LMU | Carter & Moyers School *of* Education
LINCOLN MEMORIAL UNIVERSITY

MASTER OF EDUCATION
Elementary Education
Secondary Education
Special Education
Post-Bac Teacher Licensure Pathway

Enhanced Clinical Experiences Guidebook for EDUC 591 Student Teaching 2025-2026

Chessica Cave EdD, Interim Dean
Cedar Bluff Campus
421 Park 40 Boulevard North
Knoxville, TN 37923

LMU

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CARTER & MOYERS SCHOOL OF EDUCATION

Interim Dean, Associate Professor of Education & Director of Undergraduate Education	Dr. Chessica Cave	865-531-4108
Director and Associate Professor, MEd with Teacher Licensure and MEd in Instructional Practice,	Dr. Susan Wagner	865-531-4129
Academic Support Assistant	Stephanie Jeffers-Johnson	865-531-4136
Director, Licensure and Testing	Tywanna Sue England	423-869-6253

MED PROGRAM FACULTY

Susan Wagner, PhD	Director and Associate Professor	susan.wagner@lmunet.edu
Rhonda Kerr, PhD	Assistant Professor	rhonda.kerr@lmunet.edu
Ashley Stanley, EdD	Associate Professor	ashley.stanley@lmunet.edu
John McCook, EdD	Associate Professor	john.mccook@lmunet.edu
Bonnie Iannaccone, EdD	Adjunct Professor	bonnie.iannaccone@lmu.edu

FIELD SUPERVISORS

Deborah Craig		deborah.craig@lmunet.edu
Carol Wolfe		carol.wolfe@lmunet.edu

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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 <u>sole responsibility of the candidate</u> to be knowledgeable about specific state certification/licensure requirements, qualify for certification or licensure, and apply for the same. LMU's program leads to initial licensure or certification for the state of Tennessee. Other state licensure is the responsibility of the student.

Introduction

Clinical practice within an Educator Preparation Program (EPP) is central to the development of teacher education candidates who are prepared to embrace the challenges, rewards, and adventures in the 21st-century classroom. The faculty and staff at Lincoln Memorial University (LMU) are dedicated to supporting our teacher education candidates as they successfully move through academic coursework and clinical practice/student teaching.

The *Master of Education in Initial Teacher Licensure (MEdITL) Enhanced Student Teaching Guidebook to* assist stakeholders in the clinical practice phase of the MEdITL Program. The stakeholders include the candidates pursuing teacher licensure for Elementary, K-12, and Secondary Education, their professional education faculty, advisors, cooperating teachers, and other relevant members of the EPP's educational partnerships. The MEdITL program is a graduate-level teacher licensure program designed to meet current guidelines and requirements as delineated through the Tennessee Department of Education and LMU. Candidates should be aware that teacher education requirements are **subject to change** 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 MEdITL candidate is responsible for staying current regarding his/her specific program of study. Each candidate should arrange to meet with the Director and/or Academic Support Assistant regularly. Faculty and staff will disseminate program information each semester and make themselves available to answer questions as needed. 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.

OUTCOMES ASSESSMENT TESTING:
THE edTPA is a national teacher performance assessment. The candidate is required to complete and satisfactorily pass edTPA while enrolled in the EDUC 591. The candidate must submit an edTPA portfolio to Pearson for national scoring (www.edtpa.com). The MEdITL candidate must successfully complete and pass edTPA in their licensure areas as defined by the state of Tennessee. The candidate must meet or exceed the state-required cut score to be licensed to teach in Tennessee, effective January 1, 2019. A Tennessee state-required passing edTPA score in the licensure area must be achieved in order to pass Transition III (EDUC 591). Currently, a passing score is "40" or above.

LMU will provide guidance and support, but ultimately it is the responsibility of the candidate to complete the edTPA portfolio successfully in order to achieve licensure. LMU will provide support on completing the video components, portfolio submission and preparing the candidate to complete and understand the rubrics associated with the candidate's licensure area. Other outcome assessments may be required such as exit portfolio interviews, performance assessments, and key assignments.

INCLEMENT WEATHER POLICY:
Can be found at the following link to LMU's website: http://www.lmunet.edu/student-life/weather-cancellation-notification. Clinical candidates must follow the inclement weather policies of their respective placements/schools, and it is the candidate's responsibility to be informed of and adhere to those policies.
Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are canceled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

Teacher Education Candidate Professional Dispositions

Candidates recommended from LMU to be certified by Tennessee must exhibit Professional Dispositions in their interactions with all stakeholders, including classmates, K-12 cooperating teachers, K-12 administrators, cooperating teachers, students, university faculty, staff, and supervisors while in the university environment and field placements. 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 during all program transitions. Candidates whose dispositions are in question, regardless of academic achievement, are subject to a developmental plan or dismissal at any time during the program when concerns are raised by program faculty. Review boards composed of faculty and chaired by the Director will be held at the end of each semester for those candidates whose dispositions and/or academic achievement are in question. Candidates dismissed during any stage of the program can appeal using the Appeals Policy stated in the Graduate Education catalog.

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

Enhanced Clinical Practice

Student Teaching

Student Teaching is a professional semester that focuses on supervised, mentored teaching experience in at least two classrooms, which may be at different schools. The clinical requires the candidate to teach full-time in an approved K-12 school(s) for a minimum of one semester. The candidate is required to maintain professional liability insurance coverage during the student teaching experience.

Expectations, Roles, and Responsibilities of the MEdITL Candidate Engaged in Student Teaching

The roles and responsibilities of the MEdITL candidate, throughout his/her student teaching experience, are one of a learner. The MEdITL candidate should demonstrate the following:

1. Be punctual and dependable regarding all school-related activities.
2. Notify, as far in advance as possible, the cooperating teacher(s), field supervisor, and school office secretary or administrator, if she/he must be late or absent from student teaching.
3. Inquire about making up any missed time regarding a tardy or absence as soon as possible. (There are no sick leave, vacation, or personal days in the clinical experience.)
4. Understand that she/he is a guest in the PK-12 school and behave accordingly.
5. Acquire a student handbook and employee handbook from the school administrator's office and/or school website.
6. Become familiar with and abide by the PK-12 school rules, regulations, and expectations, including dress code, social media, technology, and professional behavior expected at the school.
7. Take the initiative to ask questions and become familiar with the school, its community, faculty, organization, curriculum, calendar, culture, and physical setting.
8. Be punctual and dependable regarding all school-related activities.
9. In the event of a medical emergency, notify, as far in advance as possible, the cooperating teacher(s), field supervisor, and seminar instructor, if the candidate must be late or absent from student teaching.
10. Demonstrate effective pedagogical skills, as learned in class and on placement.
11. Demonstrate competence in teaching the content knowledge area, while exerting both an effort and a willingness to learn more from an experienced teacher.
12. Be action-oriented and creative; make teaching and learning come alive.
13. Seek assistance from cooperating teachers regarding the appropriate curriculum and methodology for each student and accept the teachers' decisions.
14. Work with the cooperating teacher to develop written weekly lessons for all classes for which the candidate is involved and submit plans to the EDUC 591 seminar professor and field supervisor.
15. Work with the cooperating teacher to develop formal LMU lessons for all classes for which the candidate is responsible and ensure they are submitted to the cooperating teacher.
16. Every week, submit a report, via email attachment, to the EDUC 591 seminar professor and field supervisor. The weekly report should include two items: (1) Weekly overview of instructional plans and (2) Time log.
17. Submit lessons for approval to the field supervisor at least 24 hours prior to implementation.
18. Accept and apply the cooperating teacher's advice and decisions regarding the content to be taught.

19.   Endeavor to establish and maintain effective professional working relationships with the cooperating teacher, administration, faculty, and staff at the host school.
20.   Accept the cooperating teacher's suggestions as a constructive critique and review and study intently any feedback from cooperating teachers regarding planning, teaching, student assessment, classroom management, conferences, and evaluations, using this information to make necessary adjustments.
21.   Keep confidential information, such as student records, and protect such records professionally and responsibly.
22.   Attend all student-teacher seminars as scheduled by the program.
23.   Demonstrate professionalism and a positive attitude to all university and public-school faculty, staff, and students.
24.   Develop oneself as a teaching professional, promoting a positive image of the teaching profession.
25.   Abide by Tennessee Code Annotated 49-5-1001-1005 Tennessee Teacher Code of Ethics.

Consequences for Unprofessional Behavior

Reports of unprofessional behavior or failure to meet the expectations, roles, and responsibilities as outlined above will result in disciplinary consequences. The seminar professor and Director will determine when a candidate meets the criteria for a severe occurrence. The candidate will be immediately removed from the student teaching experience without any previous occurrences or warnings if such is determined. A meeting with appropriate stakeholders will be immediately set up for the determination of what plan of action will be taken with the candidate.

First Occurrence:
The candidate will be warned and made aware of reports of unprofessional behavior. The seminar professor and director, the field supervisor, and/or the mentor teacher, will give the candidate steps to correct or eliminate such behaviors or actions. A disposition form will be completed and signed by the candidate and the appropriate faculty, and a developmental plan may be required for the student teacher.

Second Occurrence:
If the first occurrence is not corrected, or if the candidate has a second report of unprofessional behavior, the candidate will meet with the seminar professor and Director to create a developmental plan. The candidate will be given notice that a third report will result in the termination of student teaching.

Third Occurrence:
If a third incident occurs, student teaching will be terminated, and dismissal from the MEdITL program may occur.

Candidates dismissed during any stage of the program can appeal using the Appeals Policy stated in the Graduate Education catalog and the MEdITL Candidate Handbook.

Student Teaching Policies

Attendance
Student teaching consists of a **minimum of one semester** or **sixteen weeks** (state licensure requires a minimum of 15 weeks). The student teacher is expected to be in attendance every day throughout the entire period of student teaching and to be at the school site, at a minimum, for the same school hours as his/her cooperating teacher. If it is necessary to be late or absent from student teaching, the candidate must notify, as soon as possible, the cooperating teacher, the university field supervisor, the seminar instructor, and the school to which he/she is assigned. Absences of more than two consecutive days will result in a referral to the MEdITL seminar instructor/ Director and may prompt an extension of the dates for the student teaching/clinical experience.

Early dismissal from the student teaching day is not permitted except where necessary to attend a scheduled function that has been pre-approved by the MEdITL seminar instructor. Student teaching is a planned professional semester that requires a student teacher to adhere to his/her cooperating teacher's schedule.

Background Check/Drug Tests
In addition to the Tennessee Cogent TBI-L1 Background Check completed upon program admission, some school systems may require additional testing at the candidate's expense before the candidate may enter the school for field experience or student teaching.

Cancellation of an Assignment
If a reassignment of a field experience becomes necessary, the appropriate school administrator will notify the seminar instructor/Director. These changes will be made only after the approval of the seminar instructor/Director and the appropriate school and district personnel.

Cell Phones and Laptops
Candidate's use of cell phones, laptops, or other electronic devices must follow the protocols of their assigned clinical placement.

Children
The candidate's children are not to be at the host school during student teaching and/or other activities at the school while the candidate is on duty.

Corporal Punishment
Student teachers cannot administer corporal punishment to students or arrange to have someone else administer it. Also, they may not serve as witnesses if school staff members administer corporal punishment.

Course Work
Per Tennessee Licensure Standards and Induction Guidelines, candidates are not to enroll in other course work during their Clinical Practice/Enhanced Student Teaching semester. In exceptional cases, student teachers may seek the approval of the head of the department to take no more than one additional course during this semester, provided the course does not interfere with the student teacher's full participation in all activities associated with student teaching and no other opportunity exists for the student to take the course before completion of the teacher education program.

Professional Appearance
The professional appearance (including dress and grooming) of the student teacher while in the K-12 public school must conform to the standards and expectations of the school for its faculty and of the teaching profession in general. Failure to conform to school dress code standards may result in disciplinary action and jeopardize the successful completion of student teaching and teacher certification.

Professional Liability Insurance
All candidates enrolled in any field or clinical experience in the MEdITL program are required to be protected by professional liability insurance before working or visiting any K-12 school to complete coursework requirements. Insurance through a personal provider must be approved by the university and be equivalent to the amount provided through a professional academic organization. This liability insurance must be current through all field experiences until the end of student teaching. Job Embedded candidates must check with their district to ensure they have professional liability coverage.

Licensure Recommendations
For questions regarding additional licensure recommendations, please contact the Director of Licensure and Testing at (423) 869-6405.

Materials
All student teachers must consult with the cooperating/mentor teachers to learn about the students in the classrooms. This information will include learning about student's accommodations and modifications necessary for lessons, a printed roster of all students in their classroom(s), and a copy of classroom discipline plans.

Placement Locations
Candidates will be assigned two placements during student teaching as a part of licensure requirements. **Student teachers cannot be placed at schools in which an immediate relative is a student or staff member. Placements are at the discretion of the Seminar Instructor/Director and are limited to collaborative partnership districts to address diverse populations and socio-economic status.**

Schedule
It is the student teacher's responsibility to keep the EDUC 591 seminar professor and field supervisor informed of his/her teaching schedule and changes made to that schedule. The student teacher is required to send weekly reflections, via email, about each week's experiences in reflections to both the EDUC 591 professor and the field supervisor. Field supervisors are expected to respond to candidates' reflections each week and copy the seminar instructor with responses.

Social Activities
Student teachers should take the opportunity to broaden contacts with people in the community through social activities open to teachers in the community. Candidates must use tact, discretion, and caution in social interactions and with social media with students and parents. Under no conditions will a candidate date or develop an unprofessional relationship with a student. MEdITL candidates are strongly urged to forgo the use of all social media platforms, especially during the clinical experience semester, and monitor their social media presence on all platforms.

Termination of Student Teaching
A student teacher whose progress is considered unsatisfactory by the LMU field supervisor, the cooperating teacher, LMU MEdITL seminar instructor/ Director may be administratively withdrawn from student teaching. Concerns during the first placement may affect advancement to and completion of the

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second placement and could result in withdrawal from student teaching and program changes. The possibility of re-entry into student teaching will be decided on a case-by-case basis and may include remediation of classes/coursework, a professional developmental plan, and other requirements as determined by the program administration and appropriate stakeholders.

Transportation
It is the responsibility of the student teacher to arrange for his/her transportation to and from the teaching site.

Visits from LMU Field Supervisor
The LMU field supervisor will visit the candidate during student teaching. A preliminary visit will be made early in the placement. A minimum of four official evaluations with at least two unofficial are required during the semester of student teaching. The total number of visits will depend on the student teacher's progress and will be at the discretion of the MEdITL seminar instructor/Director.

Evaluation Format

The MEdITL lessons format has been approved by LMU MEdITL program faculty and staff and should be used for all student teaching evaluations. Student teachers will be evaluated with the Tennessee Educator Acceleration Model (TEAM), based on the evaluation system used by the Tennessee Department of Education. **A minimum of four TEAM evaluations are required** during the semester of student teaching; however, the total number of visits will depend upon the student teacher's progress.

Steps for Evaluation

Twenty-four hours before teaching the lesson, or as instructed by the field supervisor, the student teacher must do the following:

1. Complete the **LMU lessons** with the cooperating teacher's approval and email it to the field supervisor.
2. Gather and have copies of all paperwork needed, including **an extra copy of the lessons** with the cooperating teacher's signature, a seating chart (not identifying students by name), and other relevant forms.
3. Arrange class coverage with the cooperating teacher for the candidate to meet with the field supervisor for a post-observation conference immediately following the teaching of the lesson.

On the day of the observation, the candidate must do the following:

1. Arrange seating for the field supervisor where he/she may view and hear instruction but not distract from learning.
2. Have all paperwork, including the lessons and seating chart, readily available for the field supervisor.
3. Meet with the field supervisor after the lesson to reflect on the lesson and complete the paperwork.
4. Make a copy of all the paperwork for your files.
5. Use the information/feedback from the evaluation to prepare for future lessons.

Helpful Key Terms

Adjunct faculty Part-time Faculty in the professional education unit who are not full-time employees of the institution

Assessment An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiency, outcomes, or standards have been mastered by the candidate

Candidate Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals; candidates are distinguished from *students* in P–12 schools

Clinical Practice Student teaching, job embedded, internship

Constructivist Theory Method of teaching where learners actively engage in the learning process where they build upon prior knowledge and previous experience

Cooperating Teacher Mentoring teacher during clinical practice and/or field experiences

Field Experiences A variety of early and ongoing field-based opportunities in which the candidate may observe, assist, tutor, instruct, and/or conduct research; may occur in off-campus settings such as schools, community centers, or homeless shelters

Field Supervisors Those individuals, employed by LMU, who observe candidates in field and clinical experiences

InTASC The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers that has developed model performance-based standards and assessments for the licensure of teachers

Licensure The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional

Philosophy of Education Preparing professional educators of distinction to make a positive impact on this generation and the next in the areas of education, values, and service

Professional Development Opportunities for educators to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools

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Professional Dispositions	Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities
Proficiencies	University required knowledge and skills
Service-Learning	A teaching/learning method that integrates community service into academic courses, using structured reflective thinking to enhance learning of course content
Students	Individuals in P-12 schools; distinguished from *candidates* in the Initial Teacher Licensure program
Student Teaching	Pre-service clinical practice in P–12 schools for candidates preparing to teach

GO REACT VIDEOS

Go React is an electronic storage platform. During the semester, submit at **least two videos** of your instructional practice during student teaching. These may be the official TEAM observations. Make sure to review your videos and provide self-reflective feedback for your seminar professor. Each video should be no more than 30 minutes in length.

Introduction Email to District/Partner School

Information on Lincoln Memorial University's Student Teaching Program

Greetings,

This communication provides an introductory overview of Lincoln Memorial University's (LMU) student teaching program, an essential component of our Master of Education with Teacher Licensure (MEdTL) program. We aim to collaborate with our state partner designated districts in placing our student teachers and appreciate your partnership in supporting the development of future educators.

Overview of the MEdTL Program
Our MEdTL program prepares candidates for licensure in Elementary, K-12, Secondary Education, and Special Education. The program aligns with the guidelines and requirements of the Tennessee Department of Education, ensuring that our candidates are well-equipped to meet the diverse needs of today's classrooms.

Clinical Practice and Student Teaching
Student teaching is a cornerstone of our program, providing candidates with supervised, mentored teaching experience. Key aspects include:

> ***Full-Time Teaching Experience:*** Candidates teach full-time in an approved K-12 school for a minimum of one semester, involving placements in at least two classrooms, which may include different schools.
> ***Supervision and Support:*** Each candidate is supported by cooperating teachers and LMU field supervisors, who provide ongoing feedback and guidance to the candidate.
> ***Professional Liability Insurance:*** Candidates are required to maintain professional liability insurance throughout their student teaching. Our student teachers are insured through STEA.

Expectations of Cooperating Teachers
We greatly value the role of cooperating teachers provided by your district. These educators are crucial in shaping the professional development of our student teachers. Expectations for cooperating teachers include:

1. Qualifications: Cooperating teachers must hold a master's degree and be high-performing teachers in areas of principal evaluation and student achievement.
2. Guidance and Support: Provide consistent feedback and support to the student teacher, helping them to refine their teaching practices.
3. Modeling Best Practices: Demonstrate effective teaching strategies, classroom management, and professional behavior while also sharing teaching responsibilities.
4. Collaboration: Work closely with the LMU field supervisor to evaluate the student teacher's performance and provide constructive feedback.
5. Professional Development: Engage in discussions about curriculum, lessons, and instructional techniques to enhance the student teacher's learning experience.
6. Evaluation: Participate in the formal assessment of the student teacher's progress using tools provided by LMU and contribute to the development of the student teacher's professional growth plan.

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Program Expectations and Responsibilities
Our student teachers are expected to demonstrate professionalism and commitment to their roles as learners. Some highlighted responsibilities include:

1. Punctuality and Dependability: Candidates must be punctual and adhere to the schedules and rules of their assigned schools.
2. Professional Conduct: Adherence to the Tennessee Teacher Code of Ethics and school policies is mandatory.
3. Engagement and Initiative: Candidates are encouraged to actively participate in school activities and seek feedback to improve their teaching practices.

Assessment and Evaluation
Candidates are assessed using the following methods:

edTPA: This national teacher performance assessment is a requirement for licensure. Candidates submit a portfolio for national scoring and must achieve the state-required passing score to proceed.
TEAM Evaluations: Using the Tennessee Educator Acceleration Model (TEAM), candidates are evaluated based on their lessons and teaching performance during field supervisor visits.

Policy Adherence
Candidates are expected to comply with all district policies regarding attendance, professional appearance, and the use of technology and social media in their placement schools while also following the Tennessee Department of Education and LMU Code of Ethics.

We work closely with our partner districts to ensure that our candidates are placed in diverse and supportive environments. Our goal is to foster mutually beneficial partnerships that contribute to the professional growth of our student teachers and the educational outcomes of the schools they serve.

We are committed to preparing highly qualified teachers who are ready to meet the challenges of today's classrooms, including those in Special Education. We appreciate your support in providing our candidates with valuable teaching experience and look forward to continuing our partnership.

If you have any questions or require further information, please do not hesitate to contact us.

Thank you for your collaboration.

Warm regards,

Susan Wagner, Ph.D.
Director and Associate Professor,
Master of Education in Initial Teacher Licensure
Carter & Moyers School of Education
Susan.Wagner@LMUnet.edu

InTASC Standards, Goals, and Performance Expectations

A primary purpose of the MEd program is to prepare teachers who demonstrate acquisition of appropriate content knowledge, skills, and professional dispositions, that enable them to be effective and successful in the classrooms, *to make positive impacts on this generation and the next* **For a complete listing of the InTASC Standards:**

https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10

The Learner and Learning		
Standard 1	Learner Development	*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*
Standard 2	Learning Differences	*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*
Standard 3	Learning Environments	*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*
Content		
Standard 4	Content Knowledge	*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches & creates learning experiences that make these aspects of the discipline accessible & meaningful for learners to assure mastery of the content.*
Standard 5	Application of Content	*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*
Instruction		
Standard 6	Assessment	*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's & learner's decision-making*
Standard 7	Planning for Instruction	*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, as well as knowledge of learners & the community context.*
Standard 8	Instructional Strategies	*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, & to build skills to apply knowledge in meaningful ways.*
Professional Responsibility		
Standard 9	Professional Learning and Ethical Practices	*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*
Standard 10	Leadership and Collaboration	*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Professional Disposition Form

The Educator Disposition Assessment is to be completed online by the student teaching seminar instructor at the end of the student teaching experience or as requested by MEdTL program.

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number on the online version of the form. 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	Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice. Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation. Choice of vocabulary is either too difficult or too simplistic.	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. Strives to vary oral communication as evidenced of some students demonstrating a lack of participation. Occasionally uses vocabulary that is either too difficult or too simplistic.	Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment. Varies oral communication as evidenced by encouraging participatory behaviors. Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary.
COMMENTS:			
Disposition 2- Demonstrates Effective Written Communication Skills	Communicates in tones that are harsh or negative as evidenced by fostering negative responses. Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes.	Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses. Demonstrates common errors in spelling and grammar.	Communicates respectfully and positively with all stakeholders as 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	Delayed response to communications and late submission of assignments. Not consistently punctual and/or has absences.	Responds promptly to communications and submits all assignments. Consistently exhibits punctuality and attendance.

	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.	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.	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	Demonstrates inequitable embracement of all diversities.	Goes through the expected and superficial motions to embrace all diversities.	Embraces all diversities as evidenced by implementing

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

Instructional Plans

LMU MEdITL Weekly Instructional Plans (Complete for every class, subject and day)

Student Teacher: _____ Grade: _____ Subject/s _____ School: _____

Cooperating Teacher: _____ Class Period/Block #_____ Time Start & End_____

Week # _____ Dates_____	Monday	Tuesday	Wednesday	Thursday	Friday
Curriculum Standard(s)					
Lesson Goal/ Essential Question					
Lesson Objective(s)					
Academic Vocabulary					
Formative Assessment					
Summative Assessment					
Instructional Activity					
Differentiation/ Modifications/ Accommodations					

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FORMAL LESSONS

Name:		Unit/Lesson Title:	
Date:		Grade Level:	

Curriculum Standards:	Central Focus:
Use current State Curriculum Standards Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts. *Unpack the standards to determine your* ***language demand*** *for the unit/lesson.*	*What is the Central Focus of this Unit/Lesson?* The central focus is an understanding that you want your students to develop. It is a description of the important identifiable **theme**, **essential question**, or **topic** within the curriculum (standards) that is the purpose of the instruction.

	Central Focus:
	Secondary: Essential Question/s
	Elementary: "I Can" statement/s

Lesson Objective (contains your Language Function)
*You must include and identify a **Bloom's verb** for your **language function** and the **language demand** the "what" from your state standard. Follow SMART requirements:*

Academic Language
Plan instruction to center and support your **Language Function** and **language demand** *What opportunities will you provide for students to practice content language/vocabulary and develop fluency?*

Academic Vocabulary:
*Include the **Language Function** contained in the lesson objective:*

Discipline-Specific Tier III Vocabulary:

Literacy Component:
How will you select and use complex text to support students' vocabulary and knowledge acquisition? What reading levels have you planned for?

Language Supports
Discourse:
Discourse is not only how the students communicate in the classroom, but also the language the teacher and students use to communicate the **Language Function** *and vocabulary of the lesson.*
Syntax: *What conventions, symbols, tables, and graphs will your students be using to represent information?*
What is your rationale for these instructional decisions? Cite theoretical reasoning and research.

Planned Supports for Meeting Individual Student Needs		
All Students		
Identify students who may struggle to meet the learning objective/language function of this lesson:		
Initials	**Evidence for Differentiation Needs:** *Reading levels, Tiers, IEP, 504, and/or Gifted*	**How will you differentiate?** *Engagement, Representation, Action & Expression*
Classroom Management: *What classroom management rules and procedures are essential to this lesson? Are there any management and/or safety issues that need to be considered when teaching this lesson?*		
What technology supports or integration are included in this lessons (as appropriate and available)?		
What is your rationale for these instructional decisions? Cite theoretical reasoning and research.		

Assessment and Evaluation		
Pre-Assessment:		
What do the students know?	***What can the student do?***	***What students are still learning?***

Formative/Informal Assessment:
How will students demonstrate an understanding of lesson objective/s and language function?
How will you monitor and/or give feedback?
You must assess your objective/language function, and the language demands from your standard.

Summative/Formal Assessment:
What data/evidence will you collect and how will you document student learning and mastery of the Unit Central Focus and/or Lesson Objective/Language Function the language demand from your standards?

What is your rationale for these instructional decisions? Cite theoretical reasoning and research.

Instruction

Questioning:
Pre-plan Higher-Order questions and or activities centered around the language function for discourse here. Use Webb's Depth of Knowledge to increase rigor and higher-order thinking.

Technology for Instruction:
What technology will be used for this lesson?

Set/Motivator:
How will you engage student interest in the content of the lesson? Use your knowledge of students' academic, social, and cultural characteristics.

Instruction:
Clearly label explicit parts of your lesson model: Model/Procedures/Learning Tasks:
Provide specific details of lesson content and delivery.
Your bulleted, scripted, or numbered procedures MUST include the following:
Instructional Model, Student Engagement strategies or group work, and Independent Work.

Closure:
Revisit your Essential Question or "I Can" statement.
*How will **your students** verbalize or demonstrate their learning or skills around the **language function** one more time?*
May state future learning or next lesson's goals in unit.

Co-Teaching Strategy (*if used*)

Virtual Instruction (If required): What changes will be needed for this lesson to be taught virtually?

Materials and Resources			
What does the Teacher Need for this Lesson?	*What Technology Supports Does the Teacher need for this lesson?*	*What do the students need for this lesson?*	*What Technology Supports Do the Students need for this lesson?*

What is your rationale for these instructional decisions? Cite theoretical reasoning and research

Reflection:
Effective teachers reflect on their lessons. Answer these questions below:
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?
How effective was your use of technology? Your students' use of technology?
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.*
Additional thoughts and reflections:
What is your rationale for these instructional decisions? Cite theoretical reasoning and research

References:
List sources for materials used, research and theory cited.

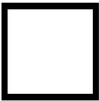_____   _____

Teacher Candidate Signature/Date   Supervisor/Date

TEAM General Educator Evaluation Rubric

General Educator Rubric: Planning

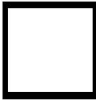|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards,
	  ○ are sequenced from basic to complex,
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, 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:
		• goals aligned to state content standards,
		• activities, materials, and assessments that:
		  ○ are aligned to state standards,
		  ○ are sequenced from basic to complex,
		  ○ build on prior student knowledge, 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:
			• few goals aligned to state content standards,
			• activities, materials, and assessments that:
			  ○ are rarely aligned to state standards,
			  ○ are rarely logically sequenced,
			  ○ rarely build on prior student knowledge, 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: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, • draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it, • draw conclusions and support them through writing, and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information, • rarely draw conclusions and support them through writing, and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks; and • include performance checks throughout the school year.	Assessment plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and • include performance checks, although the purpose of these checks is not clear.

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General Educator Rubric: Environment

|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but 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.	• Students are not well behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests, • is organized and understandable to all students, • supplies, equipment, and resources are all easily and readily accessible, • displays student work that frequently changes, and • is arranged to promote individual and group learning.	The classroom: • welcomes most members and guests, • is organized and understandable to most students, • supplies, equipment, and resources are accessible, • displays student work, and • is arranged to promote individual and group learning.	The classroom: • is somewhat cold and uninviting, • is not well organized and understandable to students, • supplies, equipment, and resources are difficult to access, • does not display student work, and • is not arranged to promote group learning.
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

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General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• All learning objectives are clearly and explicitly communicated, connected to 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).	• 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).	• 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	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • relevant, coherent, or essential information.

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General Educator Rubric: Instruction

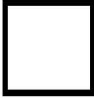|	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but 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.

Activities and Materials	• Activities and materials include all of the following:
	  ○ support the lesson objectives,
	  ○ are challenging,
	  ○ sustain students' attention,
	  ○ elicit a variety of thinking,
	  ○ provide time for reflection,
	  ○ are relevant to students' lives,
	  ○ provide opportunities for student-to-student interaction,
	  ○ induce student curiosity and suspense,
	  ○ provide students with choices,
	  ○ incorporate multimedia and technology, and
	  ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
	• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.
	• The preponderance of activities demand complex thinking and analysis.
	• Texts and tasks are appropriately complex.
		• Activities and materials include most of the following:
		  ○ support the lesson objectives,
		  ○ are challenging,
		  ○ sustain students' attention,
		  ○ elicit a variety of thinking;
		  ○ provide time for reflection,
		  ○ are relevant to students' lives,
		  ○ provide opportunities for student-to-student interaction,
		  ○ induce student curiosity and suspense;
		  ○ provide students with choices,
		  ○ incorporate multimedia and technology, and
		  ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
		• Texts and tasks are appropriately complex.
			• Activities and materials include few of the following:
			  ○ support the lesson objectives,
			  ○ are challenging,
			  ○ sustain students' attention,
			  ○ elicit a variety of thinking,
			  ○ provide time for reflection,
			  ○ are relevant to students' lives,
			  ○ provide opportunities for student 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.).

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General Educator Rubric: Instruction

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

Questioning	• Teacher questions are varied and high quality, providing a balanced mix of question types:
	   ○ knowledge and comprehension,
	   ○ application and analysis, and
	   ○ creation and evaluation.
	• Questions require students to regularly cite evidence throughout lesson.
	• Questions are consistently purposeful and coherent.
	• A high frequency of questions is asked.
	• Questions are consistently sequenced with attention to the instructional goals.
	• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
	• Wait time (3-5 seconds) is consistently provided.
	• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
	• Students generate questions that lead to further inquiry and self-directed learning.
	• Questions regularly assess and advance student understanding.
	• When text is involved, majority of questions are text-based.
		• Teacher questions are varied and high quality providing for some, but not all, question types:
		   ○ knowledge and comprehension,
		   ○ application and analysis, and
		   ○ creation and evaluation.
		• Questions usually require students to cite evidence.
		• Questions are usually purposeful and coherent.
		• A moderate frequency of questions asked.
		• Questions are sometimes sequenced with attention to the instructional goals.
		• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
		• Wait time is sometimes provided.
		• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
		• When text is involved, majority of questions are text-based.
			• Teacher questions are inconsistent in quality and include few question types:
			   ○ knowledge and comprehension,
			   ○ application and analysis, and
			   ○ creation and evaluation.
			• Questions are random and lack coherence.
			• A low frequency of questions is asked.
			• Questions are rarely sequenced with attention to the instructional goals.
			• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
			• Wait time is inconsistently provided.
			• The teacher mostly calls on volunteers and high-ability students.

Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, high quality and references expectations. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in a disconnected manner.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

General Educator Rubric: Instruction

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

Thinking	• The teacher thoroughly teaches two or more types of thinking:
	  ○ 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:
	  ○ 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.
		• The teacher thoroughly teaches one or more types of thinking:
		  ○ 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:
		  ○ generate a variety of ideas and alternatives, and
		  ○ analyze problems from multiple perspectives and viewpoints.
			• The teacher implements no learning experiences that thoroughly teach any type of thinking.
			• The teacher provides no opportunities where students:
			  ○ generate a variety of ideas and alternatives, or
			  ○ analyze problems from multiple perspectives and viewpoints.

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

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The TEAM General Educator Evaluation Rubric
Modified for LMU Student Teachers

TEAM ASSESSMENT Page 1:

Designing and Planning Instruction	Observer Score	Self-Score
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		
Learning Environment	**Observer Score**	**Self-Score**
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Instruction	**Observer Score**	**Self-Score**
Standards and Objectives ((SO)		
Motivating Students (MS)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing ((LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		

The TEAM General Educator Evaluation Rubric Modified for LMU Student Teachers

TEAM ASSESSMENT Page 2:

Observer _____

Announced _____ Unannounced _____

Student Teacher Observed   _____

School Name _____

Observation Number _____

Date: ____/_____/_____   Time: _____

Observer Reflection on Observation (Optional):

Refinement:

Reinforcement:

Teacher Reflection on Observation (Optional):

Refinement:

Reinforcement:

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

Observer's Signature _____   Date _____

Student Teacher's Signature _____   Date _____

edTPA (Local Evaluation) in Watermark

INSTRUCTIONS edTPA EDUC 591

Submit an acceptable edTPA portfolio into edTPA 591 in Watermark by the assigned date.

edTPA Submission to Pearson for National Scoring

INSTRUCTIONS
Key Assignment
After the final draft of the edTPA Portfolios, is acceptably submitted into Watermark, submit a final edTPA portfolio to Pearson for national scoring at www.edtpa.com
(with approval from the EDUC 591 Seminar Professor).

Key Assignment # 1: Educator Growth Reflection in EDUC 591 Watermark

INSTRUCTIONS
Key Assignment #1
EDUC 591: Educator Growth Reflection

Before beginning Key # 1 Reflection Assignment in Watermark, **be sure you have filmed two Go React Videos of your instruction.** Be sure that you viewed and critiqued the two videos and made reflective comments directly on the videos in Go React.

Be sure to complete Key #1 in EDUC 591 in Watermark.

Reflective practice and lifelong learning are key goals for professional educators throughout their careers. In clinical practice, MEdITL candidates are prompted to regularly reflect upon their experiences.

For key assignment 1, the candidate will **compose a reflection to respond to the following questions, using the template in Watermark for response**.

Questions for Reflection

InTASC Component 1: The Learner and Learning:
1. In what ways have you demonstrated your continued growth in terms of knowledge, skills and values regarding learners and the learning environment?

InTASC Component 2: Content Knowledge:

2. In what ways have you demonstrated your continued growth in terms of knowledge, skills and values with regard to your own subject and how to teach it?

InTASC Component 3: Instructional Practice:

3. In what ways have you demonstrated your continued growth in terms of knowledge, skills and values with regard to planning and the use of a variety of instructional strategies?

InTASC Component 4 Professional Responsibilities:

4. In what ways have you demonstrated your continued growth in terms of knowledge, skills and values with regard to your own professional growth, leadership and collaboration?

GoReact:

5. In what ways were viewing your GoReact videos, for reflection and your personal feedback, helpful to you? What did you notice about your learners and the learning environment, your content knowledge, your instructional practice, and your professional growth and responsibilities?

Key Assignment #1 Rubric EDUC 591: Educator Growth Reflection

	Above Sufficient	**At Sufficient**	**Below Sufficient**
The Learner & Learning *InTASC 1-3* *EPP 1* *edTPA rubrics: 1-9, 14* *CAEP 1*	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to the learner and the learning environment, citing **specific events by week** and providing two or more reasons for growth **and plans for future growth.**	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to the learner and the learning environment, citing specific events by week and providing two or more reasons for growth.	Candidate composes reflection to address learner and the learning environment.
Content *InTASC 4, 5* *EPP 2* *edTPA rubrics: 1-9, 14* *CAEP 1*	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to content knowledge and application of content, citing **specific events by week** and providing two or more reasons for growth **and plans for future growth.**	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to content knowledge and application of content, citing specific events by week and providing two or more reasons for growth.	Candidate composes reflection to address content knowledge and application of content.
Instructional Practice *InTASC 6-8* *EPP 3* *edTPA rubrics: 1-9, 11-13, 15* *CAEP 1*	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to planning and instructional strategies, citing **specific events by week** and providing two or more reasons for growth **and plans for future growth.**	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to planning and instructional strategies, citing specific events by week and providing two or more reasons for growth.	Candidate composes reflection to address planning and instructional strategies.
Professionalism, Leadership & Collaboration *InTASC 9, 10* *EPP 4* *edTPA rubrics: 10, 15* *CAEP 1*	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to professionalism, collaboration and leadership, citing **specific events by week** and providing two or more reasons for growth **and plans for future growth.**	Candidate composes reflection to address growth in knowledge, skills and dispositions in relation to professionalism, collaboration and leadership, citing specific events by week and providing two or more reasons for growth.	Candidate composes reflection to address planning and instructional professionalism, collaboration and leadership.
Quality of Written Communication	The Candidate demonstrates HIGH QUALITY of work that addresses ALL of the following: (1) errorless writing in terms of spelling, grammar, word choice, punctuation and sentence construction; (2) attention to detail, referencing InTASC standards and indicators where relevant and (3) organization of information & timeliness in submission. .	The Candidate demonstrates ADEQUATE QUALITY of work as indicated that addresses MOST of the following: (1) errorless writing in terms of spelling, grammar, word choice, punctuation and sentence construction; (2) attention to detail, referencing InTASC standards and indicators where relevant and (3) organization of information and timeliness in submission.	The Candidate demonstrates UNACCEPTABLE QUALITY of work that addresses FEW of the following: (1) errorless writing in terms of spelling, grammar, word choice, punctuation and sentence construction; (2) attention to detail, referencing InTASC standards and indicators where relevant and (3) organization of information and timeliness in submission.

Key Assignment # 2: The Exit Portfolio Interview

INSTRUCTIONS
Key Assignment #2
EDUC 591: Exit Portfolio Interview (Group Interview)

Exit Portfolio Interview (Group Interview)

The goal of the MEdITL program is to prepare educators of distinction to make a positive impact on today and tomorrow's learners. As a culminating activity and one summative assessment, the MEdITL candidates will complete a group interview with MEdITL faculty members, field supervisors, and school site representatives. Candidates will be in small groups and will present the InTASC portfolio with artifacts collected during the semester.

Artifacts will represent each of the ten InTASC standards and the following four domains:

1. **The Learner & Learning**
2. **Content**
3. **Instructional Practice**
4. **Professional Responsibility**

In presenting and discussing the portfolios, the candidates will exhibit positive dispositions in the following areas:
1. **Critical Thinking**
2. **Communication and Interaction**
3. **Professionalism**
4. **Leadership**

Key Assignment #2 EDUC 591: Exit Interview (Group Interview) Rubric A

	Above Expectations	At Expectations	Below Expectations
Critical Thinking *InTASC 1-10* *EPP1-4* *edTPA rubrics: 1-15* *CAEP 1*	Candidate addresses all aspects of interview questions in a logical <u>and varied</u> way, providing specific personal experiences and evidence from student teaching. Candidate provides details to acknowledge complexities of issues with relevance to context, taking specific positions while honoring others' points of view. Candidate provides makes multiple points in each response, prioritizing statements to demonstrate a larger point of view.	Candidate addresses all aspects of interview questions in a logical way, providing specific personal experiences and evidence from student teaching/job embedded. Candidate provides details to acknowledge complexities of issues with relevance to context, taking specific positions while honoring others' points of view.	Candidate provides minimal response to question without evidence or personal experience.
Communication & Interaction *InTASC 1-10* *EPP1-4* *edTPA rubrics: 1-15* *CAEP*	Candidate provides clear, concise & organized responses with precise word choice, correct grammar and professional vocabulary. **Candidate avoids verbal fillers, hesitations, and slang.** Candidate shows appropriate vocal quality, poise, and posture to indicate active listening and a positive rapport with interviewers and group members. **Candidate communicates sensitivity and respect in response to others' responses.**	Candidate provides clear, concise and organized responses with precise word choice, correct grammar and professional vocabulary. Candidate shows appropriate vocal quality, poise, and posture to indicate active listening and a positive rapport with interviewers and group members.	Candidate includes irrelevant information, uses informal register, and incorrect or improper word choices. Candidate appears nervous and uncomfortable. Candidate appears to ignore group members' responses.
Professionalism *InTASC 1-10* *EPP1-4* *edTPA rubrics: 1-15* *CAEP*	Candidate arrives promptly and is <u>ready to begin interview</u>. Candidate dresses professionally for interview, going above and beyond **typical day-to-day, office, casual dress**. Candidate shows appropriate gravitas, self-assurance and preparation. Candidate demonstrates appropriate confidentiality & respect for others<u>.</u> **Candidate shows enthusiasm for topics and readiness for teaching career.**	The candidate arrives promptly and dresses professionally for interview. Candidate shows appropriate gravitas, self-assurance and preparation. Candidate demonstrates appropriate confidentiality and respect for others.	The candidate arrives late and is not ready to begin interviews. Candidate dresses in casual attire or is unkempt in appearance. Candidate does not appear to take interview seriously. Candidate is unprepared and lacks confidence. Candidate violates confidentiality and/or is disrespectful to interviewers or group members.
Leadership *InTASC 1-10* *EPP1-4* *edTPA rubrics: 1-15* *CAEP*	Candidate establishes a positive & confident presence, taking initiative as appropriate and empowering others to respond. Candidate demonstrates ability to honestly self-assess and reflect. **Candidate clearly communicates a servant-leadership approach to the profession, coupled with a growth mindset.**	Candidate establishes a positive & confident presence, taking initiative as appropriate and empowering others to respond. Candidate demonstrates ability to honestly self-assess and reflect.	Candidate appears timid or communicates negatively. Candidate speaks over others. Candidate does not indicate honest nor clear self-appraisal or ability to reflect on practice.
Commitment to Learners	Candidate provides responses which consistently indicate high	Candidate provides responses which regularly indicate high	Candidate provides responses which indicate minimal

InTASC 1-10 EPP1-4 edTPA rubrics: 1-15 CAEP	expectations for learners, respect for cultural differences, and compassion for those in difficult circumstances. Candidate makes statements to indicate he/she understands his/her success as an educator is indicated through evidence of learners' growth and achievement. Candidate articulates responsiveness to his/her environment and adaptability to the teaching context.	expectations for learners, respect for cultural differences, and compassion for those in difficult circumstances. Candidate makes statements to indicate he/she understands his/her success as an educator is indicated through evidence of learners' growth and achievement.	expectations for learners, show little respect for cultural differences, and no compassion for those in difficulty. Candidate makes statements which focus solely on his/her work rather than the achievement or growth of his/her learners.

Final: _____pass   _____fail

Alignment of edTPA Rubrics with InTASC Standards

edTPA Tasks	edTPA Rubrics	InTASC Model Core Teaching Standards			
		Category 1: The Learner and Learning (Standards 1--3)	Category 2: Content (Standards 4--5)	Category 3: Instructional Practice (Standards 6--8)	Category 4: Professional Responsibility (Standards 9--10)
Task 1: Planning	1: Planning for Content Understandings	2 3	4	7 8	
	2: Planning to Support Varied Student Needs	1 2	4	7 8	
	3: Using Knowledge of Students to Inform Teaching and Learning	1 2	4	7	
	4: Identifying and Supporting Language Demands	1 2	4 5	8	
	5: Planning Assessments to Monitor and Support Student Learning	1		6 8	
Task 2: Instruction	6: Learning Environment	2 3		8	
	7: Engaging Students in Learning	2 3	4 5	8	
	8: Deepening Student Learning	3	4 5	8	
	9: Subject--Specific Pedagogy	3	4 5	8	
	10: Analyzing Teaching Effectiveness				9
Task 3: Assessment	11: Analysis of Student Learning			6	
	12: Providing Feedback to Guide Learning			6	
	13: Student Use of Feedback			6	
	14: Analyzing Students' Language Use and Content Learning	1 2	4 5		
	15: Using Assessment to Inform Instruction			6 7 8	9

High Leverage Practices in Special Education (HLPs)

What are HLPs?

*"A set of practices that are fundamental to support…student learning,
and that can be taught, learned and implemented by those entering the profession."*

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education, 96(5),* 878-903.

What were Criteria for HLP Development?

1. Focus directly on instructional practice.
2. Occur with high frequency in teaching.
3. Research based and known to foster student engagement and learning.
4. Broadly applicable and usable in any content area or approach to teaching.
5. Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration
1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment
4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral
7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students 'learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction
11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Council for Exceptional Children 2900 Crystal Drive, Suite 100
Arlington, VA 22202 – 3557
(P) (703) 620 - 3660; (Toll-free) (866) 915 - 5000; (TTY) (866) 915 - 5000; (F) (703) 264 – 9494
www.cec.sped.org

Evaluation to be Completed by The Student Teacher
at the End of the Clinical
and
Code of Ethics to Be Read and Signed at the Beginning of the Clinical

Program Evaluation to be Completed Online at the End of the Clinical Experience.

(Please Check)
M. Ed: _____

Lincoln Memorial University
Carter & Moyers School of Education-
EVALUATION OF <u>PROGRAM</u> for Initial Teacher Licensure
(LINK TO ONLINE FORM WILL BE DISSEMINATED AND COMPLETED ONLINE)

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.

1 - Not at all prepared   2 - Somewhat prepared   3 - Prepared   4 - Very Prepared

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.

                                        1   2   3   4

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.

                                        1   2   3   4

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, and self-motivation.

                                        1   2   3   4

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 ensure mastery of the content.   1   2   3   4

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.

<div align="center">

1   **2**   **3**   **4**

</div>

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.

<div align="center">

1   **2**   **3**   **4**

</div>

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.

<div align="center">

1   **2**   **3**   **4**

</div>

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.

<div align="center">

1   **2**   **3**   **4**

</div>

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.

<div align="center">

1   **2**   **3**   **4**

</div>

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.

<div align="center">

1   **2**   **3**   **4**

</div>

COMMENTS

Graduate Initial Teacher Licensure Program

Statement of Ethics to be read and signed at the beginning of the clinical experiences, by the candidate

As a teacher education candidate who represents Lincoln Memorial University, I will work toward the best interest of all stakeholders, including my classmates, university faculty and staff, K-12 school administrators, cooperating teachers and students, and the community at large.

As a teacher education candidate, it is my responsibility to maintain standards of exemplary professional behavior at all times. I will be observed and evaluated by university faculty, peers, K-12 school administrators and cooperating teachers, and professional education faculty.

In the best interests of Lincoln Memorial University, the Carter & Moyers School of Education, and the Graduate Initial Teacher Licensure program, I agree to uphold the following ethical standards listed below:

- Exemplify quality academic and professional standards and ethical behaviors as noted in the Graduate Initial Licensure program;
- Abide by the LMU mission statement and policies;
- Demonstrate a commitment to achieve the mission and goals of the MEdITL Program;
- Demonstrate a commitment to achieve K-12 partnership goals;
- Fulfill MEdITL program responsibilities with honesty and integrity;
- Demonstrate a willingness to adjust to changes as needed to provide a positive and caring, learning environment;
- Avoid sharing information that is confidential;
- Refrain from any falsification of records (i.e., observation logs, journals, applications, etc.) and plagiarism;
- Demonstrate respect to all stakeholders as defined above;
- Avoid using positions for personal gain through political, social, religious, and economic arenas, or any other influences;
- Be on time and attend classes;
- Be on time and attend any and all K-12 Partnership meetings, activities, and events;
- Make positive decisions about my professional growth and development;
- Demonstrate support for decisions made by the MEdITL program.

Additionally, I agree to always strive to embody the principles of the Tennessee Teacher Code of Ethics listed below:

49-5-1002. Legislative findings.
The general assembly finds and declares that:

(1) An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards; and

(2) An educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

49-5-1003. Educator's obligations to students.
(a) An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

(b) In fulfillment of this obligation to the student, an educator shall:
    (1) Not unreasonably restrain the student from independent action in the pursuit of learning;
    (2) Not unreasonably deny the student access to varying points of view;
    (3) Not deliberately suppress or distort subject matter relevant to the student's progress;
    (4) Make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
    (5) Not intentionally expose the student to embarrassment or disparagement;
    (6) Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly:
        (a) Exclude any student from participation in any program;
        (b) Deny benefits to any student; or
        (c) Grant any advantage to any student;
    (7) Not use professional relationships with students for private advantage; and
    (8) Not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

49-5-1004. Educator's obligations to the education profession.
(a) The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

(b) In fulfillment of this obligation to the profession, an educator shall not:
    (1) Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position;
    (2) Misrepresent the educator's professional qualifications;
    (3) Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;

(4) Knowingly make a false statement concerning the qualifications of a candidate for a professional position;

(5) Assist a non-educator in the unauthorized practice of teaching;

(6) Disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law;

(7) Knowingly make false or malicious statements about a colleague; and

(8) Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

I have read and understand the Statement of Ethics and I agree to abide by these standards and program requirements.

_____   _____
                          Signature   Date

The Cooperating/Mentor Teacher

Models Best Practices

Guides and Mentors the Student Teacher
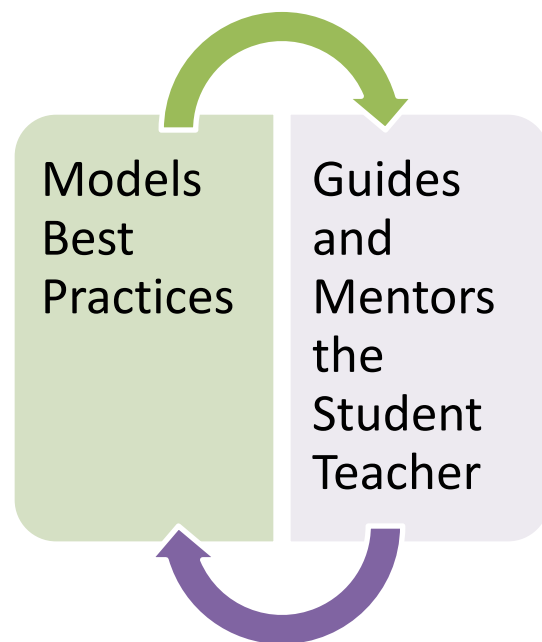
Cooperating Teachers/Mentors

Cooperating Teacher Selection

Cooperating teachers are selected based on the following criteria:

- Licensed in Tennessee, preferably at master's-level or above.
- Licensed in Tennessee in candidate's subject area of supervision.
- Have at least three years of experience in the content area.
- Be a demonstrated mentor (nominated by school designee).
- Be a highly effective teacher as identified by the district and SDE (e.g., level 4 or 5 mentor teacher).
- Demonstrate willingness to assume the role of mentor by:
  - Supervising candidate's instructional activities, observing candidate, and providing and documenting formative performance feedback.
  - Demonstrating effective classroom instruction to the candidate.
  - Being present in the classroom with the candidate (or designate another appropriate individual for unexpected short-term absences).
  - Meeting daily with the candidate 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 the field supervisor to identify the candidate needs, plan assistance strategies, discuss candidate progress, and participate in orientation and training for the candidate.
  - Providing pedagogical instruction to the candidate as determined in cooperation with the student teaching team.
  - Assisting in the candidate evaluation.
  - Assisting the candidate in identifying a central focus for the learning segment for edTPA.
  - Assisting the candidate in selecting an appropriate area for videotaping the learning sequence.
  - Serving on committees or entrance/exit interviews.
- Be recommended by the principal to serve as a mentor.

Cooperating Teacher Expectations

During the semester, the cooperating teacher will be asked to do the following:

- Serve as a mentor by supervising candidates in instructional activities and providing and documenting formative performance feedback.
- Participate in co-teaching with the candidate in the classroom.
- Demonstrate effective classroom instruction and classroom management techniques to the candidate.
- Be present in the classroom while clinical experience candidates are in the classroom.
- Meet regularly with the candidate to provide assistance in planning and instruction, diagnosing learner needs and differences, evaluating student progress, developing classroom management skills, selecting teaching strategies and instructional materials, and adapting to the school culture.
- Communicate with field supervisors to identify candidate needs, plan assistance strategies, and discuss candidate progress.
- Contact appropriate LMU personnel immediately if a problem arises.
- Attend training by LMU in person or online.

Complete the forms linked below:

- Cooperating Teacher Profile – Cooperating teachers should complete this at the beginning of the semester.
- Cooperating Teacher Observation Form – **Access code** "**ct123**". Cooperating teachers should complete this for the lesson observation.
- Clinical Technology Use Assessment – This should be completed by the field supervisor at the end of the semester.
- Evaluation of Field Supervisor by Cooperating Teacher – Cooperating teachers should complete this at the end of the semester.
- Disposition Survey- Cooperating teachers should complete this at the end of the semester.
- Evaluation of LMU MEd Program – Cooperating teachers should complete this at the end of the semester. This link will open toward the end of the semester, and you will receive a reminder email to complete it once the link becomes accessible.

The ELECTRONIC VERSION OF THE FORMS ARE FOUND ON SURVEYS & FORMS ON LMU'S SCHOOL OF EDUCATION WEBSITE:

https://www.lmunet.edu/school-of-education/surveys-forms

Or for easy phone/table access – scan this code:

Clinical Practice Co-Teaching Guidelines

Given the renewed emphasis in Tennessee on teacher assessment and accountability, LMU Candidate may 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 candidate easing in and out of classroom teaching, the student teacher may co-teach with the cooperating teacher to enhance the candidate's learning opportunities. While most LMU candidates possess a high level of content knowledge, what is still needed is the application of that knowledge to diverse teaching strategies, individual learning, and classroom management skills. The tutelage of the cooperating teacher will continue to be of paramount importance during clinical practice as the candidate develops the knowledge, skills, and dispositions necessary for a highly qualified and proficient teacher. Co-teaching may 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, state assessments, 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 assists** with 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 student simultaneously. Then teachers switch groups. A third station could require students to work independently.
- **Alternative/differentiated teaching** is structured so that one teacher instructs a small group needing specialized attention while the other teacher teaches most 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. With this approach, there is an invisible flow of instruction between the two co-teachers.

It is strongly suggested that a combination of these is utilized during student teaching, with the LMU candidate assuming the role as the *lead teacher* before the end of the semester. **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.**

Forms and Assessments Completed by Cooperating/Mentor Teachers

THE ELECTRONIC VERSION OF THE FORMS CAN BE FOUND ON SURVEYS & FORMS ON LMU'S SCHOOL OF EDUCATION WEBSITE

https://www.lmunet.edu/school-of-education/surveys-forms

Cooperating Teacher Profile Form – completed online

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.

Name of your candidate (student teacher):	Student ID (NOT social security number):
Candidate Level (please circle): Pre-Clinical Practice (not student teaching) Clinical Practice (student teaching)	
Cooperating Teacher (CT) Name:	
CT Email:	
CT Phone:	
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:	

Cooperating Teacher Signature: _____   Date: _____

LMU | Carter & Moyers School *of* Education
LINCOLN MEMORIAL UNIVERSITY

Clinical Technology Use Assessment - Initial

This assessment is to evaluate the candidate's use of technology during the clinical experience. Please reflect upon the candidate's performance as it pertains to technology over the course of clinical experience and indicate an appropriate response for each criterion. When possible, please minimize the number of times you respond to "N/A" on the rating scale. Thank you for the support you provide for our candidates!

Your role within LMU: *

[▼]

Candidate Name: *

[   ] First Name [   ] Last Name

Candidate Program: *

[▼]

Candidate Endorsement Area: *

[▼]

Current Semester: *

[▼]

Section 1: The Learner (ISTE 1) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate sets professional learning goals to explore and apply pedagogical approaches made possibly by technology and reflects on their effectiveness (ISTE 1a).	○	○	○	○	○	○
The candidate pursues professional interests by creating and actively participating in local and global learning networks (ISTE 1b).	○	○	○	○	○	○
The candidate stays current with research that supports improved student learning outcomes, including findings from the learning sciences (ISTE 1c).	○	○	○	○	○	○

Section 2: The Leader (ISTE 2) *

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	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate shapes, advances and accelerates a shared vision for empowered learning with technology by engaging with education stakeholders (ISTE 2a).	○	○	○	○	○	○
The candidate advocates for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students (ISTE 2b).	○	○	○	○	○	○
The candidate models for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning (ISTE 2c).	○	○	○	○	○	○

Section 3: The Citizen (ISTE 3) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate creates experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community (ISTE 3a).	○	○	○	○	○	○
The candidate establishes a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency (ISTE 3b).	○	○	○	○	○	○
The candidate mentors students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property (ISTE 3c).	○	○	○	○	○	○
The candidate models and promotes management of personal data an digital identity and protects student data privacy (ISTE 3d).	○	○	○	○	○	○

Section 4: The Collaborator (ISTE 4) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate dedicates planning time to collaborate with colleagues to create authentic learning experiences that leverage technology (ISTE 4a).	○	○	○	○	○	○
The candidate collaborates and co-learns with students to discover and use new digital resources and diagnose/troubleshoot technology issues (ISTE 4b).	○	○	○	○	○	○
The candidate uses collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally (ISTE 4c).	○	○	○	○	○	○

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate demonstrates cultural competency when communicating with students, parents and colleagues and interacts with them as co-collaborators in student learning (ISTE 4d).	○	○	○	○	○	○

Section 5: The Designer (ISTE 5) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate uses technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs (ISTE 5a).	○	○	○	○	○	○
The candidate designs authentic learning activities that align with content area standards and uses digital tools and resources to maximize active, deep learning (ISTE 5b).	○	○	○	○	○	○
The candidate explores and applies instructional design principles to create innovative digital learning environments that engage and support learning (ISTE 5c).	○	○	○	○	○	○

Section 6: The Facilitator (ISTE 6) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate fosters a culture where students take ownership of their learning goals and outcomes in both independent and group settings (ISTE 6a).	○	○	○	○	○	○
The candidate manages the use of technology and student learning strategies in digital platforms, virtual environments, hands-on spaces or in the field (ISTE 6b).	○	○	○	○	○	○
The candidate creates learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems (ISTE 6c).	○	○	○	○	○	○
The candidate models and nurtures creativity and creative expression to communicate ideas, knowledge or connections (ISTE 6d).	○	○	○	○	○	○

Section 7: The Analyst (ISTE 7) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate provides alternative ways for students to demonstrate competency and reflect on their learning using technology (ISTE 7a).	○	○	○	○	○	○
The candidate uses technology to design and implement a variety of formative and summative assessments that	○	○	○	○	○	○

accommodate learner needs, provide timely feedback to students and inform instruction (ISTE 7b).						
The candidate uses assessment data to guide progress and communicates with students, parents and stakeholders (ISTE 7c).	○	○	○	○	○	○

Please include any additional comments below.

Your signature: *

TEAM Cooperating Teacher Observation Form

Candidate Name: *

[   ] First Name [   ] Last Name

Cooperating Teacher: *

[   ] First Name [   ] Last Name

Candidate Program: *

For which month are you submitting this observation? *

Date: *

Month Day

- Year
- Year: *
- School Site: *

[   ]

Grade: *

[   ]

Subject *

[   ]

Time:

[   ] Time of Day - From When to When

Designing and Planning Instruction

	Significantly Above Expectations (5)	(4)	At Expectations (3)	(2)	Significantly Below Expectations (1)	N/A - No Evidence
Instructional Plans (IP)	○	○	○	○	○	○
Student Work (SW)	○	○	○	○	○	○
Assessment (AS)	○	○	○	○	○	○

Learning Environment *

	Significantly Above Expectations (5)	(4)	At Expectations (3)	(2)	Significantly Below Expectations (1)	N/A - No Evidence
Expectations (EX)	○	○	○	○	○	○
Managing Student Behavior (MSB)	○	○	○	○	○	○
Environment (ENV)	○	○	○	○	○	○
Respectful Culture (RC)	○	○	○	○	○	○

Instruction *

	Significantly Above Expectations (5)	(4)	At Expectations (3)	(2)	Significantly Below Expectations (1)	N/A - No Evidence
Standards and Objectives (SO)	○	○	○	○	○	○
Motivating Students (MS)	○	○	○	○	○	○
Presenting Instructional Content (PIC)	○	○	○	○	○	○
Lesson Structure and Pacing (LS)	○	○	○	○	○	○
Activities and Materials (ACT)	○	○	○	○	○	○
Questioning (QU)	○	○	○	○	○	○
Academic Feedback (FEED)	○	○	○	○	○	○
Grouping Students (GRP)	○	○	○	○	○	○
Teacher Content Knowledge (TCK)	○	○	○	○	○	○
Teacher Knowledge of Students (TKS)	○	○	○	○	○	○
Thinking (TH)	○	○	○	○	○	○
Problem Solving (PS)	○	○	○	○	○	○

Areas of Strength (Reinforcement Objective)

Areas to Strengthen (Refinement Objective)

Comments on Observation (OPTIONAL)

Cooperating Teacher Signature
Clear

Program Evaluation

Lincoln Memorial University
Carter & Moyers School of Education-
EVALUATION OF <u>PROGRAM</u> for Initial Teacher Licensure
(LINK TO ONLINE FORM WILL BE DISSEMINATED AND COMPLETED ONLINE)

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.

1 - Not at all prepared   2 - Somewhat prepared   3 - Prepared   4 - Very Prepared

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.

      1   **2**   **3**   **4**

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.

      1   **2**   **3**   **4**

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.

      1   **2**   **3**   **4**

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.   **1**   **2**   **3**

   4

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.

| 1 | 2 | 3 | 4 |

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.

| 1 | 2 | 3 | 4 |

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.

| 1 | 2 | 3 | 4 |

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.

| 1 | 2 | 3 | 4 |

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.

| 1 | 2 | 3 | 4 |

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.

| 1 | 2 | 3 | 4 |

COMMENTS

EVALUATION OF THE FIELD SUPERVISOR
BY THE COOPERATING/MENTOR TEACHER

Student Teacher:

Name of Field Supervisor:

School: _____ Grade: _____ District: _____

Licensure Area: _____ Semester: _____

Cooperating Teacher:

Directions: This instrument is designed to obtain feedback about the performance of your Field Supervisor. Please rate each item below.

Item	Description:	Met	Not Met
1.	*Showed respect for my responsibilities as a cooperating teacher*		
2.	*Showed interest in the student teacher's progress*		
3.	*Communicated realistic expectations for the student teacher's performance*		
4.	*Seemed to enjoy supervising the student teacher*		
5.	*Provided useful feedback on lesson observations*		
6.	*Discussed the student teacher's progress with me*		
7.	*Observed often enough to evaluate the student teacher*		
8.	*Provided information when requested*		
9.	*Sought my input in evaluating the student teacher's performance*		
10.	*Was dependable*		
11.	*Collected sufficient information to evaluate the student teacher*		
12.	*Demonstrated a professional attitude*		
13.	*Pointed out strengths and weaknesses of the student teacher*		
14.	*Was fair and objective in evaluating the student teacher's performance*		
15.	*Communicated with skill and effectiveness*		
	Comments:		

Signature of Cooperating Teacher _____ Date _____

The Field Supervisor

Assesses and provides formative feedback and support

Collaborates with the student teacher and cooperating teacher
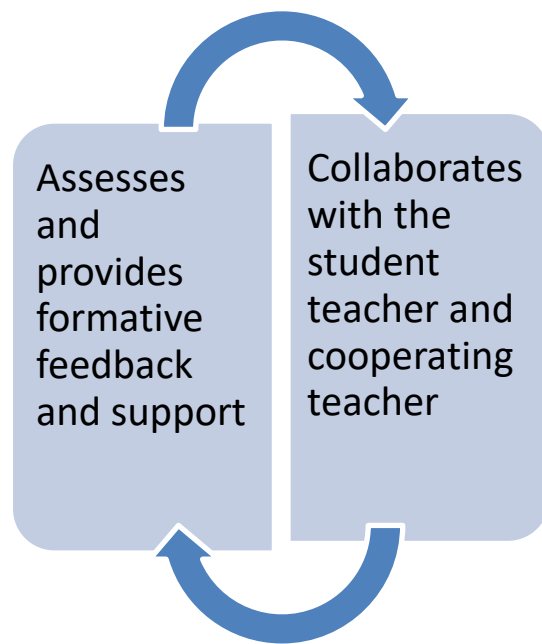
The Field Supervisor

The formal process of selecting the field supervisor will ensure that the clinical supervisor possesses the following components:

- o Earned master's degree, doctorate degree preferred.
- o Licensed in the supervision area.
- o Demonstrated knowledge and performance of best practices.
- o Submitted TBI background clearance.
- o Recent professional development training in the use of assessment instruments (e.g., TEAM, edTPA).

The field supervisor is the liaison between the PreK-12 site and the EPP. The supervisor guides and mentors the candidate. The supervisory process includes the following:

- o Keeps open and current communication with the candidate.
- o Schedules and completes a minimum of six observations with the candidate.
- o Discusses observations (assessments) with the candidate and cooperating teacher/mentor.

Field supervisor responsibilities include:

- o Enters assessments online in a timely manner.
- o Informs the seminar instructor of the candidate's progress.
- o Attends professional development and training sessions to maintain recent experiences with assessments and other topics.

THE ELECTRONIC VERSION OF THE FORMS CAN BE FOUND ON SURVEYS & FORMS ON LMU'S SCHOOL OF EDUCATION WEBSITE:

https://www.lmunet.edu/school-of-education/surveys-forms

Field Supervisor are asked to complete the forms below:

- Field Supervisor Observation Form – "fs123" is the passcode. This is completed at each school visit.
- Clinical Technology Use Assessment – This should be completed by the field supervisor at the end of the semester.
- Evaluation of Cooperating Teacher by Field Supervisor – Field supervisors should complete this at the end of the semester.
- Evaluation of LMU MEd Program – Field supervisors should complete this at the end of the semester.

These forms can be accessed on your phone or tablet with this code:

Assessments Completed by Field Supervisor

Field Supervisor Information Form

Field Supervisor Name *

First Name   Last Name

E-mail *

Phone Number *

 - Area Code Phone Number

Address *

Street Address

Street Address Line 2

City   State / Province

Postal / Zip Code

Country

Gender *

○ Female ○ Male ○ Prefer to Not Answer

Ethnicity *

○ African American ○ Asian ○ Caucasian ○ Hispanic ○ Native American ○ Pacific Islander

○ Other ○ Prefer to Not Answer

Highest Degree in Education *

○ Masters ○ Educational Specialist ○ Doctorate

University of Highest Degree

Experience as a P-12 Educator or Administrator *

Do you hold a current TN teaching license

○ Yes ○ No

Licensure Endorsement Area

License Number

Suggestions / Comments

TEAM Observation Form

Candidate Name *

First Name		Last Name

Candidate Program *

Candidate Endorsement Area: *

Observation # *
If not listed

Date *
Month Day
Year
Semester *
Year *

Cooperating Teacher *

First Name		Last Name

Field Supervisor *

First Name		Last Name

Placement Number *

○ 1st placement   ○ 2nd placement   ○ Other

School Site *

Grade *

Subject *

Time

Time of Day - From When to When

Designing and Planning Instruction

Designing and Planning Instruction *

	Significantly Above Expectations (5)	(4)	At Expectations (3)	(2)	Significantly Below Expectations (1)	N/A - No Evidence
Instructional Plans (IP)	○	○	○	○	○	○
Student Work (SW)	○	○	○	○	○	○

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	Significantly Above Expectations (5)	(4)	At Expectations (3)	(2)	Significantly Below Expectations (1)	N/A - No Evidence
Assessment (AS)	○	○	○	○	○	○

Learning Environment *

	Significantly Above Expectations (5)	(4)	At Expectations (3)	(2)	Significantly Below Expectations (1)	N/A - No Evidence
Expectations (EX)	○	○	○	○	○	○
Managing Student Behavior (MSB)	○	○	○	○	○	○
Environment (ENV)	○	○	○	○	○	○
Respectful Culture (RC)	○	○	○	○	○	○

Instruction *

	Significantly Above Expectations (5)	(4)	At Expectations (3)	(2)	Significantly Below Expectations (1)	N/A - No Evidence
Standards and Objectives (SO)	○	○	○	○	○	○
Motivating Students (MS)	○	○	○	○	○	○
Presenting Instructional Content (PIC)	○	○	○	○	○	○
Lesson Structure and Pacing (LS)	○	○	○	○	○	○
Activities and Materials (ACT)	○	○	○	○	○	○
Questioning (QU)	○	○	○	○	○	○
Academic Feedback (FEED)	○	○	○	○	○	○
Grouping Students (GRP)	○	○	○	○	○	○
Teacher Content Knowledge (TCK)	○	○	○	○	○	○
Teacher Knowledge of Students (TKS)	○	○	○	○	○	○
Thinking (TH)	○	○	○	○	○	○
Problem Solving (PS)	○	○	○	○	○	○

Areas of Strength (Reinforcement Objective)

[text input field]

Areas to Strengthen (Refinement Objective)

[text input field]

Comments on Observation (OPTIONAL)

[text input field]

Observer Signature
Clear
Candidate Signature
Clear

Clinical Technology Use Assessment - Initial

This assessment is to evaluate the candidate's use of technology during the clinical experience. Please reflect upon the candidate's performance as it pertains to technology over the course of the clinical experience and indicate the appropriate response for each criteria. When possible, please minimize the number of times you respond to "N/A" on the rating scale.

Thank you for the support you provide to our candidates!

Your role within LMU: *

Candidate Name: *

First Name   Last Name

Candidate Program: *
Candidate Endorsement Area: *
Current Semester: *

Section 1: The Learner (ISTE 1) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate sets professional learning goals to explore and apply pedagogical approaches made possibly by technology and reflects on their effectiveness (ISTE 1a).	○	○	○	○	○	○
The candidate pursues professional interests by creating and actively participating in local and global learning networks (ISTE 1b).	○	○	○	○	○	○
The candidate stays current with research that supports improved student learning outcomes, including findings from the learning sciences (ISTE 1c).	○	○	○	○	○	○

Section 2: The Leader (ISTE 2) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate shapes, advances and accelerates a shared vision for empowered learning with technology by engaging with education stakeholders (ISTE 2a).	○	○	○	○	○	○
The candidate advocates for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students (ISTE 2b).	○	○	○	○	○	○
The candidate models for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning (ISTE 2c).	○	○	○	○	○	○

Section 3: The Citizen (ISTE 3) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate creates experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community (ISTE 3a).	○	○	○	○	○	○
The candidate establishes a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency (ISTE 3b).	○	○	○	○	○	○
The candidate mentors students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property (ISTE 3c).	○	○	○	○	○	○
The candidate models and promotes management of personal data and digital identity and protects student data privacy (ISTE 3d).	○	○	○	○	○	○

Section 4: The Collaborator (ISTE 4) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate dedicates planning time to collaborate with colleagues to create authentic learning experiences that leverage technology (ISTE 4a).	○	○	○	○	○	○
The candidate collaborates and co-learns with students to discover and use new digital resources and diagnose/troubleshoot technology issues (ISTE 4b).	○	○	○	○	○	○
The candidate uses collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally (ISTE 4c).	○	○	○	○	○	○
The candidate demonstrates cultural competency when communicating with students, parents and colleagues and interacts with them as co-collaborators in student learning (ISTE 4d).	○	○	○	○	○	○

Section 5: The Designer (ISTE 5) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate uses technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs (ISTE 5a).	○	○	○	○	○	○
The candidate designs authentic learning activities that align with content area standards and uses digital tools and resources to maximize active, deep learning (ISTE 5b).	○	○	○	○	○	○

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The candidate explores and applies instructional design principles to create innovative digital learning environments that engage and support learning (ISTE 5c).

Section 6: The Facilitator (ISTE 6) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate fosters a culture where students take ownership of their learning goals and outcomes in both independent and group settings (ISTE 6a).	○	○	○	○	○	○
The candidate manages the use of technology and student learning strategies in digital platforms, virtual environments, hands-on spaces or in the field (ISTE 6b).	○	○	○	○	○	○
The candidate creates learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems (ISTE 6c).	○	○	○	○	○	○
The candidate models and nurtures creativity and creative expression to communicate ideas, knowledge or connections (ISTE 6d).	○	○	○	○	○	○

Section 7: The Analyst (ISTE 7) *

	Always	Most of the time	Sometimes	Hardly ever	Never	N/A
The candidate provides alternative ways for students to demonstrate competency and reflect on their learning using technology (ISTE 7a).	○	○	○	○	○	○
The candidate uses technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction (ISTE 7b).	○	○	○	○	○	○
The candidate uses assessment data to guide progress and communicates with students, parents and stakeholders (ISTE 7c).	○	○	○	○	○	○

Please include any additional comments below.

Your signature: *

Clear

EVALUATION OF COOPERATING/MENTOR TEACHER BY FIELD SUPERVISOR

Student Teacher:

Cooperating Teacher:

School: _____   Grade: _____   District: _____

Licensure Area: _____   Semester: _____

Field Supervisor:

Directions: This instrument is designed to obtain feedback about the performance of the cooperating/mentor teacher. Please rate each item below.

Item	Description:	Met	Not Met
1.	*Was understanding of my student teacher as a beginning teacher*		
2.	*Showed respect for the beginning teacher*		
3.	*Conducted regular conferences and sessions*		
4.	*Shared ideas and methods about teaching, discipline, and other areas*		
5.	*Communicated realistic expectations about duties of the student teacher*		
6.	*Provided constructive feedback*		
7.	*Let the student teacher take responsibility with necessary guidance and support*		
8.	*Was patient with the student teacher*		
9.	*Treated the student teacher as a professional*		
10.	*Collected sufficient information to evaluate the student teacher's performance*		
11.	*Showed genuine interest in the student teacher's progress*		
12.	*Demonstrated a professional attitude*		
13.	*Pointed out strengths and weaknesses of the student teacher*		
14.	*Was fair and objective in evaluating the student teacher's performance*		
15.	*Communicated with skill and effectiveness*		
	Comments:		

Signature of Field Supervisor _____ Date _____

MEd Initial Teacher Licensure Program Evaluation

Evaluation of Program

Please choose your position with the Initial Teacher Licensure Program *
Semester

Directions

The InTASC standards drive the outcomes for all our initial teacher licensure programs. Referencing the following scale, please rate the Lincoln Memorial University's Master of Education in Initial Teacher Licensure Program as it developed the candidate's readiness to teach against the InTASC Standards by choosing the appropriate number below beside each standard.
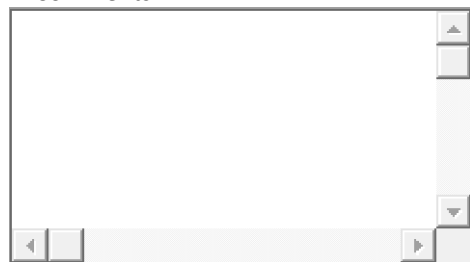
Standard 1 Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1. Learner Development: *
○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations
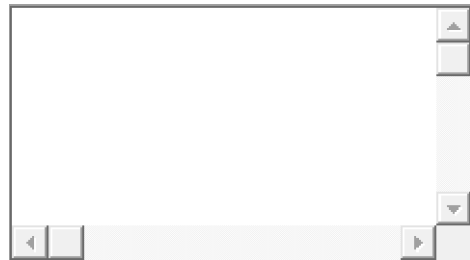▢ Comments

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.

2. Learning Differences: *
○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations
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, and self-motivation.

3. Learning Environments: *

○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations

Comments

[text box]

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.

4. Content Knowledge: *

○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations

Comments

[text box]

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.

5. Application of Content: *

○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations

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.

6. Assessment: *
○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations

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.

7. Planning for Instruction: *
○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations
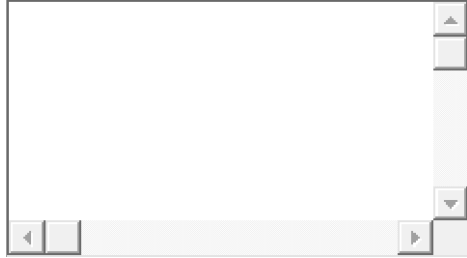
Comments
[ ]

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.

8. Instructional Strategies: *

○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations
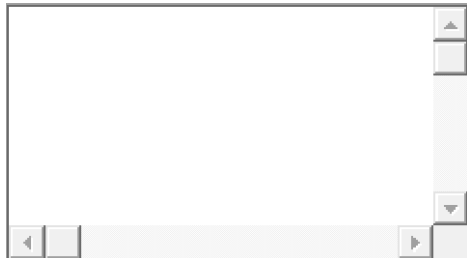
Comments

[text box]

Standard 9 Professional Learning and Ethical Practice
The 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.

9. Professional Learning and Ethical Practice: *

○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations

Comments

[text box]

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.

10. Leadership and Collaboration: *

○ 0 – Not Applicable / Not Observed ○ 1 - Significantly Below Expectation ○ 2 – Below Expectation ○ 3 – At Expectations ○ 4 – Above Expectations

Comments

[text box]

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