your university supervisor provide written comments after each observation?

- Yes
- No

Did your university supervisor speak with you after each observation?

- Yes
 No

My university supervisor...

My university supervisor

	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
told me about my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
told me about my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
diagnosed my competencies and weaknesses and prescribed behaviors for achieving competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helped me analyze and evaluate my own teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helped me formulate changes in my behavior when such change was needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conveyed an interest in and concern for my progress throughout student teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
let me know ahead of time how I would be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promoted my problem solving through critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gave me feedback on observed lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conducted appropriate and helpful conferences with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helped me learn skills in self-evaluation of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gave me adequate feedback in most areas, keeping me informed of my progress throughout this experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provided constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helped me have a successful teaching experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Comments [Rich Text Formatting](#)