

**INITIAL TEACHER LICENSURE
UNDERGRADUATE**

**PRE-CLINICAL AND CLINICAL EXPERIENCE GUIDELINES
for
COOPERATING TEACHERS &
CLINICAL FACULTY/SUPERVISORS**

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Introduction

Welcome to Field Experience and thank you for your service in training future educators. This experience will be one of the most rewarding, exciting, and challenging experiences of a lifetime. The faculty and staff at Lincoln Memorial University are dedicated to helping our teacher candidates, with your support and help, have successful experiences that can lead to a lifelong career in education.

The *Field Experience/Cooperating Faculty Guidelines* are intended to assist teachers who are mentoring candidates pursuing teacher licensure for Elementary, K-12, and Secondary Education. These guidelines are aligned with the Carter & Moyers School of Education's teacher licensure program and are designed to conform to current Tennessee and University policies and requirements. Candidates are 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 Lincoln Memorial University.**

Each **candidate is responsible for current information** regarding his/her specific program of study. Faculty and staff will disseminate program information as needed, any updates as they arise, and are always available to answer questions.

The Undergraduate Initial Teacher Licensure Program is 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 candidates' expense. There may also be additional requirements that a school system mandates and candidates will be made aware of those prior to placement.

Overview of the School of Education Conceptual Framework of the Initial Teacher Licensure Program

Lincoln Memorial University's conceptual framework is built on the concept of **Values**, **Education**, and **Service**. In alignment with Lincoln Memorial University'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 Lincoln Memorial University, 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

Lincoln Memorial University 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 Unit Mission Statement

The Carter and Moyers School of Education of Lincoln Memorial University 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 11 May 2012

Unit 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 unit 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 Lincoln Memorial University 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.

Unit 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

Given the renewed emphasis in Tennessee on teacher assessment and accountability, and based on the recommendations of the Blue Ribbon Panel of the National Council of Accreditation of Teacher Education, Lincoln Memorial University candidates will serve as co-teachers in clinical practice and teaching assistants in field experiences.

Clinical Practice. Instead of the focus of clinical practice being on the student teacher easing in and out of classroom teaching with a minimum of three consecutive weeks of full-day teaching, the student teacher will co-teach with the cooperating teacher to enhance the students' learning opportunities. 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 practice placement. While most LMU student teachers possess a high level of content knowledge, what is still needed are opportunities to demonstrate and apply their knowledge through effective, diverse teaching strategies that support individual learning styles that are enhanced through appropriate classroom management skills. The tutelage of the cooperating teacher will continue to be of paramount importance during clinical practice as the student teacher develops the knowledge, skills, and dispositions necessary for a highly qualified and proficient teacher. Co-teaching will commence as near to the beginning of each clinical practice placement as is feasible. Components of this co-teaching partnership between the clinical practitioner and the cooperating teacher will be as follows:

- Shared instructional responsibility
- Primarily in a single classroom or workspace with one group of students

- Presentation of content that meets state standards and prepares students for competency, TCAP, and/or end-of-course tests
- Mutual ownership, pooled resources, and joint accountability
- Varying levels of participation in daily presentations and routines

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 while the other 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 while the other drifts or monitors student participation, understanding, and interaction offering unobtrusive assistance as needed.
- Parallel teaching has both teachers presenting the same information simultaneously to a divided class thus creating smaller groups and enhancing opportunities for participation and questioning.
- Station teaching has each teacher presenting different content to “half” of the students simultaneously. Then teachers switch groups. A third station could require students to work independently.
- Alternative teaching is 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 is the most complex of the co-teaching manifestations and is 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” about mid-way through their placement.

NOTE: Co-teaching does not take the place of solo teaching. While a specific period of solo teaching is no longer a requirement, it is strongly recommended that the student teacher be allowed to have teaching time on his/her own.

General Description of the Field Experience

Candidates seeking apprentice (beginning teacher) licensure status through the Lincoln Memorial University Initial Teacher Licensure Undergraduate program complete field experiences prior to clinical practice where they observe diverse classroom settings, team teach, and assist clinical faculty 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 Enhanced Clinical Practice (EDUC 497F) is the capstone practice for candidates that brings together all that they have learned through field experience hours, professional education classes, and major core classes.

The field experience is a time when the candidate is becoming familiar with the overall teaching experience. The candidate will be observing the cooperating teacher(s) as he/she teaches and performs professional duties. The candidate will also be studying the routines that establish the

classroom environment, the techniques the cooperating teachers are using to manage the classroom, the strategies the cooperating teachers incorporate in the lesson presentation, and the informal and formal assessment techniques of the cooperating teachers. Candidates receive information on expectations and obligations based upon courses requiring field experience placement (See Program Transitions/Coursework).

Candidates seeking K-5 licensure will have clinical practices in both early grades (K-2) and intermediate grades (3-5). Candidates seeking 6-12 licensure(s) will have clinical practices in both middle grade (6-8) and high school (9-12) classrooms. Candidates are placed in two diverse placements in qualifying schools for the clinical practice for Transition IV (EDUC 497F).

Due to these requirements, a candidate may be required to travel up to 65 miles to an institutional school base to meet these guidelines.

As outlined below, candidates complete a specific number of hours of field experiences in their coursework through Transitions I, II, and III, as well as engage in a service learning project (see Service Learning). Transition IV (EDUC 497 Enhanced Clinical Practice) consists of a professional semester of clinical practice embedded in the field. Field experiences are ongoing school-based opportunities during which candidates may observe, assist, tutor, instruct, or conduct applied research.

Clinical practice provides candidates with experiences that allow for full immersion in the school-based community, providing them the opportunity to demonstrate competence in their intended profession and meet state mandated requirements for licensure. Student teacher candidates spend a minimum of 16 weeks in full day classroom teaching experience while enrolled in the professional semester (EDUC 497 Enhanced Clinical Practice).

Program Transitions

The program of studies for the Initial Teacher Licensure Undergraduate Program is divided into four distinct Transitions. Each Transition requires specific knowledge, skills, and performance expectations that relate to the coursework and admission criteria. As the candidate progresses through the Transitions the field experience is composed of the elements of observation, or assisting, and/or co-teaching in the classroom.

Transition I:

Transition I is the introduction to teaching and learning and prepares Initial Teacher Licensure Undergraduate candidates who embody the three core ideals of Lincoln Memorial University. Transition I, and every Transition throughout Transition IV, prepares professional educators who instill the core ideals of Values, Education, and Service in candidates who can:

- Demonstrate the dispositions of the education profession—**Values**
- Articulate and live the knowledge base and understandings 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 internship placements in partner K-12 schools—**Education**
- Promote lifelong learning through continued professional development and scholarship—**Education**
- Assist in meeting the educational needs of an ever increasing global society, especially the underserved—**Service**
- Articulate an understanding that all students can learn as well as demonstrate the disposition to serve and
- Teach diverse student populations—**Service**

Transition I includes self-assessment and exploration of K-12 school learning environments for professional planning and decision-making. Candidates begin their participation in professional development related to field-based experiences and clinical practice. Candidates are exposed to preliminary school scenarios, educational philosophies, and case studies for them to reflect upon while observing or assisting the clinical faculty in the K-12 field experience. While in Transition I, candidates receive instruction in how to use software packages, computer hardware, video and audio devices, and internet resources to infuse technology into the K-12 classroom environment. Candidates learn how to conduct on-line research ethically and efficiently, and how to develop teacher work samples.

Transition I acquaints the teacher candidates with current issues in education and introduces them to diversity in education, classroom management, and professional development as lifelong learning opportunities. Candidates prepare individual plans for students with learning exceptionalities. They learn to adjust goals and teaching strategies to support students with exceptionalities through opportunities to succeed in the regular education classroom. An in-depth study of individual teaching and learning styles is designed to align appropriate teaching styles to diverse learning styles.

Transition I is the beginning preparation for our students in their pursuits of a professional career in education. It is designed for teacher candidates to spend observation time in K-12 schools while learning lesson design, assessing student work, and working with clinical faculty, parents, and the community. They must demonstrate enthusiasm for their students and the content they teach. Candidates must develop proficient communication skills so they can assist with the development of K-12 students' language skills.

Transition I Field Experience Coursework/hours:

Observe and Assist in Pre-Clinical Placement with required 30 hours

SPED 270: Teaching the Exceptional Learner (**10 hours** pre-clinical placement)

EDUC 290: Introduction to Teaching & Professional Ethics (**10 hours** pre-clinical placement)

EDUC 376: Fundamentals of Literacy (**10 hours** pre-clinical placement)

Transition II:

Transition II is designed for Initial Teacher Licensure Undergraduate candidates to spend as much time in the K-12 schools as they do in their professional core of university classes. The candidates are preparing lessons, assessing student work, and working with clinical faculty, parents, and the community. Initial Teacher Licensure Undergraduate candidates in Transition II are placed in field based schools as academic assistants to work in diverse learning environments. Candidates are expected to display the abilities to teach, manage the learning environment, and to deal with challenging, diverse attitudes and behaviors. They must demonstrate enthusiasm for their students and the content they teach.

In Transition II, the candidates design an integrated unit of study using new and/or current common core standards. The candidates' lessons are designed with the clinical faculty in their school-based field experiences. Candidates' Transition II coursework is directly connected to the classroom teaching experience, which is related to the development of the standards-based unit. Candidates spend extended hours preparing lessons and engaged in related learning activities for students, parents, and community events.

The candidate's unit of study highlights their professional knowledge, skills, and attitudes related to INTASC standards and program goals. They participate in at least two professional development trainings each semester learning what it means to be a constructivist teacher with organizational, academic, and time-management skills. Throughout Transition II, faculty engage candidates in inquiry-based teaching and process-oriented learning strategies and assessments. The faculty in Transition II supports students' development through the close coupling of experiences, content, theory, and pedagogy. The faculty oversees the connection to their K-12 placements while monitoring and evaluating the alignment of the teacher preparation program to candidate and K-12 student success.

Transition II expects teacher candidates to possess and demonstrate the dispositions to establish good relationships with teachers, students, parents, and the community. The candidates must be committed to work as a team and also to use their own leadership initiatives while in their K-12 field experiences. Candidates are encouraged to use their content knowledge and their own special gifts and talents in the classroom to establish engaging K-12 learning environments. They must have excellent communication skills to teach and to deal with conflict.

Transition II Field Experience Coursework/hours (recommended to be taken together):

Requirement 40 hours within the following:

EDUC 420: Reading Diagnosis (**20 hours** pre-clinical practice)

EDUC 340: Methods of Teaching Literacy (**20 hours** pre-clinical practice)

Secondary Major Coursework for Transition II:

EDUC 360: Secondary Instructional Methods and Strategies (**20 hours** pre-clinical practice)

EDUC 370: Measurement and Evaluation (10 hours pre-clinical)

Transition III:

Candidates cannot enroll in Transition III courses until they have a passing score on the ACT, SAT, or PRAXIS I. Transition III candidates continue to develop the Values, Education, and Service dispositions of the education profession throughout their coursework. Candidates continue planning and implementing lesson plans based on K-12 student assessment and the common teaching standards of the classroom. They demonstrate the teaching and learning strategies acquired in Transitions I and II, and while in Transition III through active engagement in K-12 classroom experiences. Candidates meet the needs of individual students, their schools, and communities by using sustainable learning opportunities designed for K-12 students.

Candidates continue throughout the Transitions to adapt to different classroom learning environments. In addition, candidates study various classroom management models and develop a plan for implementation appropriate to teaching diverse learners and reflect on their experiences. Candidates demonstrate how to assist their cooperating teachers in meeting the educational needs of underserved populations. Candidates' coursework focuses on developmentally appropriate teaching strategies that stimulate critical and creative thinking in all students.

In Transition III, candidates demonstrate the program goals that are aligned to state, national, and professional standards through diverse field experiences and service learning requirements. Candidates must meet and complete all the professional education core requirements of Transition III prior to approval to enter into Transition IV. All coursework in the academic major and in the professional education core must be completed prior to approval for Transition IV with a grade of C- or better. Candidates will learn about the development of pedagogy from sociological, philosophical, historical, and theoretical perspectives, which will inform their development and delivery of lessons. Candidates will use technological applications and content consistent with the focus of their certification fields. Candidates focus on classroom management techniques, practices, and models in their respective pre-clinical placements.

Transition III Coursework/hours – K-5 and Special Education – 50 hours:

EDUC 480: Classroom Management (25 hours pre-clinical practice)

EDUC 440: Instructional and Assessment Strategies (25 hours pre-clinical practice) K-5 and Special Education

Secondary Major Coursework for Transition III:

EDUC 480: Classroom Management (25 hours pre-clinical practice)

Transition IV:

Transition IV, EDUC 497 Enhanced Clinical Practice, is designed for candidates to demonstrate the knowledge, skills, and leadership required of a professional educator. Transition IV is a time for candidates to demonstrate a synthesis of all program goals and proficiencies. Clinical Practice is the culminating and capstone experience of the Initial Teacher Licensure Undergraduate Program.

The prerequisites for acceptance into Transition IV are successful completion of Transitions I, II, and III and all program admission requirements including passing scores on the PRAXIS PLT and all specialty tests. All coursework in the academic major and in the professional education core must be completed prior to approval for Transition IV with a grade of C- or better. No other coursework can be taken with EDUC 497. Transition IV continues the focus on candidates' abilities to meet Initial Teacher Licensure Undergraduate program goals that are aligned to state, national, and professional standards known as CMAS. During clinical practice, full-time teacher candidates are required to engage in clinical practice for a full semester assisting the clinical faculty in all classroom duties and responsibilities. Candidates should be proactive while interacting with the clinical faculty and K-12 students by asking probing questions about the teaching and/or learning processes.

Each candidate's clinical practice replicates the experience of being a teacher, and clinical faculty fulfills the mentoring role as they provide formative and summative feedback to candidates so they can minimize and/or correct weaknesses. Candidates hone their knowledge, skills and dispositions in planning, developing, implementing, and evaluating lessons at their K-12 clinical experience site(s). Candidates develop standards-based instructional lessons, use a variety of instructional strategies, and establish and maintain a positive, safe learning environment for all students. Candidates work cooperatively within the K-12 school with teachers, students, parents, and other administration. The candidate evaluates the teaching procedures and plans based on lesson reflections. Lessons must demonstrate the knowledge, skills, and dispositions in social studies, science, math, and literacy or specialty areas in accordance with K-5, secondary, or K-12 state and national standards. Additional focus is on assessment and the development of an assessment plan for lessons/unit; a matrix that describes how the lessons/unit have met standards, especially diversity and technology; and an overview that depicts major facets covered in the lessons/unit of study.

Initial Teacher Licensure Undergraduate candidates are introduced to different classroom learning environments and the impact on students' self-concepts, social interactions, behaviors, and learning that should inform their pedagogical and curricular decisions. In addition, candidates study diverse classroom management models and develop a plan for implementation appropriate to teaching diverse learners. Candidates prepare and teach a unit within the learning environment upon which they will reflect on their K-12 field experiences and develop a state mandated edTPA Assessment Portfolio that requires them to proficiently demonstrate: instructional design, implementation, student assessment, differentiation of students, management, and self-assessment and reflection. Candidates develop knowledge and leadership skills in managing an inclusive, safe learning environment. Candidates demonstrate their ability to create inclusive learning environments as they plan and teach lessons/unit of study that integrates technology, meets the needs of all students, connects learning to real life and future careers, and is based upon state, national, and professional standards. **The candidate must pass all Initial Teacher Licensure Undergraduate program requirements in order to be recommended for certification as a licensed teacher. All candidates must attend clinical practice seminars during the teaching semester.**

During Transition IV, the candidate will engage in observation, which is a time period before the candidate begins teaching or participating in the class. The candidate should use this time to gather information such as individual students' learning styles, accommodations required for special needs students, and standard procedures of the classroom and school. He/she should observe and identify teaching models used by the clinical faculty, begin planning lessons jointly with the clinical faculty, and observe the class management routines of the clinical faculty.

Also during the clinical practice, co-teaching may be used when the student teacher will co-teach with the cooperating teacher to enhance the students' learning opportunities. 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 practice placement. The tutelage of the cooperating teacher will continue to be of paramount importance during clinical practice as the student teacher develops the knowledge, skills, and dispositions necessary for a highly qualified and proficient teacher. Co-teaching is to occur as near to the beginning of each clinical practice placement as is feasible. Components of this co-teaching partnership are to include shared instructional responsibilities, be primarily in a single classroom/workspace with one group of students, presentations of content that meet state standards and prepare students for competency/state testing/or end-of-course tests, mutual ownership, pooled resources, joint accountability, and varying levels of participation in daily presentations and routines

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 while the other 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 while the other drifts or monitors student participation, understanding, and interaction offering unobtrusive assistance as needed.
- Parallel teaching has both teachers presenting the same information simultaneously to a divided class, thus creating smaller groups and enhancing opportunities for participation and questioning.
- Station teaching has each teacher presenting different content to groups of the students simultaneously; then teachers switch groups. A third station could require students to work independently.
- Alternative teaching is structured so that one teacher instructs a small group needing specialized attention while the other teacher facilitates the majority of the class.
- Team teaching or the "one brain in two bodies" approach is the most complex of the co-teaching manifestations and is 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. NOTE: Co-teaching does not take the place of full-day (solo) teaching. While a specific period of full-day (solo) teaching is no longer a requirement, it is strongly recommended that the student teacher be allowed to have teaching time on his/her own.

Transition IV Clinical Practice Coursework/Hours:

Senior Professional Semester – Clinical Placement minimum of one semester, usually **16 weeks** Student Teaching

EDUC 497: Enhanced Clinical Practice

Selection of Schools and Classroom Placements

Teacher candidates are placed with qualifying schools in the local geographic area. If the candidates’ needs do not match the available schools and/or clinical faculty in these schools, then other schools are contacted for placement of the candidate.

Candidates are placed in diverse placements in qualifying schools. The placements for the field experiences while enrolled in Transition III (EDUC 480) are generally the same placements for the Enhanced Clinical Practice (EDUC 497). Table 1 is an example of the ideal placement situations for candidates; however, these particular placements may not be available due to needs of local schools.

<i>Major</i>	<i>Placement 1 Grade Level*</i>	<i>Placement 2 Grade Level*</i>
K-5 Elementary	K, 1, or 2	3, 4, or 5
Academic Majors seeking certification in grades -12	6-8	9-12
Academic Majors seeking certification in grades K-12	K, 1, 2, 3, 4, 5, 6	7, 8 or 9, 10, 11, 12

Table 1 *The grade level placements may be reversed.

Selection and Responsibilities of Faculty

Cooperating Teacher’s Role: Clinical faculty are selected based on the following:

- Appropriate certification
- Highly competent teacher based on local, state, or national evaluation (preferably with a master’s degree)
- 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 with candidates while clinical practice candidates are in the classroom (or designate another appropriate individual for unexpected short-term absences)
 - Meet 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 professional education faculty to identify candidate needs, plan assistance strategies, discuss candidate progress, and participate in orientation and training for candidate teams

- Providing pedagogical instruction to candidates as determined in cooperation with clinical practice team
- Assisting in candidate evaluation
- Principal recommendation
- Willingness to attend training as required by the Initial Teacher Licensure Undergraduate program
- Willingness to participate on Interview Teams and committee assignments as requested by the Initial Teacher Licensure Undergraduate program

Clinical Faculty/Field Supervisor's Role: Faculty mentors are selected for Field Supervision based on the following:

- Appropriate professional experience
- Willingness to assume role of mentor, coach, advocate, confidant, and critic by:
 - Arranging and participating in meetings of the candidate team to identify each candidate's needs, plan assistance strategies, and discuss candidate progress
 - Communicating with the principal and clinical faculty regarding each candidate's practices and evaluations
 - Observing and coaching the candidates to improve teaching performance and guide professional development
 - Meeting with clinical faculty to discuss candidate needs, plan assistance strategies, and discuss candidate progress
 - Attending orientation and training of clinical practice teams
 - Gather all required documentation and submit to appropriate offices
- Willingness to stay current with latest research on teaching and learning
- Willingness to attend clinical practice seminars
- Willingness to participate on Interview Teams and committee assignments

Principal's Role

- Select the appropriate teachers as clinical faculty in coordination with Director of Clinical/Pre-Clinical Practice
- May participate on Interview Teams and committee assignments as requested by the Initial Teacher Licensure Undergraduate program (or assign another administrator or clinical faculty to attend)
- Assist clinical faculty in orienting candidates
- Mentor candidates
- Review and evaluate candidates through observations

Field Experience Requirements & Responsibilities

Candidate Information Sheet: Fill out prior to first scheduled seminar. **Make 3 copies** and distribute one to the seminar instructor, one to your professional education faculty, and one to the clinical faculty. Keep original in notebook.

Clinical Faculty Profile: This form should be completed as soon as possible after the first scheduled seminar. This form will be completed during clinical practice seminar (EDUC 497). **Make 3 copies** and distribute one to the seminar instructor, one to the professional education faculty, and one to the Director of Candidate Development/Services. Keep original in notebook.

Log Sheets for Attendance: All candidates must sign in at the school using the LMU Log Book. Candidates turn in a log sheet at the end of each placement to the course instructor, which the cooperating teacher must sign.

Lesson Plans: Depending upon the Transition, candidates must complete lesson plans for every lesson taught. The course instructor/clinical faculty 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 clinical faculty.

Reflections Journal: Depending upon the Transition, the candidate will be required to write reflections on events, feelings, concerns, ideas, or questions to ask professional education faculty. These reflections are separate from the reflections on the lesson plan.

Video Recording/Peer Evaluation: During Transition IV, the candidate will be required to record videos of several lessons that he/she teaches. The candidate will use these videos to assist them with the edTPA portfolio required by the state department.

Evaluations: The professional education faculty, the clinical faculty and the candidate all have responsibilities in filling out forms for the purpose of formal evaluation. Copies of these forms are located in the forms section of these guidelines and may also be found online at: <https://www.lmunet.edu/academics/schools/school-of-education/clinical-experiences>
The candidate is responsible for distributing the forms to the appropriate team members.

Placement Attendance: 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 (no exceptions). Each candidate must wear the LMU ID at all times when he/she is on the school property.

Candidates are expected to be at the assigned placement as scheduled with the cooperating teacher and to arrive and to leave at the time set by the cooperating teacher. Tardiness or leaving early can result in dismissal from field experience. If the candidate normally takes his/her children to school, then he/she must arrange for someone else to take over during pre-clinical practice if this interferes with him/her arriving on time or remaining until teachers can leave. No children can be brought to the placement with the candidate

If an emergency occurs and the candidate must be absent, the candidate will immediately notify the cooperating teacher, and then the LMU professional education faculty. The candidate should discuss the appropriate manner for him/her to get in touch with the cooperating teacher and professional education faculty at the beginning of each placement. If an absence occurs, the candidate must make arrangements for all necessary lesson plans, teacher's guides, worksheets, etc. to be given to the clinical faculty before the school day begins.

Candidates are required to make all appointments (doctor, dentist, etc.) after school hours. However, if the candidate is sick, he/she should not be at school. Absences may result in extended clinical practice days and excessive absences will result in the unsuccessful completion of the specific placement. If unreported, excessive, or unexplained absences occur, the candidate will be required to either repeat the placement or be dismissed from field experience resulting in a failing grade in the course.

Respect

Candidates are to show respect to all parents, students, administrators, faculty, and staff at your pre-clinical placements. Candidates are guests in the school and classroom and therefore are not to express opinions concerning classroom matters, school personnel, students, or school policy. Candidates accept the decisions of the clinical faculty regarding the material to be covered and the methods of presentation—remembering at all times that it is the classroom of the clinical faculty and they are ultimately responsible for everything that happens in that room. Reports of any incidents where the candidate is disrespectful to any individuals related to the clinical practice will result in termination from the placement and possible 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.

Social Activities

A candidate is in a role of authority during clinical experiences and is expected to behave as a positive role model. Be aware that actions and demeanor during this time whether at placement schools, on the LMU campus, or out in the community should never call into question the ability of the candidate to perform in a professional manner.

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 should never date a student.

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 and Living Accommodations

The candidate will arrange for transportation to the field experience site and for living accommodations in the area of the assigned pre-clinical placement site.

Extra-Curricular Activities

The candidate is encouraged to participate, as appropriate, in the various extra-curricular activities of the school. These will include special interest clubs, athletic events, and public performances of school groups.

Substitute Teaching

Candidates will not serve as substitute teachers. If an emergency occurs where the clinical faculty must leave, the building administrator should appoint a faculty member in a nearby room to monitor and assist the candidate until a substitute teacher arrives.

Classroom Student Control

Candidates will not administer corporal punishment to students. Candidates will not use corporal punishment by arranging to have someone else administer it, nor will they serve as a witness to any 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 clinical faculty prior to distribution.

Confidentiality

The candidate should discuss with the clinical faculty any student concerns before meeting with a parent to discuss his/her child. **Candidates cannot meet with a parent without the clinical faculty present to discuss a student's progress.** The candidate should never discuss any grades, behaviors, physical or mental issues, identified special needs, etc. with anyone other than clinical faculty, professional education faculty, seminar instructor, or LMU Initial Teacher Licensure Undergraduate faculty. If any matter involving these issues needs to be further investigated, one of the above individuals will be responsible for initiating such an investigation.

Mobile Device/Cell Phone Use

Cell phones are not to be used for texting or voice communication during clinical practice hours.

Professional Developments

Each candidate will participate in workshops to assist their professional development. Preferably, the candidate will attend sessions hosted by the school or school system where that candidate is completing their field experience/clinical practice. Should the school or school system not offer these opportunities, the candidate may attend professional developments offered by the Initial Teacher Licensure Undergraduate program. The course instructor approves candidate professional development requirements. The professional development sessions should be the equivalent of 3 hours of training.

Photographs

Candidates will need to secure and have proof of permission to video students in pre-clinical placements and will adhere to ethics of confidentiality, privacy, and FERPA requirements.

Forms

**Initial Teacher Licensure Program
Cooperating Teacher Profile**

Dear Cooperating Teacher:

The Tennessee Department of Teacher Education and Accreditation requires compliance with standards and guidelines regarding well-credentialed K-12 teachers for placement of pre-service or student teachers. To assist us with appropriate documentation, please complete this profile. The expertise and service you provide to the LMU Teacher Education Program is greatly appreciated.

Thank you,
LMU Carter & Moyers School of Education

Teacher Candidate Name:	Student ID (NOT social security number):
Teacher Candidate Level (please circle): Pre-Clinical Practice (not student teaching) Clinical Practice (student teaching)	
Cooperating Teacher (CT) Name:	
CT Email:	
CT Phone:	CT License Number:
CT Ethnicity (Optional): African American _____ Asian _____ Caucasian _____ Hispanic _____ Native American _____ Pacific Islander _____ Other _____	
Highest Degree/University:	
Current Grade Level and Content Area:	
Previous Teaching Experience (Grade Level & Content Area):	Total Years Teaching:
School Name & Address:	

**Initial Teacher Licensure Program
 Lincoln Memorial University
 Cooperating Teacher/Mentor
 Feedback Form**

(Please Check)
 Undergraduate: _____
 MEEd ITL: _____

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

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. 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.

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.

The following Educator Disposition Assessment will be utilized and evaluated at various points throughout the program by faculty, cooperating teachers, and candidates themselves.

Educator Disposition Assessment

ELECTRONIC VERSION FOUND ON SURVEYS & FORMS ON LMU'S SCHOOL OF EDUCATION

WEBSITE: <https://form.jotform.com/81213157367152>

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 Points - Needs Improvement: minimal evidence of understanding & commitment to the disposition

1 Point - Developing: some evidence of understanding & commitment to the disposition

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

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: _____ or
M. Ed: _____

Evaluation of PROGRAM for Initial Teacher Licensure
Term/Year: _____

CIRCLE the description that describes your area:

Instructor (LMU Faculty) Field Supervisor Cooperating Teacher Student

The INTASC standards drive the outcomes for our initial teacher licensure programs. Using the scale below, please rate the Lincoln Memorial University *Teacher Education Program*, as it developed the candidate’s readiness to teach against the INTASC Standards, by **CIRCLING** the appropriate number **BESIDE** each standard.

4 = Above Expectations; 3 = At Expectations; 2 = Below Expectations; 1 = Significantly Below Expectations

Standard 1 Learner Development

The candidate understands how children 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.

4 3 2 1

COMMENTS

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.

4 3 2 1

COMMENTS

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, self-motivation.

4 3 2 1

COMMENTS

Standard 4 Core 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 the discipline accessible and meaningful for learners to assure mastery of the content.

4 3 2 1

COMMENTS

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.

4 3 2 1

COMMENTS

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.

4 3 2 1

COMMENTS

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.

4 3 2 1

COMMENTS

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.

4 3 2 1

COMMENTS

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.

4 3 2 1

COMMENTS

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.

4 3 2 1

COMMENTS

LMU | Carter & Moyers School of Education
 LINCOLN MEMORIAL UNIVERSITY
 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>Rationale/ Theoretical Reasoning:</p>
Lesson Objective(s) **Must match your standard**		
<p><i>Objectives are measurable.</i></p>		
Vocabulary/ Academic Language (Language Function)		
<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>Pre-assessment:</p> <p style="text-align: center;">What the students....</p>		
<p>What students know...</p>	<p>What students can do...</p>	<p>What students are still learning...</p>

<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>	
<p>Instruction</p>	
<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) (Differentiation ~ 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/Date