RESIDENCY I

Interdisciplinary Studies

Handbook

College of Education
Department of Elementary & Special Education

Acknowledgments

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Introduction to Residency 1

Description and Overview

Residency 1 is designed to assist the teacher candidate in recognizing and appreciating the interrelationship between and amongst educational theory and practice by drawing upon prior coursework, field experiences, and other resources to inform and develop professional knowledge and practice. Through the continued scaffolding of university students into teachers, candidates experience a transformative learning experience (Mezirow, 1997). Residency 1, through its substantial commitment to field experiences, will provide the pre-service teacher candidate opportunities to design, teach, assess, and reflect upon the effectiveness of behaviors and decisions made in the classroom as each informs, develops, and expands her/his understanding of the varied roles of teachers. Of significance is the commitment to Ready2Teach, supported by the Tennessee Board of Regents, which includes these principles:

- "Throughout their program of study, teacher candidates are presented with experiential problem-based learning cases that relate directly to real-world teaching.
- Preparation for teaching occurs in actual school settings under collaborative supervision of mentor teachers, master clinicians and university faculty.
- Instructional modules and seminars are structured around developing strong content knowledge and effective teaching skills to improve student achievement.
- Teacher candidates' tasks are aligned with partner districts' priorities and needs.
- Teacher candidates are introduced to available school-based opportunities to work with students and their families" (Ready2 Teach.org).

The National Research Council's report *Preparing Teachers: Building Evidence for Sound Policy* (2010) has identified field experience as one of the three "aspects of teacher preparation that are likely to have the highest potential for effects on outcomes for students, along with content knowledge and the quality of teacher candidates" (p.180). Additionally, Residency 1 is designed to comply with TBR Guideline A-045: Teaching Quality Initiative Program (TQI) Operational Guidelines for School–Based Residency. This requires each teacher education unit to "collect, analyze, and report data on teaching and professional preparation in education" and provide "evidence-based guidance on effective teachers and teaching practices." Residency 1 will contribute to meeting this requirement in these ways.

- Professional education classes and student teaching are combined into a comprehensive teaching residency occurring primarily during the senior year and will replace the more traditional teacher education components.

- Preparation for pedagogy will occur primarily in actual school settings, under collaborative supervision of university faculty and mentor teachers and is structured around authentic problem-based experiences to attain learning outcomes.

The prominent feature of Residency 1 is field experience. The Residency 1 candidate will be spending the majority of their class time in the classroom applying and developing the skills and practices introduced in earlier field experiences; therefore, Residency 1 is a stage among scaffolds progressing to Residency 2: Student Teaching. Through continual formative assessment of candidates' field experience

work in Residency 1, the line of demarcation into Student Teaching will be blurred rather than the sense of a completely novel experience.

There will be a minimum of class periods where the candidates meet at the university for class meetings and seminars. Guest speakers will be invited for topics such as edTPA.

Within a Professional Learning Community (PLC), Residency 1 will enable the teacher candidate to integrate content knowledge with pedagogy and reflection into a coherent understanding of how each contributes to learning. The PLCs will be formed within the cohort structure. Candidates will learn to work "collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students" (DuFour, DuFour, Eaker, & Many, 2006). This naturally blends with the extensive use of problem-based learning in this and other courses within the department. In PBL, there is an emphasis on collaborative learning supported by flexible teacher scaffolding as candidates problem-solve in completely authentic contexts (Yew & Schmidt, 2012).

Residency 1 is unique within the Interdisciplinary Studies major as it is designed to integrate four courses offered during the Residency I Semester: ELED4350-Theory to Practice, READ4130-Corrective Reading, ELED 4410: Effective Instruction-Integrating Social Studies and Assessment, and ELED4340-Classroom Management. ELED4350 will serve as the umbrella rubric to meet the requirements for the "school setting" required under TBR Guideline A-045. In addition ELED4350 will also require the candidate to demonstrate her/his competency to design, implement, and assess instruction directly affecting all student learning in the areas of mathematics, social studies, technology, assessment, and science.

Purpose and General Objectives

General Course Objective	Specific Course Objectives The candidate will be able to:
Field Experience is an essential component of the pre-professional experience.	1. Observe and assist in a classroom beginning with two to three (whole or half days) per week in the first month and increasing to four days per week during the final month of the semester. 2. Demonstrate an understanding of "schools as organization within a historical, cultural, political, and social context…" (InTASC, 2011, Standard 10) 3. Create and implement at least one area of study with a variety of instructional strategies appropriate for elementary or primary level classrooms.
Integrates content, pedagogy, and practice is an essential skill required of all teachers.	1. Use multiple teaching and learning strategies as well as varying the role of the teacher to develop critical thinking and problem solving skills for children. 2. Design instruction promoting flexible learning environments that "encourage learner exploration, discovery, and expression across content areas" (InTASC 2011 Standard 5).
Ability to work with a diverse student population is essential for student learning.	1. Create a stimulating as well as inclusive environment which addresses individual differences in a respectful manner. 2. Use effective classroom management strategies that foster self-control and self-discipline in a classroom climate of mutual respect, support, and inquiry. 3. Develop a respectful and collaborative environment where culture, English language learners, poverty, ethnicity, gender, sexual orientation, religion, and exceptionalities and abilities are valued and respected.
Ability to work within the framework of a professional learning community contributes to the productivity, instructional effectiveness, and the development of professional skills and behaviors.	1. Work within the structure of a professional learning community in response to problems arising within the Residency I setting (e.g. diversity, inclusion, community, poverty, bias, assessment, classroom management). 2. Work collaboratively to resolve Problem Based Learning Cases.
Demonstrate the effectiveness of instruction on student achievement.	1. Integrate content knowledge and appropriate instructional methods having a direct effect upon student learning. 2. Distinguish between formative and summative assessments, their application and the knowledge of how and when to use each to identify learner strengths and needs to promote learner growth. 3. Demonstrate an understanding how to prepare the learner for assessment and how to make accommodations in assessment and testing conditions (e.g. learners with disabilities, language learning needs).
Ability to reflect "for" and "on" instruction.	1. Obtain feedback concerning children's needs, parents' input, and other colleagues and organize in such a way that will be helpful in communicating to parents and children their progress at any given time. 2. Reflect, build, and implement a plan for professional development "committed to deepening understanding of his/her own frames of reference (e.g. culture, gender, language abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for a relationship with learners and their families" (InTASC, 2011, Standard 9).
Ability to plan instruction that supports every student in meeting rigorous learning goals.	1. Design instruction using content and content standards evidenced by the incorporation of evidences based instructional strategies, technological tools, and the knowledge of when and how to use them to plan instruction that meets diverse learning needs (InTASC 2011, Standard 7).

	2. Understands the importance of using learner's differing strengths and needs, of using the information to further each learner's development, and promoting each learner's growth and development.

Sample Weekly Schedule

The following is given as a sample of approximate dates only. Refer to the ELED 4350 syllabus for specific assignment due dates and schedule.

*Week 1: Attend Residency 1 Orientation. Meet with university supervisor and all cohort team faculty members to discuss Residency 1 along with all courses and school-based expectations.

*Week 2: Meet at school site. Meet with principal and designated school officials (instructional coach(s), etc.). Meet cooperating classroom teacher.

*Week 3-7: Meet at the school site. Observe, work with small groups, take on administrative duties of the classroom, work on classroom environment/displays, manage centers/stations, duties as assigned by the cooperating classroom teacher.

*Week 8-14: Meet at the school site.

*Week 15: Meet at the university - final evaluations. Last day of class is Wednesday, December 3, 2014.

NOTE: Meetings for the grade level team, RTI, etc. will be incorporated as deemed appropriate by the cooperating classroom teacher.

Sample MW Weekly Schedule

(Murfreesboro City & Rutherford County)

DATES	ACTIVTY	LOCATION
August 25	Residency 1 Orientation	COE 160
August 27	Seminar Day	TBA
September 1	Labor Day Holiday	
September 3	Introduction to Host School Meet with principal, designated school officials, cooperating teachers, and class	School Site
September 8	Residency Day	School Site
September 10	Residency Day	School Site
September 15	Residency Day	School Site
September 17	Residency Day	School Site
September 22	Residency Day	School Site
September 24	Residency Day	School Site
September 29	Residency Day	School Site
October 1	Residency Day	School Site
October 6	Host School Fall Break	TBA
October 8	Host School Fall Break	TBA
October 13	MTSU Fall Break	
October 15	Residency Day	School Site
October 20	Residency Day Parent/Teacher Conferences (County Schools)	School Site
October 22	Residency Day	School Site
October 27	Residency Day Parent/Teacher Conferences (City Schools)	School Site
October 29	Residency Day	School Site
November 3	Residency Day	School Site
November 5	Seminar	COE 302
November 10	Seminar	COE 302
November 12	Residency Day	School Site
November 17	Residency Day	School Site
November 20	Residency Day	School Site
November 24	Residency Day	School Site
November 26	Thanksgiving Break	School Site
December 1	Residency Day	School Site
December 3	Final Residency Day	School Site
December 4	STUDY DAY	
December 5-11	FINAL EXAMS	

Sample TR Weekly Schedule

(Murfreesboro City & Rutherford County)

DATES	**ACTIVTY**	**LOCATION**
August 25	Residency 1 Orientation	COE 160
August 28	Seminar Day	TBA
September 2	Introduction to Host School Meet with principal, designated school officials, cooperating teachers, and class	School Site
September 4	Residency Day	School Site
September 9	Residency Day	School Site
September 11	Residency Day	School Site
September 16	Residency Day	School Site
September 18	Residency Day	School Site
September 23	Residency Day	School Site
September 25	Residency Day	School Site
September 30	Residency Day	School Site
October 2	Residency Day	School Site
October 7	Host School Fall Break	TBA
October 9	Host School Fall Break	TBA
October 14	MTSU Fall Break	
October 16	Residency Day	School Site
October 21	Residency Day	School Site
October 23	Residency Day	School Site
October 28	Residency Day PLC Meetings (City Schools)	School Site
October 30	Residency Day Parent/Teacher Conference Day	School Site
November 4	Residency Day Teacher Inservice Day (County Schools)	School Site
November 6	Residency Day	School Site
November 11	Residency Day	School Site
November 13	Residency Day	School Site
November 18	Residency Day	School Site
November 20	Residency Day	School Site
November 25	Residency Day	School Site
November 27	Thanksgiving Day	School Site
December 2	Final Residency Day	School Site
December 4	STUDY DAY	
December 5-11	FINAL EXAMS	

Roles and Responsibilities

Teacher Candidate

The candidate will participate in a rigorous and rewarding experience teaching and learning alongside a cooperating classroom teacher focused on accelerating student achievement. The candidate gradually assumes increasing responsibility for instruction. Residency 1 is a formative learning experience in the progression to Residency 2 student teaching and the teaching profession. Candidates will:

Professional Conduct

1. Demonstrate the attributes of teacher dispositions in all interactions (see Disposition Standards).
2. Collaborate with cooperating classroom teacher to improve student learning.
3. Ensure that all conversations about students are objective, respectful, confidential, and conducted for the purpose of advocating for student. You are a guest at your school!
4. Build and maintain professional and courteous relationships with teachers, all school personnel, related service providers, families, and all members of the school community.
5. Meet all deadlines established by the cooperating classroom teacher and university instructor.
6. Act, speak, and dress professionally at all times! Candidates may not use cell phones or e-mail while working in the classroom, when students are present, or during any seminars. Specific information will be provided at the first seminar on appropriate dress, classroom protocol, etc. You may also ask your cooperating classroom teacher for guidance on these expectations.
7. Follow all rules and guidelines established by the host school site. These will be discussed during your first visit to the host school.
8. Maintain an orderly work-space, be prepared and be organized.
9. Actively participate at the host school site by taking on the same or similar responsibilities as the cooperating classroom teacher (bus duty, etc.).
10. Except responsibility for actions and own learning. If extra support is needed, the candidate will initiate a conversation with the university supervisor. If the candidate is uncertain about the timeline, due dates, or expectations they are to schedule a meeting with their supervisor.

Attendance

Candidates will:

1. Attend all class meetings and seminars.
2. Attend all Residency days. You are expected to be at your placement on the designated day during the designated time as well as any meetings deemed appropriate by the cooperating classroom teacher and Residency 1 supervisor. You should only miss due to illness. If an absence is unavoidable, you must inform your cooperating classroom teacher and your Residency 1 supervisor by phone and/or e-mail as early as possible. You will also need to

reschedule your hours in coordination with your cooperating classroom teacher and Residency 1 supervisor.

3. Arrive at the school site on-time and be prepared to teach, learn, and assist the cooperating classroom teacher.
4. Follow the school site's daily schedule for teachers. (Sometimes it will be necessary to work beyond the school day to complete tasks and fulfill responsibilities.)
5. Sign in and out each day at the school site.
6. Attendance is a must! Final grade will be dropped one letter grade for any absence not made up. More than two absences may result in dismissal from the program.

Teaching and Learning

Candidate will:

1. Check e-mail daily and respond within 24 hours.
2. Debrief with cooperating classroom teacher to plan, implement, and analyze lessons as well as discussing planning and progress in general.
3. Actively and constructively participate in all seminars and field placement days.
4. Use tools and resources provided by the host school and MTSU to improve practice and student achievement.
5. Utilize video, assessment data, student work and other sources of data to reflect on teaching practice and student learning.

(adapted from Khan, 2013 and Ridgley/Hitchcock, 2013)

Cooperating Classroom Teacher

The cooperating classroom teacher is the model and guide as candidates learn to become effective teachers. They will:

1. Ensure candidate learning through a systematic integration of teaching responsibility.
2. Foster candidate learning through guided debriefing and reflection.
3. Model attributes of an effective teacher and mentor.
4. Focus on student achievement in the classroom and determine strategies to promote student achievement.
5. Provide candidate with opportunities to teach and co-plan focused lessons on differentiation and effective content delivery.
6. Debrief with candidate during planned meetings to analyze lessons, teaching strategies and student learning.
7. Use video, anecdotal notes, observation notes, student work and other sources of data to engage candidate in enhancing teaching practice and student learning.
8. In conjunction with the teacher candidate, schedule a weekly meeting to coach candidate using observation notes, lesson plans, student work, and other collected data or resources.
9. Provide opportunities for candidate to participate in grade level team meetings, parent-teacher conferences and/or school events, RTI and/or data team meetings, IEP and/or meetings with Special Education teacher. Facilitate case study student assignment.
10. Communicate with the university instructor on a weekly basis to monitor progress, identify positives, and address any concerns.
11. Participate in university instructor and candidate student meetings as needed.
12. Evaluate candidate learning using appropriate observation guides and rubrics. Approve all lesson plans, evaluation of four lessons in conjunction with the ELED4350 instructor, and provision of end of placement feedback.
13. Assess dispositions of candidates.

(adapted from Khan, 2013)

University Supervisor

The university supervisor serves as a mentor and guide as candidates learn to become effective teachers. They will:

1. Maintain regular communication with cooperating classroom teachers, school personnel, and candidates.
2. Communicate with the cooperating classroom teacher on a weekly basis to monitor progress, identify positives, and address any concerns.
3. Plan for seminars on topics such as TEAM, Common Core, edTPA, and PBL with candidates during the semester.
4. Provide feedback to candidates and cooperating classroom teachers.
5. Consult with cooperating classroom teachers on coaching and mentoring candidates.
6. Coordinate with cooperating classroom teachers to evaluate the candidate's proficient performance on selected state standard elements and/or district benchmarks.
7. Consult with cooperating classroom teacher and candidate if the candidate's performance is below program standards to determine if the candidate should continue in the program.
8. Assist with videotaping lessons.
9. Evaluate candidate learning using appropriate observation guides and rubrics. Responsible for evaluating lessons in conjunction with the cooperating classroom teacher, context for learning report, grade level team reflections, parent-teacher conference and/or school event reflection, IEP and/or meeting with Special Education teacher reflection, video reflection, and learning reflection log.
10. Assume responsibility for assigning a final grade in collaboration with the cooperating classroom teacher.

(adapted from Khan, 2013)

General Field Guidelines

Teacher candidates will be assigned either individually or in pairs to a cooperating teacher at their host school. Candidates should be active participants in the classroom. Whenever possible, they should be moving about the classroom and/or actively working with individuals, small groups, or large groups as permitted.

There are several assignments from candidates' courses that will need to be carried out in the field including (but not limited to) the following…

- Lead-teaching *at least lessons* six lessons (4 of these lessons will be evaluated by either the cooperating teacher or university supervisor, candidates will video tape two of these lessons)
- Developing a three day instructional segment
- Attending grade-level team meetings
- Attending an IEP meeting (if allowed) and/or meeting with the Special Education Teacher
- Work with an at-risk reader for their modified case study report. They can work with the child on an individual basis, in small groups, etc. and within your classroom structure and schedule. The reader will be identified by the cooperating teachers.
- Attending a Data Team and/or RTI Meeting

Details on these assignments will be provided to candidates and are found in their ELED 4350 syllabus. Candidates should discuss these assignments with their cooperating teachers early and plan to align lesson topics with the teachers' instructional plans.

This semester teachers and candidates may use a variety of co-teaching methods (Friend & Cook, 2000; St. Cloud University, 2011) with permission from the cooperating teacher. The following list describes each method.

1. **One Teach, One Observe**: One teacher has primary responsibility for teaching while the other gathers specific observational information on students or the instructing teacher. The key for this strategy is to have a specific focus for the observation.

2. **One Teach, One Assist**: This strategy is an extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behavior, or corrects assignments.

3. **Station Teaching**: Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group.

4. **Differentiated**: One teacher takes responsibility for the large group while the other works with a smaller group teaching the same content in a different way.

5. **Supplemental**: One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich instruction, while the other teacher instructs the large group.

6. **Team**: The members of the team co-teach alongside one another and share responsibility for planning, teaching, and assessing the progress of all students in the class.

7. **Parallel**: Teachers divide the students in half, each teaching the same lesson to half of the students. This allows for a smaller teacher/student ratio and more individualized focus and attention.

Additionally, and with the cooperating teacher's permission, candidates may…

- Work one-on-one with students or with student pairs;
- Assist with learning centers or literacy rotations if given guidance;
- Walk around and answer student questions when students are working independently;
- Assist with lesson presentations;
- Collect and review homework;
- Pass out papers;
- Read with students;
- Take roll;
- Proctor (non mandated/non-standardized) make-up tests;
- Review concepts with individuals or small groups;
- Review missed questions with students (exams or homework);
- Assist with transitions, supervise students in the hallway, special areas, etc.;
- Observe on task/off task behavior, classroom management strategies, gender patterns in the classroom (who answers/is asked questions), the classroom environment, types of questions asked by teacher, etc.;
- And, teach some of the lessons planned by the cooperating teachers

During Residency I, teacher candidates should not…

- **Supervise children without school personnel present.**

A university supervisor will be checking in with all candidates and cooperating teachers regularly. If there are any questions or concerns please contact the university supervisor immediately.

Dispositions

Overview

Teacher candidates should view Residency 1 as the beginning of their professional career. They will be using this time to transition from student to professional. During this transition, candidates have the opportunity to demonstrate the knowledge, skills, and competencies necessary for student teaching and employment. Each day should be considered a mini interview; therefore, candidates must consider their actions carefully and weigh any consequences, as they will affect their future within the program and employment.

The attire and grooming of each candidate while working in the host school should conform to the district policy. The teacher candidate must consult the cooperating teacher and principal at their school to learn these policies. In addition, all tattoos must be covered. Piercings, not in the ear, must be removed.

Additional information related to attendance and participation can be found in the ELED 4350 syllabus and will be discussed with your university supervisor.

Disposition Standards

During the semester, each teacher candidate will be evaluated based on a set of disposition standards as stated by NCATE. These standards include the candidates' ability to be:

- Collaborative
- Reflective
- Professional
- Self-directed
- Ethical
- Critical thinker

A brief description of each disposition standard is provided below.

1. **Collaborative:** A teacher candidate who exhibits an ability to be collaborative will be willing to work with others; understand and seek leadership roles within the group; value the roles of all members of the group and solicits input from all; and will articulate the purpose, scope, and outcomes of each collaboration.
2. **Reflective:** A teacher candidate who exhibits an ability to be reflective will provide evidence of curiosity about topics/issues studied; will be patient and disciplined; will seek to continuously evaluate the effects of instruction; consistently demonstrate flexibility and adapt to processes to incorporate new information; analyzes and synthesizes multiple sources of information resulting in creative solutions to problems.
3. **Professional:** A teacher candidate who exhibits an ability to be professional will consistently attend class and arrive on time; be thoroughly prepared for class at all times; maintain accurate and-up-to date records and use this information for decision-making; maintain confidentiality, understand and fulfill legal responsibilities; will be enthusiastic; will be hard working and an effective communicator; is aware of and participates in professional organizations and seeks leadership roles; is aware of and uses professional literature; articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goals; engages in relevant professional development activities and follow through with the plan; maintain professional appearance appropriate to the situation; and be responsive to feedback and constructive criticism.
4. **Self-directed-** A teacher candidate who exhibits an ability to be self-directed will accept responsibility for their actions; seek answers to problems independently; outline a plan of action and an implement plan with modifications as necessary; assume a leadership role in solving problems; and be creative and resourceful.

5. **Ethical-** A teacher candidate who exhibits an ability to be ethical will value human diversity; show respect for the varied talents of individuals; demonstrate compassion toward others; be respectful of others; be committed to developing the highest educational potential of individuals; be honest; acknowledge the work and ideas of others; and work within the standards and policies of the profession.
6. **Critical Thinker-** A teacher candidate who exhibits an ability to be a critical thinker will value critical thinking; actively pursue opportunities to gather evidence related to problems/issues; thoroughly evaluate alternative points of view; draw warranted conclusions and is willing to test the conclusions against further evidence; consistently seeks to void errors in analysis of the evidence; continuously monitors sources of personal bias in reasoning; and presents clear justifications for positions taken.

Final dispositions will be documented on Tk20.

The university supervisor will notify candidates' exhibiting a deficiency in one or more of these dispositions. A meeting to discuss and document such deficiency will be held with the candidate and university supervisor. If the deficiency continues, a continuous evaluation process will begin including a suggested action/remediation plan. This meeting will be held with the candidate, cooperating teacher, university supervisor, host school principal, and department chair all in attendance. Failure to comply with these processes could result in removal from the program.

Disposition Standards Rubric

Dispositions and Associated Indicators	Unacceptable 0	Acceptable 1	Target 2
Collaborative o Is willing to work with others o Understands and seeks leadership roles within the group o Values the roles of all members of the group and solicits input from all o Articulates the purpose, scope, and outcomes of each collaboration	**Comments regarding strengths/areas for growth:**		
Reflective o Evidence of curiosity about topics/issues studied o Is patient o Is disciplined o Seeks to continuously evaluate the effects of instruction o Consistently demonstrates flexibility and adapts processes to incorporate new information o Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems.	**Comments regarding strengths/areas for growth:**		
Professional o Consistently attends class and is on time, prepared at all times	**Comments regarding strengths/areas for growth:**		

o Maintains accurate and up-to-date records and uses information for decision-making o Maintains confidentiality, understands and fulfills legal responsibilities o Is enthusiastic o Is a hard working effective communicator o Is aware of and participates in professional organizations o Is aware of and uses professional literature o Articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goals o Engages in relevant professional development activities and follows through with the plan o Maintains professional appearance appropriate to the situation o Is responsive to feedback	
Self-Directed o Accepts responsibility for actions o Seeks answers to problems independently o Outlines plan of action and implements plan with modifications as necessary o Assumes leadership role in	**Comments regarding strengths/areas for growth:**

solving problems o Is creative and resourceful	
Ethical o Values human diversity o Shows respect for varied talents of individuals o Demonstrates compassions toward others o Is respectful of others o Is committed to developing the highest educational potential of individuals o Is honest o Acknowledges the work/ideas of others o Works within standards and policies of the profession	**Comments regarding strengths/areas for growth:**
Critical Thinker o Values critical thinking o Actively pursues opportunities to gather evidence related to problems/issues o Thoroughly evaluates alternative points of view o Draws warranted conclusions and is willing to test the conclusions against further evidence o Consistently seeks to avoid errors in analysis of evidence o Continuously monitors sources of personal bias in reasoning	**Comments regarding strengths/areas for growth:**

o Presents clear justification for positions taken	

Improvement Plan

Teacher Candidate _____

University Supervisor_____

Disposition(s) being addressed in this plan:

_____Collaborative _____ Professional _____ Ethical	_____ Reflective _____ Self- Directed _____ Critical Thinker

Candidate actions and responsibilities:

Evidence of progress in addressing dispositional concerns:

Time frame for implementation and reassessment:

Date and time for follow-up conference: *The candidate is responsible for confirming these conference plans at least one week in advance, according to the faculty supervisor's preferred method of communication.*

This plan was formulate by the candidate and faculty mentor and agreed to by all parties.

_____
Candidate Signature

Date_____

_____
Faculty Signature

_____
Date

_____
Department Chair Signature

_____
Date

Follow-up Conference Documentation

Teacher Candidate _____

University Supervisor_____

Candidate actions and responsibilities:

_____ Candidate satisfied all of the candidate actions and responsibilities as stated on the Disposition Improvement Plan.

_____ Candidate satisfied some of the candidate actions and responsibilities as stated on the Disposition Improvement Plan.

_____ Candidate did not satisfy any of the candidate actions and responsibilities as stated on the Disposition Improvement Plan.

Evidence of progress in addressing dispositional concerns:

_____ Candidate provided evidence of fully addressing dispositional concern.

_____ Candidate provided evidence of partially addressing dispositional concern.

_____ Candidate did not provide evidence of addressing dispositional concern.

Faculty recommendation based on plan completion:

_____ Candidate has successfully addressed the dispositional concern(s) and the candidate should move forward in the program.

_____ Candidate has made progress towards meeting the dispositional concern(s) and should continue on the Professional Disposition Improvement Plan until further progress has been made.

_____ Candidate has not made progress towards meeting the dispositional concern(s) and should meet with the department chair and/or dean for further instructions.

Comments:

This evaluation was discussed with the candidate.

_____
Candidate Signature

Date_____

_____
Faculty Signature

_____
Date

_____
Department Chair Signature

_____
Date

Resources and References

Resources

Instruction

Diversity

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Web Sites

Common Core State Standards
http://www.tncore.org/english_language_arts.aspx

edTPA
http://edtpa.aacte.org/

List-Group-Label
http://www.readingrockets.org/strategies/list_group_label

Professional Learning Community (PLC)
http://www.centerforcsri.org/plc/index.html

Problem Based Learning (PBL)
http://online.sfsu.edu/rpurser/revised/pages/problem.htm

Ready2Teacher
http://www.ready2teach.org/

Reciprocal Teaching
http://curry.edschool.virginia.edu/go/readquest/strat/rt.html

TEAM Evaluation Rubric
http://team-tn.org/assets/educator-resources/TEAM_Educator_Rubric.pdf

Transformative Learning
http://epltt.coe.uga.edu/index.php?title=Transformative_Learning

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Appendix

Context for Learning

About the School Where You Are Teaching

1. In what type of school do you teach?
   Urban: [ ]
   Suburban: [ ]
   Rural: [ ]
2. List any special features of your school or classroom setting (e.g., themed magnet, students are tracked into the class, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in the classroom.
   [ ]
3. Describe any district, school, or mentor teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
   [ ]

About the Class

1. Attach the class schedule for the day.
2. Identify any textbooks or instructional program used for instruction. If textbooks are used, please provide the titles, publishers, and date of publications.
   [ ]
3. List other resources (e.g., SmartBoard, hands on materials, online technology resources) available for you to use for instruction in this class.
   [ ]

About the Students in the Class

1. Grade level: [ ]
2. Number of
   students in the class: [ ]
   males: [ ]
   females: [ ]
   English language learners: [ ]
   students identified as gifted and talented: [ ]
   students with Individualized Education Programs (IEPs) or 504 plans: [ ]
3. Complete the chart below to summarize required accommodations or modifications for students receiving special education services, students who are gifted and talented, and students with other learning needs as they will affect your instruction and assessment. Consult with your mentor teacher to complete the chart. The first row has been completed in italics as an example. Add rows as necessary.

Special Education/504 Category	Number of Students	Supports, Accommodations, Modifications, and/or Pertinent IEP Goals
Example: Learning Disability-Reading	Example: 1	Example: Needs individual directions. When providing a reading passage, highlight key idea prior to giving to the student.
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications

Context for Learning Rubric

	Unacceptable	Acceptable	Target
About the School	Did not identify the type of school. (0) Did not list special features of the setting. (0) Very little or no discussion of requirements or expectations that would affect teaching in this classroom. (0)	Special features listed, but unclear (1) Described requirements or expectations that would affect teaching in this classroom, but more details were needed to clearly understand. (1)	Identified the type of school. (1) Clearly listed special features of the setting. (2) Clearly described requirements or expectations that would affect teaching in this classroom. (2)
About the Class	Did not include the class schedule. (0) Did not include textbooks used for each content area or missing required information.(0) Did not list resources available. (0)	Included incomplete classroom schedule (1) Addressed if textbooks were used in some content areas, but not all. (1) Listed some resources available, but the list seemed limited. (1)	The classroom schedule was included. (2) Identified textbooks used for each content area or noted if none were used for specific content areas. (2) Listed resources available for use for instruction. (2)
About the Students	Did not address total number of students in class. (0) Did not address total number of student who are English Language Learners. (0) Did not address number of students identified as gifted and talented. (0) Did not address number of students with IEPs, 504 plans, and other learning needs. (0) Very little to no discussion of supports for students. (0-1)	Discussed supports in place for students, but unclear or lacking details. (2-4)	Addressed total number of students in class. (1) Addressed total number of students who are English Language Learners. (1) Addressed number of students identified as gifted and talented. (1) Addressed number of students with IEPs, 504 plans, and other learning needs. (1) Clear discussion of supports in place for students. (5)

Total Points /20

Cooperating Teacher Observation

Complete an observation of your cooperating classroom teacher teaching a lesson. First, you will engage in a pre-conference with your cooperating teacher. Second, you will take observational notes of what you see and hear in the classroom. Third, you will compile your own thoughts about what you observed. Finally, you will conduct a post-conference with your cooperating teacher. This process will help you learn more about planning, implementing and reflecting. Use the following guide to complete this process.

Pre-Conference

Set aside a time to discuss observing a lesson your classroom teacher is planning to teach during your first week of placement. This discussion will take about 10 minutes. Observing your mentor teacher will help you learn the procedures of the classroom, the teacher's planning process, and the observation process. In addition, you will be able to learn more about the reflection process required to become a good teacher!

Your mentor may have a specific lesson preference. If not, you are free to choose any subject area to observe. Please use the following questions to begin the conversation about the lesson you will observe. Feel free to add comments or questions as the need arises.

Subject area _____

Duration _____ (list times and number of minutes expected)

What are the objectives or learning targets of the lesson?

How will you assess to what extent each learning target/objective is learned?

How will you differentiate instruction during this lesson?

Will you group students? If so, how did/will you choose groups?

What teaching strategies will you use while teaching this lesson?

Additional questions or comments

Observation Notes

Your Name

School Grade

Teacher Date

Beginning Time of Observation Ending Time

Curriculum Area

Use this section to write notes as you are observing the lesson. The notes you write should include what you see and what you hear during this lesson. What does the teacher do and say? What do the students do and say? What are the times allotted for whole group, small group, individual work? (You may write actual times.) Use additional pages if needed.

Your (Teacher Candidate) Thoughts

Complete your thoughts after you observe and BEFORE the post-conference.

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

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

Describe what you learned about the class or individuals students as you reflect on the observation.

As you reflect on the observation, discuss what you learned about teaching.

Post-Conference

To what extend was each learning target/objective learned?

What do you think was the major strength of the lesson?

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

Identify an adjustment you made during the lesson with respect to instruction or classroom management.

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

If given the chance to teach this lesson again, what would you change?

Observation Rubric

	Unacceptable	Acceptable	Target
Pre-Conference	Did not respond to all questions OR Responses do not adequately describe plans for the lesson. (0-13)	Provides answer for each question - one or more responses lack organization or adequate details (14-17)	Provides clear, organized answer for each question. (18-20)
Observation Notes	Notes are unclear and it is difficult for the reader to "follow" the lesson. Observation notes do not adequately represent the duration of the lesson. There are many subjective comments in the observation notes. (0-13)	Observation notes do not appear to consist of notes from each part of the lesson. Notes are objective for the most part, but consist of one or two subjective comments. (14-17)	Notes are representative of each part of the lesson. Notes are adequate for the duration of the lesson. Notes are objective (only including what is seen and heard). (18-20)
Your Thoughts	Did not respond to all questions OR Responses do not show depth of reflection. (0-13)	Provides answer for each question - one or more responses lack organization or adequate details (14-17)	Provides clear, organized answer for each question (18-20)
Post-Conference	Did not respond to all questions OR Responses do not adequately describe a post conference conversation. (0-13)	Provides answer for each question - one or more responses lack organization or adequate details (14-17)	Provides clear, organized answer for each question. (18-20)

Total Points /80

MTSU TEACHER CANDIDATE

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

LESSON PLAN FORMAT

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

STANDARDS	State Content Standards, Common Core, Competency Standards (Include Number and Text of the Appropriate Standard)

LEARNING TARGETS / OBJECTIVES	Clear, Specific, Measurable, Aligned to Content Standards, Student-Friendly Language, I Can Statements (Not Activities)	**ASSESSMENT / EVALUATION**	Aligned with Lesson Objective and Standard, Formative / Summative, Performance Based, Formal / Informal, Used to Monitor Student Learning, Evaluation Criteria, Periodic Check for Understanding, How will Data be Collected and Recorded, Plans for Reteaching (Include Type of Assessment and What is being Assessed)

ACTIVATING STRATEGY	Set / Hook/Advance Organizer, Multiple Ways to Engage Students, Motivator, Essential Question, Connection to Prior Knowledge, Promotes Curiosity

INSTRUCTION	Strategies, Learning Tasks, Big Ideas, Procedures, Sequence, Higher-Order Questioning, Differentiation, Active Student Participation, Guided and Independent Practice, Descriptive Academic Feedback, Academic Language, Modeling, Problem Solving, Based on Data and Teacher Knowledge of Students

MODIFCATIONS / GROUPING	Accommodations, Modifications, Support for Diverse Student Learning Needs, Interventions, Extensions, ELL, IEP, 504, Differentiation, Teacher Knowledge of Students

MATERIALS / RESOURCES / TECHNOLOGY	Key Instructional Resources and Materials to Engage Students in Learning, Aligned with Lesson Objectives and Standards, How Materials will Support Differentiation

Closure	Review, Final Check for Understanding, Renaming Objectives and learning Targets, Student Reflection, Students Assess their Own Performance

Lesson Plan Rubric

	Target	Below target	Unacceptable	Points
Lesson Overview **(0-5 points)**	Clear, brief summary of what will be taught; unit, lesson title, and duration included.	Summary is included, but is unclear and/or missing components.	Summary is not included.	
Standards & Objectives **(0-5 points)**	Standards are stated, labeled and appropriate for the lesson. Objectives are clearly communicated, measureable, and support standards.	Standards are stated, but are not appropriate for the lesson. Objectives are stated, do support standards, but are not measurable.	Standards are not stated. Objectives are stated but unclear and do not support standards.	
Assessment/Evaluation **(0-10 points)**	The behaviors assessed exactly match the behaviors described in the objectives.	The behaviors assessed closely resemble the behaviors described in the objective.	The behaviors assessed are inconsistent with the behavior described in the objective.	
Activating Strategy **(0-5 points)**	Set engages students, promotes curiosity and connects to prior knowledge.	Set includes some, but not all components.	Set is not included.	
Instruction **(0-10 points)**	Includes strategies, procedures, appropriate sequencing of events, questioning, student participation, guided and independent practice and supports lesson standards/objectives.	Some, but not all components included.	No instruction or w/few components.	
Modifications **(0-5 points)**	Adaptations include reteaching strategies for nonmastery of objectives. Extensions take content covered into more depth.	Adaptations cover reteaching strategies, but not aligned with objectives. Extension included, but does not take objectives deeper.	Adaptations do not reteach objectives. Extension not included.	
Materials **(0-5 points)**	All materials are included, how they are used to engage students in learning is clear and they support lesson objectives.	All materials are included, but how they are used is unclear.	All materials are not included and are poorly organized.	
Closure **(0-5 points)**	Closure discussed in detail and summarizes the lesson.	Closure is discussed in some detail and summarizes some of the lesson.	Closure is not discussed in detail and some summary of the lesson.	

Total Points

/25

/50

* First two lessons count 25 points each. Total points will be divided in half for these lessons.