



Clinical Teaching Handbook

Eriksson College of Education



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Nondiscrimination Policy

“APSU shall not engage in practices which would discriminate against any individual or group because of race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, or genetic information. The University specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels.”

APSU Policy 6:003 Equal Opportunity, Affirmative Action and Nondiscrimination – March 25, 2017

Conceptual Framework

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Austin Peay State University is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address:

Knowledge: Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Also enables the use of technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners.

Skill: Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences.

Disposition: Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continual personal improvement.

Standards of Educator Preparation Program

Candidates of the Martha Dickerson Eriksson College of Education follow a specific degree program, which addresses the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.

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.

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

Professional Dispositions

Candidates in initial licensure programs at Austin Peay State University are expected to demonstrate the following positive professional dispositions. Failure to meet the dispositions may result in dismissal from the teacher education program. These dispositions are evaluated by university professors and classroom teachers, and are aligned with InTASC and CAEP standards.

- **Collaboration** – Collaborates with others and makes positive contributions toward productive, collaborative work.
- **Attitude** - Demonstrates a positive attitude in typical and challenging situations.
- **Relationship with Adults** - Maintains positive relationships with adults at all times.
- **Communication** – Communicates effectively with all stakeholders and uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- **Attendance** – Knows and adheres to university, school, and/or district policies regarding attendance and punctuality.
- **Relationship with Students** - Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group.
- **Initiative** - Initiates and completes responsibilities without prompting
- **Professional Appearance** - Is clean and neat and adheres to university, school, and/or district policies for professional appearance
- **Legal and Ethical Conduct** - Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior.
- **Diversity** - Listens and responds appropriately to others' opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies.
- **Learning Environment** - Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners.
- **Time Management** - Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization.
- **Commitment to Student Learning** - Demonstrates commitment to student learning by evaluating student strengths and needs.
- **Commitment to Continuous Improvement** - Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice.

Clinical Practice at Austin Peay State University

APSU meets all criteria of clinical practice required for teacher licensure by the state of Tennessee. It is the final phase of the teacher education program. Clinical Teaching is at least 15 weeks and includes full day teaching combined with observation activities; each under the direction of an experienced, licensed teacher.

For student teaching, the teacher candidate earns ten semester hours of credit. Grades for student teaching are on a Pass (P) or Fail (F) basis. The teacher candidate must also be enrolled in Student Teaching Seminar (EDUC 4950/5940) for two semester hours of credit. Possible grades for the Seminar are A, B, C, D, or F.

The clinical teaching assignment provides opportunities for the candidate to develop competencies through observation, teaching, conferencing, assessment, and reflection. The teacher candidate, mentor teacher, university supervisor, and school administrator must work as a team in order to make the experience as valuable as possible. The collaborative involvement of school personnel and university personnel are essential to the success of the clinical experience.

Eligibility for Student Teaching

Candidates for clinical teaching in Student Teaching will request application to student teach during the semester preceding the clinical semester (typically during Practicum semester). Deadlines for submission of the completed application are February 15 for students wishing to student teach the following Fall Semester and by September 15 for students wishing to student teach the following Spring semester.

Candidates must provide evidence that all requirements for Milestone III have been met. These requirements are:

- GPA minimum: 2.75 overall, in the major, and in the minor
- Minimum grade of “C” in all professional Education courses
- Pass all required Praxis II exams
- Pass all Milestone III requirements
- Completion of all courses required for licensure/degree
- No serious infractions on disciplinary record and no adverse dispositions on file
- Completion of Security Clearance by TBI/FBI

Successful evaluations by 4080 instructor, clinical teachers in field observations, disposition reports, and a review of university disciplinary record must also be submitted to the Office of Teacher Education before permission to student teach is granted.

Once Milestone III has been approved, teacher candidates will be eligible to begin their Student Teaching clinical placements (fifteen weeks). All coursework should be completed before this time. Taking additional courses with student teaching and the teaching seminar is prohibited.

Clinical Teaching Policies and Requirements

Placements:

- Teacher candidates will not be assigned to schools where members of their immediate families are staff members or students, to high schools where they attended as students, or to schools where they have worked on a full-time basis. Failure to disclose these relationships will result in cancellation of the clinical placement.
- Once assignments are confirmed by school districts, teacher candidates must respect their assignments as they would teaching contracts.
- Requests for changes must be made in writing and addressed to the Director of Teacher Education who will decide if the change can be justified.
- Candidates who withdraw after receiving assignments must notify the Office of Teacher Education of their intent to withdraw in writing.

Conduct: All teacher candidates must conduct themselves in a professional manner at all times and demonstrate the positive dispositions. The teacher candidate must follow the rules of the school system or organization where placed, in addition to the University's policies.

- **Cell phones:** Teacher candidates must follow the policy at their placement. Cell phones are not permitted for personal use during time in the field.
- **Technology:** Teacher candidates should only bring and use laptop/tablets for use during class lessons if approved by the mentor teacher. Teacher candidates are not allowed to use devices for personal use or to work on coursework while at their placement. Teacher candidates must adhere to the technology usage policy followed by the school district.
- **Social Media:** Teacher candidates are not allowed to use social media for any communication with minors or parents of minors while at their placement. Teacher candidates should not post comments about their clinical experience, pictures of mentor teachers, students, or events at their placement, or have any communication with parents or guardians. In addition, teacher candidates are cautioned to remove any inappropriate pictures or commentary on their personal social media sites. Teacher candidates should make all social media accounts private during their placement. Information on any social media accounts will be reviewed for professionalism. Postings on your social media sites (i.e. Facebook, Twitter, Instagram) deemed inappropriate or unprofessional by the Office of Teacher Education or placement site can lead to removal from the clinical experience placement.
- **Professional Ethics:** The teacher candidate must model moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity. The teacher candidate must model a commitment to intellectual, moral and professional virtues. Defamatory comments about the clinical placement, its students, staff, community, the Office of Teacher Education, or the College of Education's faculty and staff, will not be tolerated.

Background Check and Liability Insurance: Prior to being allowed to begin any clinical experience, a current, clean Tennessee background check and active liability insurance must be on file with the Office of Teacher Education.

A background check is required to be completed and documented results on-file in the COE prior to any clinical experience. At no time, may a teacher candidate be involved in a clinical experience unless it has been confirmed by the COE that the background check results are clear. Results are valid for four years so as long as the teacher candidate remains consecutively enrolled in the College of Education.

Liability Insurance must be purchased from one of the three providers below:

- Professional Educators of Tennessee (PET): Valid for one year at the time of purchase. Membership benefits include access to the professional organization.
- Student Teacher Educators Association (STEA): Valid from September 1st (or at time of purchase) - August 31st. Membership benefits include access to the professional organization.

Attendance: During student teaching, candidates are required to follow the schedules set by the placement and the course syllabus. Tardiness and early departures are not permitted and accurate documentation of clinical experience hours must be maintained. Documentation of the placement must follow the guidelines per the related syllabus. Work or family/personal commitments cannot be excused for failing to meet the commitments of student teaching.

Any more than three days missed must be made up. Teacher candidates are expected to follow the calendar of the schools to which they are assigned. Therefore, university days off (example: spring break, fall break, etc.) are received only if your placement location is also off those days.

Required notifications: If at any time, a candidate will not be at the placement, the teacher candidate must notify the university supervisor and mentor teacher. If the teacher candidate is scheduled to teach during the day he/she is absent, the teacher candidate must provide the lesson plans, materials and all information for the lessons to the mentor teacher. In cases of prolonged or repeated absence, the university supervisor, the Director of Teacher Education, after consulting with the mentor teacher, will determine whether the teacher candidate's placement will be terminated or extended. It is highly recommended that teacher candidates do not work during student teaching.

Teacher candidates participating in student teaching will be required to attend mandatory orientation and a midpoint meeting and all scheduled seminars. These dates will be determined prior to the start of the semester and will be listed in the student teaching syllabus. Attendance at these sessions is mandatory. Important information such as licensure forms, job interview info, roles and responsibilities will be discussed. Additional requirements and information are found in the corresponding syllabus for the course.

Dress Code and Personal Hygiene: Teacher candidates are expected to present themselves in a professional manner during student teaching in regard to personal hygiene and appearance. At minimum, the teacher candidate must adhere to the dress code at the placement site, but the following are examples of attire that are not permitted at any time: yoga pants, anything see-through, short, tight, or low-cut clothing, flip-flops, strapless shirts, tights and sweater dresses, leggings worn as pants, or faded or

ripped clothing. Teacher candidates are also required to maintain a high level of personal hygiene. Due to some individual's smell sensitivity, strong odors are not allowed. Strong smelling perfume and/or deodorant is also discouraged due to the distraction it may cause. Teacher candidates who violate dress code or are asked to leave due to inappropriate attire may be dismissed from the program.

Legal Issues:

- Teacher candidates may not participate in or serve as the only witness in the administration of corporal punishment.
- A substitute teacher must be present in the classroom with a teacher candidate when the mentor teacher is absent, unless the candidate has been approved as the substitute of record for the day. Subbing in classrooms other than the assigned classroom will not be permitted. A teacher candidate can serve as a sub no more than 5 days during the entire student teaching semester.
- Teacher candidates may not participate in school district work stoppages.
- Teacher candidates must provide evidence of comprehensive general liability insurance with minimum limits of not less than \$1,000,000.
- School board and local school regulations are the deciding criteria for contingencies not specifically covered by APSU policies. Teacher candidates cannot legally assume responsibility for activities in or out of the classroom not specifically covered by laws of the state of Tennessee.
- The teacher candidate's name, email, telephone number and home address may be provided to school districts upon request.

Expectations for Teacher Candidates

1. Keep the contractual schedules/hours of their mentor teachers and to be on time. Be punctual and attend each class daily, whether teaching or not. Inform the school in advance of anticipated absences, or as early as possible on the day that an emergency arises.
2. Become familiar with school policies and practices and work in a manner consistent with them.
3. Become thoroughly acquainted with classroom facilities and learn the procedures used by the mentor teacher.
4. Become acquainted with instructional materials available in the school and district.
5. Become familiar with the community and its relationship to the educational program.
6. Teach in a gradual sequence with opportunities to observe and learn from their mentor teachers.
7. Share the pacing guide with mentor teachers and plan thoroughly, in writing, for all teaching responsibilities.
8. Spend the time necessary outside of school to prepare for their teaching responsibilities.
9. Develop and have in writing an acceptable lesson plan for every lesson to be taught.
10. Act professionally and ethically.
11. Dress professionally according to the dress codes of the schools to which they are assigned.
12. Ascertain permission from their mentor teachers for all the activities they do on the school site.
13. Be observed in their assigned classrooms by university supervisors, mentor teachers, and other district or APSU faculty.
14. Participate in conferences where they will receive feedback from supervisors, and to participate in the performance evaluation process with their supervisors.
15. Attend all student teaching seminars, if applicable.
16. When appropriate, observe other teachers in other grade levels or subjects.
17. Complete assigned work for the edTPA according to published deadlines.
18. Notify university supervisor, mentor teacher, or Director of Teacher Education of any persistent problems in their student teaching.

Expectations for Mentor Teachers

Mentor teachers play an essential role in the clinical teaching semester. Research indicates that the mentor teacher can be the most important single factor in determining teacher candidates' future success as classroom teachers. The attitudes, teaching styles, and sense of teamwork mentor teachers exhibit toward the student teaching enterprise are deciding elements in the success of the clinical teaching experience.

Because mentor teachers are so important, APSU makes a concerted effort to support classroom teachers in their work as mentors of teacher candidates. University Supervisors seek to provide support and assistance as needed. The university also provides a modest honorarium to those who undertake this tremendous responsibility.

Requirements:

1. Licensure in the appropriate content areas.
2. Evaluation as a highly competent teacher through either local assessment and/or state evaluation procedures.
3. Willingness to assume the roles expected of a mentor (i.e., confidante, advocate, coach, and critic).
4. Ability to work as a member of a “collaborative mentorship” team member and facilitate learning experiences including pedagogical instruction.

Welcoming the Teacher Candidate:

The initial days of Student Teaching Semester are crucial for the teacher candidate. Each mentor teacher should make every effort to ensure the teacher candidate feels welcome. Introductions to teachers, staff members, and other school personnel are important. The teacher candidate should know about the building and grounds, daily routine of the school, and appropriate working relationships with other members of the school staff.

Planning for the Arrival of the Teacher Candidate:

The mentor teacher should assemble materials and equipment, which might include:

- Instructional materials including textbooks, manuals, and curriculum guides.
- Desk or table for individual use.
- Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information.
- Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems.
- Access to notification system regarding school closings and/or delays
- Introduce the teacher candidate to students in a way that encourages them to respond to him/her as a classroom teacher

Responsibilities of the Mentor Teacher

1. Give the teacher candidate the opportunity to learn by observing your teaching.
2. Give assistance in learning to plan for instruction.
3. Provide specific suggestions for improvement.
4. Recognize demonstrated improvement and strengths.
5. Provide opportunity to collaborate and co-teach.
6. Plan a gradual release into primary planning responsibilities and guiding co-teaching.
7. Be aware that he or she is a beginning teacher and should be evaluated at the pre-professional level.
8. Conduct a minimum of 4 formal evaluations and 1 summative evaluation.
9. A willingness to listen and offer suggestions for growth.
10. Provide constructive criticism and support.
11. Prepare pupils to work with a teacher candidate and notify the parents that there will be a teacher candidate in the classroom.
12. Immediately involve the teacher candidate in specific classroom tasks, possibly small group activities.
13. Plan a schedule with the teacher candidate for assuming responsibilities and co-teaching of the classroom, which will allow the teacher candidate to assume increasing responsibility as he/she exhibits readiness to do so.
14. Guide the teacher candidate in preparing daily lesson plans, unit plans, and tests and approve and critique all plans 2-days prior to teaching.
15. Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
16. Encourage the teacher candidate to participate in extra curricula activities.
17. Take note of attendance and tardiness. If excessive absences or tardiness are observed, report this to the university supervisor immediately.

Co-Teaching Model

APSU College of Education suggests the Co-Teaching Model as an effective model for most student teaching placements. This model allows the mentor teacher and the teacher candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation and assessment of instruction, and classroom. Together this should be an opportunity to engage in a partnership that allows the sharing of resources and mutual support and learning whereas, the students benefit by being able to work in small groups, receive more individualized attention, less classroom disruptions, and fast response time. There are a variety of co-teaching strategies that have shown to be effective when both the mentor teacher and the teacher candidate co-plan and co-teach. Studies have shown that implementing a variety of different co-teaching strategies have a benefit for the mentor teacher, teacher candidates, and students.

- One Teach, One Observe – Either the mentor teacher or teacher candidate has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has the primary instructional responsibility.
- One Teach, One Assist – Either the mentor teacher or teacher candidate has primary instructional responsibility while the other assists students, monitors student behaviors, or corrects assignments.
- Station Teaching – Both mentor teacher and teacher candidate split the instructional content into sections and students are divided into groups.
- Parallel Teaching – Both mentor teacher and teacher candidate instruct half of the students. Both address the same instructional content and use the same teaching strategies while reducing the student to teacher ratio.
- Alternative or Differentiated Teaching – Either the mentor teacher or teacher candidate work with students at their expected grade level, while the other works with students who need extension or remediation.
- Team Teaching – Both mentor teacher and teacher candidate are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.

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Expectations for University Supervisors

As a representative of the College of Education and the Office of Teacher Education, the university supervisor serves as a liaison between the College of Education and the personnel of the schools through visits to the teacher candidate. They support and guide the mentor teacher and the teacher candidate. They articulate university requirements regarding clinical teaching. They observe and evaluate teacher candidates. They serve as mentors, coaches, and critics for the teacher candidate. Typically, the university mentor is a “generalist” – a person responsible for the evaluation of all teacher candidates within a given territory or group of schools.

Requirements:

1. Evaluation as a highly competent role model for teachers.
2. Appropriate professional experience for grade levels supervised.
3. Ability to demonstrate effective teaching strategies and methods.
4. Willingness to assume the roles expected of a mentor.
5. Willingness to stay current with the latest research on teaching and learning.
6. Ability to work as a team member and facilitate professional learning.
7. Willing and able to utilize computer technology consistently and competently.

The university supervisor’s responsibilities are to:

- Provide pertinent materials to teacher candidates, mentor teachers, and building administrators.
- Facilitate understanding of the clinical teaching experience. Help teacher candidates, mentor teachers, and building administrators develop an understanding of performance-based clinical teaching.
- Assist in the teacher candidate’s growth. Assist in the improvement of the teacher candidate’s instructional, management, and discipline skills through observations and conferences.
- Maintain files. Keep an individual file (electronic or hard-copy) on each candidate’s progress throughout the length of the clinical teaching experience.
- Collaborate with the mentor teacher. Work as a team with the mentor teacher, drawing on his or her expertise and daily presence in the classroom with the teacher candidate.
- Conduct formative and summative evaluations. Observe the teacher candidate on four occasions in order to provide formative evaluations of the candidate’s performance. Conduct a summative evaluation at the end of each teacher candidate’s experience.
- Participate in assessment conferences. Participate in the formative conferences with mentor teachers and teacher candidates. Facilitate discussion, especially during these conferences, about the candidate’s strengths and areas of improvement.
- Conduct weekly seminars with assigned group of teacher candidates.
- Report any serious problems to the Director of Teacher Education immediately.
- Recommend final grade to the Director of Teacher Education.

Expectations for School Administrators

Participation by the principal or designee in the clinical teaching experience is of great importance to the teacher candidate, the mentor teacher, and the APSU College of Education. The principal plays a key role in selecting qualified mentor teachers who will assume mentoring roles and who will orchestrate, in cooperation with higher education faculty, the activities of the candidate in the classroom. Likewise, the principal helps the candidate become a welcomed addition to the teaching staff in the school. As a resource person and observer, the principal can effectively aid the candidate during the final phase of pre-service training. The specific responsibilities of the principal include:

- Assist in selecting qualified mentor teachers for each teacher candidate.
An effective mentor teacher is a competent instructor who is willing to share students, classroom responsibilities, and professional expertise with a teacher candidate. Mentor teachers must hold a professional license in the area in which the teacher candidate is seeking licensure. They must be able to demonstrate effective teaching strategies and be willing to conference regularly with the candidate and the university mentor to provide feedback on the progress of the teacher candidate.
- Welcome the teacher candidate.
Teacher candidates tend to be nervous when beginning the clinical teaching assignment, even after completion of the pre-clinical field experience. Taking time for a brief tour of the building and introducing the candidate helps her/him feel a part of the school and aids in the important transition from “college student” to “teacher”.
- Orient the teacher candidate to school policies.
An overview of the staff and student handbooks and staff member expectations will help the teacher candidate become familiar with policies and procedures. This orientation will also help teacher candidates better understand their role in the school.
- Maintain communications with the mentor teacher and the university supervisor.
Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate.

Clinical Teaching Seminars

Clinical Teaching Seminars are an integral part of the clinical semester; all teacher candidates must participate to receive the two credit hours for EDUC 4950/5940. Candidates enrolled in EDUC 5940 will meet with the Director of Teacher Education and will complete additional assignments for graduate credit. Licensure requirements are not fulfilled until all seminar requirements have been satisfied and a grade of "C" or better is awarded for the course. Seminar grades are determined by the summative assessment related to clinical teaching evaluations, the edTPA, and by attendance and participation in the seminar.

An orientation seminar is held for two days on the APSU campus at the beginning of each semester. A mid-semester seminar and an end-of-semester seminar will also be held on the APSU campus. University supervisors will meet with teacher candidates throughout the placements for approximately one hour with the clinical students under their supervision; the dates and location for seminars with the supervisors will be announced. In addition, seminars related to the edTPA will also be held throughout the semester. Attendance at all seminars is mandatory for all teacher candidates.

Clinical Teaching Evaluation Process

Effective teaching is the goal of the evaluation process. The evaluation process is comprised of self-evaluation by the student teacher and formal and informal evaluations by the mentor teacher and the university supervisor. Evaluation is an on-going process with formative evaluations conducted by the mentor teacher and university supervisor throughout each assignment. At the end of the clinical teaching experience, summative evaluations are completed by both the mentor teacher and the university supervisor.

Evaluation of the Student Teaching at Austin Peay is standards-based and employs an adaptation of the Tennessee Education Acceleration Model (TEAM) documents and procedures, which are appropriate for pre-service teachers. These same domains and indicators make up the primary criteria for evaluation of the student teacher.

The teacher candidate is required to submit a complete, detailed lesson plan to the university supervisor and mentor teacher when being formally observed. The university supervisor and the mentor teacher will both complete 4 formal observations during the student teaching semester. They are encouraged to share their evaluations and each should review their evaluation with the teacher candidate in a reflective conference. The university supervisor and the mentor teacher will conduct the summative evaluation in collaboration.

Termination of Clinical Teaching Assignment

The clinical teaching program is a collaborative relationship between APSU, cooperating school districts, mentor teachers, and the teacher candidate. Each candidate is to be made aware that her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally there are circumstances that warrant the candidate's termination of the clinical teaching experience. When such action is deemed necessary, there are specific procedures that should be taken into consideration cooperatively by all parties involved.

Teacher candidates are expected to adhere to all policies and procedures set forth by APSU's Code of Conduct, the Eriksson College of Education, as well as partnering school districts and organizations. Teacher candidates who breach protocol for any of the following reasons may be dismissed from the Teacher Education program:

- The appropriate school authority requests that the candidate be removed.
- Unethical behavior exhibited by the candidate (e.g., plagiarism, sexual harassment, inappropriate use of technology/social media, use of alcohol and drugs).
- Failure by the candidate to establish and maintain a satisfactory performance level in classroom instruction and management.
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of the candidate are evident.
- Unprofessional conduct toward university personnel, school personnel or students.

At the time of removal, the teacher candidate must meet with the Director of Teacher Education to determine if remediation is an option. The remediation will be documented on the action plan form. If the teacher candidate does not satisfactorily follow the plan, the teacher candidate will be removed from the teacher education program and not allowed to continue with the program in the future. If remediation is not an option, the teacher candidate will receive an F; a course grade of Pass or Withdraw shall not be granted.

If the teacher candidate is to be dismissed from student teaching, she/he will be given a letter stating the decision made, the reasons for that decision, and whether or not an opportunity for application to student teach again at a later date will be permitted.

The final decision to terminate a student teacher is the responsibility of the Director of Teacher Education with the consensus and approval of the Dean of the College of Education. This decision will be based upon input from the school principal, the mentor teacher, and the university supervisor.

Applying for Teaching License

In order to obtain a teaching license, a candidate must be recommended for the license by Austin Peay State University. A recommendation is forwarded to the Tennessee Department of Education when a candidate successfully completes the following:

- ✓ Specialty Area Praxis II Exam(s) in the major
- ✓ Appropriate Principles of Learning and Teaching Praxis II Exam
- ✓ All Graduate/Undergraduate Degree Requirements (if applicable) including edTPA
- ✓ Successful Completion of Student Teaching
- ✓ Submission of all necessary paperwork to the College of Education's Coordinator of Teacher Certification, Claxton 228.

The **candidate for licensure** is **responsible** for making sure that all necessary paperwork is submitted to the Licensure Office including the following:

- ✓ ***Official*** transcripts from other universities, regardless of relevance to certification (Transcripts sent to the Admissions office for admittance to the university, cannot be released to the Certification Office) Please send ***official*** transcripts to:
Coordinator, Teacher Certification, PO Box 4477, Clarksville, TN 37044
- ✓ Official Praxis II Examination Scores
- ✓ Application for licensure forms

*Application for teaching licensure in other states is the responsibility of the student. Completion of the Tennessee application process is an **absolute** requirement, even if there is no intent to seek employment in Tennessee Schools.*

Individual questions regarding licensure should be addressed to Coordinator of Teacher Certification, Ms. Jana Hatcher. Email: hatcherj@apsu.edu Phone: 931.221.6182.

Outgoing Courtesy Placements

A teacher candidate's request to complete the clinical teaching requirement under the supervision of another university (a "courtesy placement") will be granted only in exceptional cases, such as transfer of spouse for military duty. Placements in Tennessee schools outside the APSU service area, is not an option.

If the request is approved, the Director of Teacher Education will arrange the courtesy placement at the university nearest to the candidate's place of relocation. Candidates should be aware that there is no guarantee that another university in the area of relocation will agree to accept an APSU student. Candidates may not arrange their own courtesy placements, but may be asked to facilitate the process if they are already relocated to the region of the requested placement.

It should be noted that a request for a courtesy placement may delay your placement and subsequent completion of clinical teaching. APSU students requesting a courtesy placement must:

- Submit a timely courtesy placement request in writing to the Office of Teacher Education. This request must identify the licensure area, reason(s) for the request, and all necessary documentation to support the request. Deadlines for applying for courtesy placements are the same as for all student teaching placements (September 15 for spring placements and February 15 for fall placements).
- Be fully admitted to the teacher education program, including successful completion of all Praxis II exams prior to student teaching. Courtesy placements will NOT be granted to candidates who do not FULLY meet eligibility requirements.
- Enroll in twelve hours of clinical teaching coursework and seminar at APSU.
- Accept responsibility for all additional fees required by the host university.
- It is the candidate's responsibility to pay the host university directly.
- Agree to follow the policies and procedures pertaining to enhanced clinical teaching as outlined in the APSU Clinical Teaching Handbook.
- Participate in all meetings and seminars required of teacher candidates at the host university.
- Submit evaluations (preferably APSU forms but those of the host university will be accepted) from the mentor teacher(s) and university mentor(s) at the end of the fifteen-week assignment.
- Submit and successfully pass the edTPA.

Incoming Courtesy Placements

As a courtesy to other universities, the APSU College of Education will consider placing and supervising clinical students from other institutions outside of Tennessee (in-state courtesy placements will not be honored). Requests for such placements must come from the university that will recommend the candidate for licensure. The written request must outline the reasons for the request and must affirm that the candidate has completed all prerequisites for clinical teaching and is in good standing with the licensing university.

The visiting teacher candidate will register with the licensing university. However, an \$850 fee is charged by Austin Peay to cover the costs of supervision and travel. A check for \$850 should be made out to Austin Peay State University. The fee is due to the Office of Teacher Education at the beginning of the clinical teaching semester.

All incoming candidates are required to have an Austin Peay background clearance, even if the candidate has a positive clearance from their home institution.

The Director of Teacher Education will find placements for the incoming candidate and will assign a university mentor to observe and evaluate the candidate. The visiting clinical student is expected to participate in the clinical teaching seminars held on campus, as well as weekly seminars with the university supervisor. At the completion of clinical teaching, all evaluation materials will be sent to the licensing institution.

Visiting teacher candidates must meet all requirements of the home institution. However, such requirements cannot conflict with policies and procedures outlined in this handbook.

Requests for clinical teaching placements must be no later than February 15th for placement for the fall semester, and no later than September 15th for placement for the spring semester.

Lesson Plan

Lesson Title: _____

Grade and Subject Area: _____

Content Standards (Common Core or State)

Provide the standards and performance indicators to be covered by this lesson, cite the numbers and the text. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.

Learning Objectives

Provide the measurable or observable objectives for this lesson. They should be subject-specific and associated with the content standards.

Formative/Summative Assessment

Explain and clearly label all forms of formative/summative assessments and describe what is being assessed.

Materials

List the instructional materials, resources, equipment, and technology needed for this lesson.

Instruction: Lesson Delivery and Strategies

Central Focus: List the essential questions and enduring understandings of this lesson.

Part A: Introduction (also known as anticipatory set, bell ringer)

Describe how you will build on students' prior knowledge and encourage student involvement.

Part B: Instruction (direct and/or indirect instruction)

Explain in detail the differentiated instructional strategies delivered in the lesson. Explain what you and the students will be doing that support diverse student needs.

Part C: Deepening Content Learning

Provide additional opportunities for all students to apply new learning, evaluate learning, improve learning, or engage in enrichment activities.

Part D: Modifications/Accommodations/Differentiation

Describe how you have developed your plans to meet the needs of all students.

Closure

Check for understanding, and explain how this lesson will connect to the next lesson. Explain what students will do to rethink or revise their understandings/skills.

TEAM Evaluation Form

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	<ul style="list-style-type: none"> • All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are consistently connected to what students have previously learned, know from life experiences, and integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> • Most learning objectives are communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard 	<ul style="list-style-type: none"> • Few learning objectives are communicated, connected to state standards and referenced throughout lesson. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
COMMENTS			
Motivating Students	<ul style="list-style-type: none"> • The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> • The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> • The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
COMMENTS			
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.
COMMENTS			

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing	<ul style="list-style-type: none"> •The lesson starts promptly. •The lesson's structure is coherent, with a beginning, middle, and end. •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 student time is lost during transitions. 	<ul style="list-style-type: none"> •The lesson starts promptly. •The lesson's structure is coherent, with a beginning, middle, and end. •Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. •Routines for distributing materials are efficient. •Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> •The lesson does not start promptly. •The lesson has a structure, but 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.
COMMENTS			

Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <ul style="list-style-type: none"> • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. • The preponderance of activities demand complex thinking and analysis. • Texts and tasks are appropriately complex. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <ul style="list-style-type: none"> • Texts and tasks are appropriately complex. 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student to student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).
COMMENTS			

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

Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.
COMMENTS			

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
COMMENTS			

Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject- specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
COMMENTS			

Teacher Knowledge of Students	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.
COMMENTS			

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Problem-Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: Abstraction 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
COMMENTS			

Instructional Plans	Instructional plans include: • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson unit and closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and • evidence that the plan provides regular opportunities to accommodate individual student needs.	Instructional plans include: • goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: • few goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are rarely aligned to state standards. ○ are rarely logically sequenced. ○ rarely build on prior student knowledge. ○ inconsistently provide time for student work, and lesson and unit closure; • little evidence that the plan provides some opportunities to accommodate individual student needs.
COMMENTS			

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.
COMMENTS			

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); <ul style="list-style-type: none"> 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. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are not 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.
COMMENTS			
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> 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.
COMMENTS			
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
COMMENTS			

Respectful Culture	<ul style="list-style-type: none"> •Teacher-student interactions demonstrate caring and respect for one another. •Students exhibit caring and respect for one another. •Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> •Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. •Students exhibit respect for the teacher, and are generally polite to each other. •Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> •Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. •Students exhibit disrespect for the teacher. •Student interaction is characterized by conflict, sarcasm, or put-downs. •Teacher is not receptive to interests and opinions of students.
COMMENTS			