

INITIAL TEACHER LICENSURE
UNDERGRADUATE

CLINICAL EXPERIENCE
CANDIDATE GUIDELINES

2018-2019

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Directory

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Introduction

Welcome to student teaching! This experience will be one of the most rewarding, exciting, and challenging experiences of your lifetime. The faculty and staff at Lincoln Memorial University (LMU) are dedicated to helping our teacher candidates have a successful experience which can lead to a lifetime career in education.

The *Clinical Experience Candidate Guidelines* are intended to assist those candidates pursuing teacher licensure for Elementary, K-12, and Secondary Education. These guidelines are a dated publication. This teacher licensure program is designed to conform to current Tennessee and University guidelines and requirements. Candidates should be aware that teacher education requirements are ***subject to change*** in order to maintain compliance with state and university requirements. **The program reserves the right to make programmatic changes and to implement such changes as deemed necessary by the Tennessee Department of Education or LMU.**

Each **candidate is responsible for current information** regarding his/her specific program of study. Each candidate should review the program website on a regular basis. Faculty and staff will disseminate program information as needed and are always available to answer questions. Candidates seeking inter-state reciprocity for licensure **are responsible for obtaining and completing all licensing and testing requirements for those states in which they are seeking reciprocity.**

Professional Certification and Licensure Disclaimer: Authorization for the University to provide a program for the preparation of teachers or administrators does not guarantee eligibility for certification or licensure. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure requirements, qualify for certification or licensure, and apply for the same.

Be aware that in addition to the Tennessee Cogent TBI Background Check completed at program admission, some school systems where candidates are placed may require additional testing at candidate expense.

Americans with Disabilities Act (ADA): LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in a course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs. If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

Statement of Nondiscrimination: Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities.

Background and Overview of the School of Education Conceptual Framework (upon which the Initial Teacher Licensure Program is based)

LMU's conceptual framework is built on the concept of **Values, Education, and Service**. In alignment with LMU's mission and vision, the School of Education develops high quality educators with **Values** congruent with the dispositions of the profession, strong general and content knowledge fitting the highest standards of **Education** at LMU, and a commitment to **Service** through the development of professional skills that benefit the community they serve. These three components, as reflected in the school's purpose, lead to *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next*.

Institution Vision

LMU strives to achieve regional distinction as a student-centered, educational, and service-oriented intellectual and cultural community defined by excellence, creativity, and diversity in its people, procedures, and programs.

Institution Mission

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

While primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

-Revised July 6, 2017; approved by Board of Trustees, November 10, 2017

Carter & Moyers School of Education Educator Preparation Program (EPP) Mission Statement

The Carter and Moyers School of Education at LMU is dedicated to preparing professional educators of distinction who embody the three core ideals of **Values**, **Education**, and **Service** in candidates who:

- demonstrate the dispositions of the education profession. (Values)
- articulate and demonstrate the knowledge base of moral, social and political dimensions, which will impact individual students, schools, districts, and communities for the enrichment of society. (Values)
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical placement in partner P-12 Schools. (Education)
- promote lifelong learning through continued professional development and scholarship. (Education)
- assist in meeting the educational needs of a global society, especially the underserved. (Service)
- articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations. (Service)

-Adopted by the Carter and Moyers of School of Education Faculty, May 11, 2012

EPP Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The EPP designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Purpose and Mission

The Carter and Moyers School of Education is committed to preparing and mentoring quality professional educators of distinction, whether they be teachers, administrators, or other school professionals, to promote collaboration with learning communities interested in establishing partnerships, to conduct research designed to improve educational practices, and to advance educational theory. The purpose of the School of Education is to develop candidates with the content knowledge, professional and pedagogical knowledge, skills, and professional dispositions applying the LMU core principles of education, values, and service enabling candidates to become successful professional educators of distinction who will make a positive impact on this generation and the next.

EPP Philosophy

The School's purpose, *Preparing professional educators of distinction to make a positive impact on this generation and the next*, provides the philosophical base, direction, and parameters,

achieved through a constructivist, self-directed and lifelong learner theory, for the development of professional educators, at both the initial and advanced levels, through:

Values

- Upholding the principles of Abraham Lincoln
- Individual liberty
- Individual responsibility
- Individual improvement
- Respect for citizenship
- Appreciation for a diverse community
- High moral and ethical standards
- A belief in a personal God

Education

- Commitment to quality teaching and instruction
- Commitment to inquiry and research
- Appreciation for the depth of learning in a field of knowledge
- Appreciation and understanding of knowing oneself and the world around us
- An ability to exercise informed judgments

Service

- Belief that a major cornerstone of a meaningful existence is service to humanity
- Service to the community where one lives
- Service in a global and diverse society with an emphasis on the underserved

Description of Clinical Experiences

Candidates seeking apprentice (beginning teacher) licensure status through the LMU Initial Teacher Licensure Undergraduate program complete pre-clinical experiences prior to clinical practice where they observe diverse classroom settings, team teach, and assist cooperating teachers with all aspects of managing a classroom. The candidates complete a rigorous schedule of professional core education classes along with courses in their major. The planned professional semester of Clinical Experiences (EDUC 497) is the capstone practice that brings together all that students have learned through pre-clinical experience hours, professional education classes, and major core classes.

Candidates will spend a minimum of one semester, usually, (16 weeks) in full-day classroom teaching practices in at least two classrooms at different grade levels. During this time, candidates are required by the State of Tennessee to create an edTPA (Teacher Portfolio Assessment). Students will teach a unit within the learning environment that includes video recordings, lesson plans, formal and informal assessments, reflection and descriptions of teaching strategies, differentiation, management and self-assessment.

Co-Teaching

Under the auspices of the building principal and the LMU faculty and supervisors, the cooperating teacher and the student teacher will co-teach for much of each clinical experience placement. Co-teaching will commence as near to the beginning of each clinical practice placement as is feasible.

With input and direction from the LMU supervisor, building principal, and other professional colleagues, the school-specific co-teaching partnership may manifest itself on any given day or throughout the entire placement in any of the following ways:

- One teaches, one observes and gathers data that can help shape instruction for future lessons of the whole class or for tutoring or guided instruction of individuals and small groups;
- One teaches, one assists with student participation, understanding, and interaction offering unobtrusive assistance as needed;
- Parallel teaching with both teachers presenting the same information simultaneously to a divided class, thus creating smaller groups and enhancing opportunities for participation and questioning;
- Station teaching with each teacher presenting different content to *half* of the students simultaneously, then switch groups, and possibly a third station that requires students to work independently;
- Alternative teaching structured so that one teacher instructs a small group needing specialized attention while the other teacher teaches the majority of the class;
- Team teaching, or the *one brain in two bodies* approach, the most complex of the co-teaching manifestations and the most dependent on individual teaching styles.

It is strongly suggested that a combination of these are utilized during student teaching, with the LMU candidate assuming the role as the *lead teacher* near the middle of the placement.

Required Seminars

Each candidate is required to attend an orientation meeting prior to beginning of the clinical experiences semester. The candidate is notified through LMU e-mail of the date and time of that meeting. Regular seminar classes are on the LMU campus to focus on application and analysis of teaching knowledge in the classroom.

Evaluation during Clinical Experiences

Cooperating teachers, field supervisors, and the seminar instructor will work as a team to mentor the candidate and contribute to the evaluation of his/her performance as a professional and an effective classroom teacher.

Selection of Schools and Classroom Placements

Candidates have two placements. The following table is an example of the ideal placement situations for candidates; however, these particular placements may not be available due to needs of local schools:

LEVEL/SUBJECT	1-PLACEMENT REQUIREMENT	2-PLACEMENT REQUIREMENT	PAGE IN LICENSURE STANDARDS GUIDELINES	NUMBER OF IMPLEMENTATION STANDARD ON PAGE
Elementary, K-5	K-2	3-5	6-14	5
Art, K-12	K-6	7-12	20-4	6
Business, 6-12	**	**	16-1 – 16-5	**
Elementary, K-5	K-2	3-5	6-14	5
English, 6-12	6-8	9-12	9-7	10
Math, 6-12	*6-8	*9-12	11-9 – 11-10	5
PE, K-12	K-4	5-12	33-5	4
Science, 6-12	6-8	9-12	12-19	5
Social Studies, 6-12	6-8	9-12	13-7	8

Cooperating Teacher's Role

Cooperating teachers are selected based on the following:

- Highly competent teacher based on local, state, or national evaluation
- Appropriate certification
- Master's degree preferable
- Willingness to assume the role of mentor by:
 - Supervising candidate instructional activities, observing candidates, and providing and documenting formative performance feedback
 - Demonstrating effective classroom instruction to candidates
 - Being present in classroom while clinical experience candidates are in the classroom
 - Meeting regularly with candidates to provide assistance in planning curriculum and instruction, diagnosing learner needs and differences, evaluating student progress, developing classroom management skills, selecting teaching strategies and instructional materials, and adapting to school culture
 - Meeting with field supervisors to identify candidate needs, plan assistance strategies, discuss candidate progress, and participate in orientation and training for candidate teams
 - Providing pedagogical instruction to candidates in cooperation with field supervisors and seminar instructors

- Assisting in candidate evaluation
- Principal recommendation
- Willingness to attend training as requested by the Initial Teacher Licensure Undergraduate program

Field Supervisor's Role

Faculty mentors are selected for Clinical Experiences based on the following:

- Possessing appropriate professional experience
- Communicating with the principal and cooperating teachers regarding each candidate's practices and evaluation
- Observing and coaching the candidates to improve teaching performance and guide professional development
- Suggesting effective classroom instruction strategies to candidates
- Meeting with cooperating teachers to discuss candidate needs, plan assistance strategies, and discuss candidate progress
- Attending orientation and training
- Completing a minimum of five evaluations to assess each candidate's progress
- Being willing to stay current with latest research on teaching and learning

Recommendation for Teacher Licensure

The candidate will be recommended for licensure upon successful completion of the following:

- Clinical Experiences course (EDUC 497) with a grade of *P* for each section
- Senior Presentation/Senior Exit Interview
- edTPA Portfolio (required by the State Department) with a passing score
- Requirements of baccalaureate degree from LMU

The Director of Licensure and Testing will submit the candidate's application for licensure to the Tennessee Department of Education for an apprentice license.

Clinical Experiences Expectations

Candidate Information Sheet

Make three copies (See Appendix) and distribute one to the seminar instructor, one to your field supervisor, and one to the cooperating teachers. Keep original in portfolio.

Attendance/Daily Activity Log Sheet

Each candidate must enter/exit the school building through the office every day he/she enters/exits the school building and sign in/out on the appropriate LMU log sheet (See Appendix). Each candidate must wear the LMU ID at all times when he/she in on the school property. Keep original log sheet in portfolio and have cooperating teachers initial weekly. The original Attendance Log Sheet must be turned in to the seminar instructor at the end of each placement.

Clinical Experiences Notebook

The notebook will contain all required documents, lesson plans, and information. Bring this notebook to your placement every day and to each seminar.

Lesson Plans

Complete lesson plans (See Appendix) for every lesson taught and keep these in the portfolio. The cooperating teacher reviews and signs the lesson plan prior to the presentation of the lesson to the class. The candidate is required to implement any modifications or suggestions made by the cooperating teachers.

Reflections Journal

The candidate will write reflections a minimum of three times weekly on events, feelings, concerns, ideas, or questions to ask your field supervisor or seminar instructor. Keep these reflections in the portfolio where only the candidate, field supervisor, and appropriate LMU personnel may read them. The cooperating teacher should not request to see these reflections. These reflections are separate from the reflections on the lesson plan.

Video Recording/Peer Evaluation

The candidate is required to record videos of lessons that are taught for the edTPA (Portfolio). The cooperating teacher may be asked to record the videos for the candidate. The candidate must have prior approval to video students. Equipment is available for candidates to use for up to 48 hour periods of time and can be checked out from 227 Business/Education.

Surveys

The candidate is required to complete (online) an evaluation of Initial Teacher Licensure Undergraduate program at the end of the semester.

Performance Expectations

Attendance

Candidates are required to attend all seminars and all Carter & Moyers School of Education functions as requested by the seminar instructor. Candidates in placements outside of the immediate area of the main campus are allowed to leave the classroom placement early in order to be on time for seminar. All candidates are expected to be on time to seminar and to stay for the entire session. Student teaching and seminar receive separate grades. Failure to meet the requirement of either will cause candidates to repeat that section of EDUC 497. No children may be brought to seminar.

All candidates must sign in/out at placement site. **Candidates are expected to be at the assigned placement every day and to arrive and leave at the time set by the principal for the teaching staff.** Tardiness or leaving early can result in dismissal from clinical experiences. The candidate is not to leave the school campus any time during the school day unless approved or requested by the seminar instructor. Candidates may not bring children to any placement.

If an emergency occurs and the candidate must be absent, the candidate will immediately notify the cooperating teacher, the LMU field supervisor, and the seminar instructor immediately.

The candidate should determine the appropriate manner for him/her to get in touch with the cooperating teacher and field supervisor at the beginning of each placement.

Candidates are required to make all appointments (e.g., doctor, dentist, etc.) outside of school hours. If unreported, excessive, or unexplained absences occur, the candidate may be required to either repeat the placement or be dismissed from clinical experiences, resulting in a failing grade in EDUC 497.

Respect

Candidates are to show respect to all parents, students, administrators, faculty, and staff at field placements. Candidates are guests in the school and are not to express opinions concerning classroom matters, school personnel, students, or school policy. Candidates accept the cooperating teacher's decisions regarding the material to be covered and the method of presentation, remembering at all times that it is the cooperating teacher's classroom. Reports of any disrespect to individuals related to the clinical experiences may result in dismissal from the placement or dismissal from the program.

Dress and Grooming

Professional dress is required of all candidates. Candidates should not wear jeans, shorts, flip flops, shirts, or pants that expose the midriff while standing, sitting, or writing on the board and should also avoid visual facial jewelry, body piercings, or tattoos. Male candidates should wear collared shirts and dress/casual-dress pants. All candidates will locate, understand, and abide by the dress code policy outlined by each school or local education agency (LEA) during all clinical experiences and field placements.

Vacations and In-Service Days

Candidates will follow the school calendars of the systems in which they are assigned.

School-Site Activities

Candidates are required to attend all activities and meetings that the cooperating teacher attends unless the cooperating teacher is being compensated for the activity or meeting. The candidate should attend and participate in professional meetings such as in-service training, faculty meetings, PTO, and subject area meetings when deemed appropriate by the cooperating teacher.

Social Activities

Candidates should seek to broaden contacts with people in the community by attending community events. Candidates should use tact, discretion, and caution in social interactions with students and intimate relationships of any kind are strictly prohibited.

The candidate should never place him or herself in a position where he/she is alone with an individual student in an isolated situation.

Transportation Accommodations

The candidate will arrange for transportation to the clinical experiences site and for living accommodations in the area of the assigned clinical experiences site, if necessary.

Substitute Teaching

Candidates will not serve as substitute teachers. If an emergency occurs and the cooperating teacher must leave, the building administrator should appoint a faculty member to monitor and assist the candidate until a substitute teacher arrives. The candidate should call the seminar instructor immediately if the cooperating teacher is absent and no substitute teacher has been called.

Candidates must not receive payment for any school-related activity in which they participate while enrolled in EDUC 497.

Classroom Student Control

Candidates will not administer, nor serve as a witness to, corporal punishment. Candidates will not restrain any child in the classroom unless the candidate, another student, faculty member, or school staff is in imminent danger of bodily harm.

Parent Communication

Written communication must be approved by the cooperating teacher prior to being distributed.

Confidentiality

The candidate should never discuss any grades, behaviors, physical or mental issues, identified special needs, etc. with anyone other than the cooperating teacher, field supervisor, or seminar instructor. **Candidates cannot meet with a parent without the cooperating teacher present to discuss student's progress.**

Mobile Device/Cell Phone Use

No cell phones are to be used for texting or voice communication during clinical experience hours.

Clinical Experiences Additional Information

Student Teacher Banquet

Candidates are required to attend a formal banquet at the end of the semester. Each candidate may bring two guests without charge. If the candidate wishes to bring more than two guests, he/she will be assessed a fee for each additional guest. No children may attend the banquet.

Determination of Grade

Clinical experience is graded on a Pass/Fail basis. Students will receive a separate grade for seminar and clinical practice. Both areas must receive a passing score. The cooperating teacher and field supervisor will submit evaluations. A review of these evaluations, the seminar instructor's review of the edTPA Portfolio assignments, and the Senior Exit Interview/Presentation will be considered in determining the final grade. The seminar instructor has the responsibility of assigning the final grade.

Professional Development

Each candidate will participate in a minimum of two professional development opportunities. Preferably, the candidate will attend sessions hosted by the school or school system where that candidate is placed. Should the school or school system not offer such an opportunity, the

candidate may attend professional developments offered by the Department of Initial Teacher Licensure Undergraduate.

Photographs

Candidates will need to secure or have proof of permission to photograph and/or video or audio record students in pre-clinical or clinical placements. **Each candidate is required to have a minimum of three digital photographs taken during the classroom experiences at each placement.** These photos are given to the seminar instructor to be used in a presentation for the Student Teacher Banquet.

Teacher Education Candidate Professional Dispositions

The National Council for Accreditation of Teacher Education Standard 1 requires that teacher candidates exhibit Professional Dispositions, defined as 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.

Candidates recommended by LMU to be certified for licensure in Tennessee must exhibit professional dispositions (See Appendix) of the profession in their interactions with all stakeholders while in the university environment and in clinical experiences. Reports of behavior, actions, or attitudes that are not considered professional or meeting the professional disposition requirements could result in termination from the teacher education program. Candidate dispositions will be measured throughout the program. When dispositions are in question, candidates, regardless of academic achievement, are subject to a developmental plan or dismissal at any time during the program. Candidates dismissed during any stage of the program may seek appeals as outlined in the Initial Teacher Licensure program catalog.

The following list of Professional Dispositions are evaluated at various points throughout the program and candidates must demonstrate and exhibit:

1. Effective Oral Communication Skills
2. Effective Written Communication Skills
3. Professionalism
4. A positive and enthusiastic attitude
5. Preparedness in teaching and learning
6. Appreciation of and value for cultural and academic diversity
7. Effective collaboration with stakeholders
8. Self-regulated learner behaviors/takes initiative
9. The social and emotional intelligence to promote personal and educational goals/stability

Consequences for Non-Professional Behavior

Reports of behavior, actions, or attitudes that are not considered professional or meeting the requirements as outlined on the preceding pages will result in consequences as outlined below:

First Occurrence:

The clinical experiences candidate will be warned and made aware of attitude, behavior, or action that is considered unprofessional. The seminar instructor or the field supervisor will give the candidate steps to correct or eliminate such behaviors or actions.

Second Occurrence:

If the first occurrence is not corrected, or the candidate has a second report of unprofessional actions, behaviors, or attitudes, that candidate will be required to meet with the seminar instructor for instructions on how to correct or eliminate such occurrences. The clinical experiences candidate will be given notice that a third report will result in termination of clinical experiences.

Third Occurrence:

In the event of a third occurrence, the candidate will be given notice that this occurrence will result in termination of clinical experiences. The clinical experiences candidate will be required to meet immediately with the seminar instructor and the Chair of the Initial Teacher Licensure Undergraduate program.

Severe Occurrence:

The seminar instructor and/or other administrators at LMU can determine when a clinical experiences candidate meets the criteria for a severe occurrence. The candidate may be immediately removed from the clinical experiences **without any previous occurrences or warnings**. A meeting with appropriate stakeholders will be scheduled to determine the plan of action that will be taken with the candidate.

Evaluation Format

The lesson plan and evaluation formats are based on the evaluation system used by the Initial Teacher Licensure Undergraduate program and the Tennessee Educator Assessment Model (TEAM). A minimum of five evaluations are required by the field supervisor. The total number of visits will depend upon the candidate's progress and is up to the discretion of the field supervisor.

Formal Evaluations

All formal evaluations (See Appendix) should include the lesson plan and supplementary materials. Candidates must have the lesson plan to the field supervisor at least 48 hours in advance of the evaluation being performed.

On the day of the evaluation, candidates must:

1. Provide a place in the classroom for the field supervisor.
2. Have portfolio tabbed and up-to-date with daily reflections.
3. Have attendance/daily activity sheet up-to-date and signed.
4. Present your lesson.
5. Meet with field supervisor after the lesson to reflect and complete paperwork.
6. Make a copy of all paperwork for your files.

Forms Required for Evaluation

Teacher Candidate Responsibilities	Field Supervisor Responsibilities
Evaluation 1 <ul style="list-style-type: none"> • Signed Lesson Plan • Paperwork Evaluations 2-5 <ul style="list-style-type: none"> • Signed Lesson Plan • TEAM Observation Form 	Keep copies of all evaluation forms and lesson plan together in candidate folder. Prior to the candidate's exit interview, turn all copies into the seminar instructor. Evaluation scores must be entered electronically.

Forms Required from Cooperating Teachers

Cooperating Teacher Forms	
Cooperating Teacher Profile	Completed Immediately When Placement Begins*
Cooperating Teacher Feedback Evaluation of the Candidate	Completed by the 30th of each month*
Professional Disposition Evaluation	Completed at the End of the Clinical Experience to Document Candidate's Professional Behaviors*
Evaluation of Program for Initial Teacher Licensure Undergraduate	Completed at the End of the Clinical Placement*

*These forms must be completed on-line. Cooperating teachers will receive log-in information from the field supervisors at the first visit.

APPENDIX A: FORMS

1. Student Teacher Information Sheet
2. Log Sheet
3. Formal Lesson Plan Template
4. TEAM Observation Form
5. Demographics Form
6. Senior Presentation/Exit Interview
7. Candidate Professional Dispositions
8. Cooperating Teacher/Mentor Feedback Form

Student Teacher Information Sheet

Candidate Name: _____ Student ID: _____ Date: _____

Address: _____
Street Address City State Zip

Contact Info: _____
Cell Phone Home Phone E-mail

Seminar Instructor: _____

**** STUDENT TEACHERS MUST USE A LMU E-MAIL ADDRESS WHILE STUDENT TEACHING ****

Emergency Contact Name and Number: _____

Your Baccalaureate (undergraduate) Major: _____

Institution Conferring Undergraduate Degree: _____ Year: _____

My teacher certification will be in the area of (please check one)

____ Elementary (K-6) ____ Secondary (Subject) _____ ____ K-12 (Area): _____

I realize that I am a guest in the school(s) in which I student teach and as such shall present myself professionally at all times.

_____ initials _____ date

I am also aware that a student teacher whose progress is considered unsatisfactory by the LMU Field Supervisor, the cooperating teacher, the placement school principal, the Director of Clinical Experiences, the Program Director, and or the Associate Dean or Dean, or whose Professional Dispositions reports are not satisfactory, may be placed on a personal developmental plan as determined necessary and/or may be administratively withdrawn from student teaching (Clinical Experience Candidate Guidelines)

_____ initials _____ date

I am aware that, by my first date inside the classroom or my first scheduled seminar date (whichever is first), liability insurance dues must be paid and I must submit proof of this insurance for the 2013-14 school year.

_____ initials _____ date

I understand that I may not be placed in a school where family members work and/or are students. If I know of these situations, I have discussed this with the Director of Clinical Experiences.

_____ initials _____ date

Are there any special circumstances that we need to be made aware of that would affect your student teaching? If yes, please explain on the back of this page.

Candidate Signature

Date

Formal Lesson Plan Template

Name:

Date:

Lesson Title:

Grade/Level:

Curriculum Standards	Central Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
<p><i>State Curriculum Standards</i> (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).</p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction? Do the I Can Statement and 1 other. Must match your standard.</i></p> <p>Focus Question:</p> <p>Big Idea:</p> <p>Goal:</p> <p>I Can Statement:</p>	
<p>Lesson Objective(s) **Must match your standard**</p>		
<p><i>Objectives are measurable.</i></p>		
<p>Vocabulary/ Academic Language (Language Function)</p>		
<p><i>What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p>Vocabulary:</p> <p><u>Academic Language Section</u></p> <p>Language Function:</p> <p>Discourse: (Discourse is not only how the students communicate in the classroom, but also the language the teacher and students use to communicate)</p> <p>Syntax:</p>		

Assessment/Evaluation								
<p>Preassessment:</p> <p style="text-align: center;">What the students....</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What students know...</th> <th style="width: 33%;">What students can do...</th> <th style="width: 33%;">What students are still learning...</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formative (Informal): <i>How will students demonstrate an understanding of lesson objective(s)? How will you monitor and/or give feedback? Must assess your objective which covers your standard!</i></p> <p>Summative (Formal): <i>What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?</i></p>			What students know...	What students can do...	What students are still learning...			
What students know...	What students can do...	What students are still learning...						
Instruction								
<p>Set/Motivator: <i>How to engage student interest in the content of the lesson? Use knowledge of students' academic, social, and cultural characteristics.</i></p> <p>Instructional Procedures/Learning Tasks: <i>Provide specific details of lesson content and delivery. Your bulleted or numbered procedures MUST include the following: Direct Instruction, Modeling, Cooperative Learning (group work), and Independent Work.</i></p> <p>Co-Teaching Strategy (If Applicable)</p> <p>Questions and/or activities for higher order thinking: <i>These cannot be answered by yes or no. List the specific questions you will be asking during the lesson.</i></p> <p>Closure: <i>Verbalize or demonstrate learning or skill one more time. May state future learning.</i></p> <p>Material/Resources: <i>What do you need for this lesson?</i></p> <p>Adaptations to Meet Individual Needs: <i>How will you adapt the instruction to meet the needs of individual students? (Include differentiated instruction for 504s, IEPs, Struggling Readers, or Gifted Students) (<u>Differentiation</u> ~ Process –Product-Learning-Preferences)</i></p> <p>Management/Safety Issues: <i>Are there any management and/or safety issues that need to be considered when teaching this lesson?</i></p> <p>References:</p> <p>Reflections/Future Modifications: <i>To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher? If you taught this again...what would you do for your whole class? What will you do for your struggling readers? IEPs or 504s? Gifted? Think of each group to guide your next instruction.</i></p>								

Teacher Candidate Signature/Date

Supervisor Signature/Date

TEAM Observation Form

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, and 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, and 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, and inconsistently provide time for student work, and lesson and unit closure; and 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 failure 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 at other times, stops the lesson to address it. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<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, and 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, and 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, and 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.

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 the state standard(s), and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to the state standard(s), 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 the standard(s). 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to the state standard(s), 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 the standard(s).
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; and 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; and 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; and relevant, coherent, or essential information.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Lesson Structure and Pacing</p> 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end. The lesson includes time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but it may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
<p>Activities and Materials</p> 	<ul style="list-style-type: none"> Activities and materials include all of the following: <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.). 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. 	<ul style="list-style-type: none"> Activities and materials include most of the following: <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.). Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> Activities and materials include few of the following: <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.).

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Questioning 	<ul style="list-style-type: none"> Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions require students to regularly cite evidence throughout lesson. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. Questions regularly assess and advance student understanding. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions usually require students to cite evidence. Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The teacher mostly calls on volunteers and high-ability students.
Academic Feedback 	<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.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<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) most of the time to best 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.
<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 a disconnected manner.
<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 students 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 students 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.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Thinking</p> <div style="border: 2px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> • The teacher thoroughly teaches two or more types of thinking: <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. • The teacher provides opportunities where students: <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. 	<ul style="list-style-type: none"> • The teacher thoroughly teaches one or more types of thinking: <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. • The teacher provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, and ○ analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> • The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides no opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, or ○ analyze problems from multiple perspectives and viewpoints.
<p>Problem-Solving</p> <div style="border: 2px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>	<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

Demographics Form

(Complete On-Line)

I. Preliminary Information

Candidate Name _____ Candidate ID _____ Date _____

Research Team Members (Advanced and Other School Personnel) _____

Course Instructor(s) _____ Course _____ Semester _____

Class Site (where you attend) Cedar Bluff _____ Cleveland _____ Chattanooga _____

Ducktown A _____ Ducktown B _____ Ducktown New _____ Harrogate _____ Kingsport _____ WSCC _____

Cooperating Teacher/Mentor Name _____ School District/State _____

Name of School _____ School Address _____

II. District Demographics (ALL candidates must answer this section.)

Number of Students _____ Number of Teachers _____ Student/Teacher Ratio _____

For the categories below, you MUST list BOTH the number and percentage—which you may have to calculate.

Male _____ / _____ Female _____ / _____

Race/Ethnicity: African American _____ / _____ Asian _____ / _____

Caucasian _____ / _____ Hispanic _____ / _____

Native American _____ / _____ Pacific Islander _____ / _____

Other _____ / _____ (list if possible) _____

Categories: Limited English Proficiency _____ / _____

Students with Disabilities _____ / _____

Economically Disadvantaged _____ / _____

III. School Demographics (If you do not work at an individual school level, this section is not applicable.)

School Level _____ School Category Rural _____ Urban _____ Suburban _____ Title I
School: Y N

Number of Students _____ Number of Teachers _____ Student/Teacher Ratio _____

For the categories below, you MUST list BOTH the number and percentage—which you may have to calculate.

Male _____ / _____ Female _____ / _____

Race/Ethnicity: African American _____ / _____ Asian _____ / _____

Caucasian _____ / _____ Hispanic _____ / _____

Native American _____ / _____ Pacific Islander _____ / _____

Other _____ / _____ (list if possible) _____

Students on Free/Reduced Lunch _____ / _____ Economically Disadvantaged _____ / _____

Race/Ethnicity: African American _____ / _____ Asian _____ / _____

Caucasian _____ / _____ Hispanic _____ / _____

Native American _____ / _____ Pacific Islander _____ / _____

IV. Class Demographics (Note this is classroom-specific data NOT school data. You must list information about the class(es) you work with/teach. If you do not work at the classroom level, this section is not applicable.)

School Level _____ School Category Rural _____ Urban _____ Suburban _____ Title I
School: Y N

Available Technology _____

Number of Students _____ Number of Teachers _____ Student/Teacher Ratio _____

If in Initial Teacher Licensure programs, what is the ethnicity of your cooperating teacher? _____

For the categories below, you MUST list BOTH the number and percentage—which you may have to calculate.

Male _____ / _____ Female _____ / _____

Race/Ethnicity: African American _____ / _____ Asian _____ / _____

Caucasian _____ / _____ Hispanic _____ / _____

Native American _____ / _____ Pacific Islander _____ / _____

Other _____ / _____ (list if possible) _____

Students with an I.E.P _____ / _____ Identified as Gifted _____ / _____

Any additional demographic information may be listed below.

LMU | Carter & Moyers School of Education
LINCOLN MEMORIAL UNIVERSITY
Senior Presentation/Exit Interview

Name _____ Date _____ Accepted ___ Not Accepted ___
Undergraduate: _____ or MED: _____ Total Score: _____

Please use the following descriptors to indicate candidate's performance level:

4 = Above Expectations; 3 = At Expectations; 2 = Below Expectations; 1 = Significantly Below Expectations; 0 = No Evidence

_____ Standard 1: Learner Development

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

_____ Standard 2: Learning Differences

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

_____ Standard 3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

_____ Standard 4: Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

_____ Standard 5: Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

_____ Standard 6: Assessment

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

_____ Standard 7: Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

_____ Standard 8: Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

_____ Standard 9: Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

_____ Standard 10: Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

What do you consider your areas of strength and concerns in your teaching style, presentation, lesson planning and knowledge base? _____

Interview Committee Signature(s): _____

Candidate Professional Dispositions

The National Council for Accreditation of Teacher Education (CAEP) Standard 1 requires that education professionals exhibit professional dispositions, defined as *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.*

Candidates recommended for licensure by the State of Tennessee must exhibit professional dispositions in their interactions with all stakeholders, including classmates, P-12 administrators, clinical faculty, students, University faculty, staff and supervisors while in the University environment and in clinical placements.

Reports of behavior, actions, or attitudes that are not considered professional or one determined not meeting the professional disposition requirements could result in termination from the Initial Teacher Licensure Undergraduate Program.

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Candidates enrolled in EDUC 290, The Teaching Profession, will participate in a scheduled group interview evaluation known as DAP™. Interviewers will facilitate candidates' participation in four tasks which are designed to reveal insights into the candidates' dispositions. The candidate will be given individualized feedback on his/her performance in the interview.

Additionally, the following Educator Disposition Assessment (found at: <https://form.jotform.com/81213157367152>) is utilized and evaluated at various points throughout the program by candidate self-evaluation, faculty, staff, and/or cooperating teachers:

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number. Lastly, please add comments to support ratings as needed.

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

	0 Points	1 Point	2 Points
Disposition 1- Demonstrates Effective Oral Communication Skills	<p>Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice.</p> <p>Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation.</p> <p>Choice of vocabulary is either too difficult or too simplistic.</p>	<p>Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors.</p> <p>Strives to vary oral communication as evidenced of some students demonstrating a lack of participation.</p> <p>Occasionally uses vocabulary that is either too difficult or too simplistic.</p>	<p>Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment.</p> <p>Varies oral communication as evidenced by encouraging participatory behaviors.</p> <p>Communicates at an age appropriate level as evidenced by explaining content specific vocabulary.</p>
COMMENTS:			
Disposition 2- Demonstrates Effective Written	<p>Communicates in tones that are harsh or negative as evidenced by fostering negative responses.</p>	<p>Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses.</p>	<p>Communicates respectfully and positively with all stakeholders as</p>

Communication Skills	Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes.	Demonstrates common errors in spelling and grammar.	evidenced by fostering conventional responses. Demonstrates precise spelling and grammar.
COMMENTS:			
Disposition 3- Demonstrates professionalism	Does not respond to communications and does not submit all assignments. Fails to exhibit punctuality and/or attendance. Crosses major boundaries of ethical standards of practice. Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others. Functions as a group member with no participation.	Delayed response to communications and late submission of assignments. Not consistently punctual and/or has absences. Crosses minor boundaries of ethical standards of practice. Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum. Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation.	Responds promptly to communications and submits all assignments. Consistently exhibits punctuality and attendance. Maintains professional boundaries of ethical standards of practice. Keeps inappropriate personal life issues out of classroom/workplace. Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes.
COMMENTS:			
Disposition 4- Demonstrates a positive and enthusiastic attitude	Often complains when encountering problems and rarely offers solutions. Resists change and appears offended when suggestions are made to try new ideas/activities. Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions.	Seeks solutions to problems with prompting. May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed. Overlooks opportunities to demonstrate positive affect.	Actively seeks solutions to problems without prompting or complaining. Tries new ideas/activities that are suggested. Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues.
COMMENTS:			
Disposition 5- Demonstrates preparedness in teaching and learning	Rejects constructive feedback as evidenced by no implementation of feedback. Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve. Comes to class unplanned and without needed materials. Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed.	Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions. Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement. Comes to class with some plans and most needed materials. Aware that lesson is not working but does not know how to alter plans to adjust.	Accepts constructive feedback as evidenced by implementation of feedback as needed. Learns and adjusts from experience and reflection as evidenced by improvements in performance. Comes to class planned and with all needed materials. Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits.

COMMENTS:			
Disposition 6- Exhibits an appreciation of and value for cultural and academic diversity	<p>Demonstrates inequitable embracement of all diversities.</p> <p>Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students.</p>	<p>Goes through the expected and superficial motions to embrace all diversities.</p> <p>Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task.</p>	<p>Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence.</p> <p>Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors.</p>
COMMENTS:			
Disposition 7- Collaborates effectively with stakeholders	<p>Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus.</p> <p>Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others.</p> <p>Rarely collaborates or shares strategies and ideas even when prompted.</p>	<p>Demonstrates some flexibility.</p> <p>Maintains a respectful tone in most circumstances but is not consistent.</p> <p>Shares teaching strategies as evidenced by some effort towards collaboration.</p>	<p>Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus.</p> <p>Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others.</p> <p>Proactively shares teaching strategies as evidenced by productive collaboration.</p>
COMMENTS:			
Disposition 8- Demonstrates self-regulated learner behaviors/takes initiative	<p>Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support.</p> <p>Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work.</p>	<p>Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth.</p> <p>Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles.</p>	<p>Recognizes own weaknesses as evidenced by seeking solutions before asking for support.</p> <p>Researches and implements most effective teaching styles as evidenced by citing works submitted.</p>
COMMENTS:			
Disposition 9- Exhibits the social and emotional intelligence to promote personal and educational goals/stability	<p>Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues.</p> <p>Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily.</p> <p>Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness.</p>	<p>Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues.</p> <p>Demonstrates perseverance and resilience (grit) most of the time.</p> <p>Demonstrates sensitivity to feelings of others most of the time.</p>	<p>Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues.</p> <p>Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations.</p> <p>Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness.</p>
COMMENTS:			

(Please Check) Undergraduate: _____ MEd ITL: _____
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**Initial Teacher Licensure Program
Lincoln Memorial University
Cooperating Teacher/Mentor Feedback Form**

Please check month:	
___ Jan	___ August
___ Feb	___ Sept
___ Mar	___ Oct
___ Apr	___ Nov

Candidate name(s): _____ Cooperating Teacher/Mentor _____

School: _____ Grade: _____ Subject(s): _____

DIRECTIONS: Please use the following descriptors to rate your teacher candidate according to her general performance as a student teacher, not as an experienced teacher.

**4 = Above Expectations; 3 = At Expectations; 2 = Below Expectations; 1 = Significantly Below Expectations
0 = Not Observed/Not Applicable**

Please **CIRCLE** the appropriate descriptor.

	(4) Above Expectations	(3) At Expectations	(2) Below Expectations	(1) Significantly Below Expectations	(0) Not Observed/ Applicable
PLANNING					
Knowledge of Content	4	3	2	1	0
Curricular and Instructional Planning	4	3	2	1	0
Organizational Skills	4	3	2	1	0
Use of Self-Assessment to Analyze and Implement Teaching	4	3	2	1	0
TEACHING STRATEGIES					
Appropriate Teaching Strategies	4	3	2	1	0
Presentation Skills	4	3	2	1	0
Variety of Tools and Strategies	4	3	2	1	0
Use of Technology	4	3	2	1	0
ASSESSMENT AND EVALUATION					
Appropriate Diagnosis and Evaluation of Students	4	3	2	1	0
Appropriate Modification of Instruction as Necessary for Diverse Learners	4	3	2	1	0

	(4) Above Expectations	(3) At Expectations	(2) Below Expectations	(1) Significantly Below Expectations	(0) Not Observed/ Applicable
LEARNING ENVIRONMENT					
Enthusiasm for Teaching	4	3	2	1	0
Student Rapport	4	3	2	1	0
Classroom Management	4	3	2	1	0
Ability to Motivate and Involve Students in Classroom Activities	4	3	2	1	0
Classroom Environment	4	3	2	1	0
PROFESSIONAL GROWTH					
Professional Appearance and Manner	4	3	2	1	0
Dependability and Assumption of Responsibility	4	3	2	1	0
Maturity of Judgment	4	3	2	1	0
Emotional Poise	4	3	2	1	0
Ability to Work with Faculty	4	3	2	1	0
Assumption and Understanding of Professional Responsibilities	4	3	2	1	0
COMMUNICATION					
Appropriate Written and Oral Communication with Faculty	4	3	2	1	0
Appropriate Written and Oral Communication with Students	4	3	2	1	0
Appropriate Written and Oral Communication with Parents	4	3	2	1	0
OVERALL RATING					
	4	3	2	1	0

Comments, if applicable, including contact information if you would like a LMU representative to contact you:

Signature of Cooperating Teacher: _____

Date: _____

***Form Due the Last Day of Each Month
Returned in the Provided Self-addressed, Stamped Envelope***