# CLINICAL STUDENT TEACHING HANDBOOK

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Handbook</td>
<td>4</td>
</tr>
<tr>
<td>About the Handbook</td>
<td>5</td>
</tr>
<tr>
<td>College of Education Norms and Mission</td>
<td>6</td>
</tr>
<tr>
<td>Tennessee Standards and Pillars of Practice</td>
<td>7</td>
</tr>
<tr>
<td>Student Teaching Learning Outcomes</td>
<td>12</td>
</tr>
<tr>
<td>Teacher Education Staff - Contact Information and General Responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>Admission to Student Teaching</td>
<td>14</td>
</tr>
<tr>
<td>Clinical Student Teaching Policies</td>
<td>15</td>
</tr>
<tr>
<td>Professionalism in Clinical Student Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Conduct</td>
<td>15</td>
</tr>
<tr>
<td>Attendance</td>
<td>15</td>
</tr>
<tr>
<td>Outside Commitments</td>
<td>15</td>
</tr>
<tr>
<td>Substitute Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>15</td>
</tr>
<tr>
<td>Job Interviews</td>
<td>16</td>
</tr>
<tr>
<td>Field Trips</td>
<td>16</td>
</tr>
<tr>
<td>Professional Insurance</td>
<td>16</td>
</tr>
<tr>
<td>Dress Code</td>
<td>17</td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>18</td>
</tr>
<tr>
<td>General Schedule</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>The Student Teacher</td>
<td></td>
</tr>
<tr>
<td>Role and Responsibilities</td>
<td>22</td>
</tr>
<tr>
<td>Expectations</td>
<td>23</td>
</tr>
<tr>
<td>Prior to the First Day</td>
<td>23</td>
</tr>
<tr>
<td>The First Day</td>
<td>23</td>
</tr>
<tr>
<td>The First Week</td>
<td>23</td>
</tr>
<tr>
<td>Subsequent Weeks</td>
<td>23</td>
</tr>
<tr>
<td>Final Week</td>
<td>24</td>
</tr>
<tr>
<td>Lesson Plan and Unit Plan Requirements</td>
<td>25</td>
</tr>
<tr>
<td>Reflections</td>
<td>26</td>
</tr>
<tr>
<td>How to Write a Reflection</td>
<td>26</td>
</tr>
<tr>
<td>Suggested Topics</td>
<td>26</td>
</tr>
<tr>
<td>Sample of a Reflective Journal Entry</td>
<td>28</td>
</tr>
<tr>
<td>Evaluation Process</td>
<td>29</td>
</tr>
<tr>
<td>Student Teacher Checklist</td>
<td>30</td>
</tr>
<tr>
<td>Roles and Responsibilities of the Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>31</td>
</tr>
<tr>
<td>Expectations</td>
<td>31</td>
</tr>
</tbody>
</table>

2
Roles and Responsibilities of the University Supervisor

Expectations
During the Student Teaching Experience
Evaluations of Student Teachers
General Suggestions for the University Supervisor

Roles and Responsibilities of the School Administrator

Procedures to Follow if Problems Arise

Student Teacher Responsibilities
Cooperating Teacher Responsibilities
University Supervisor Responsibilities
School Administrator Responsibilities
Office of Clinical Experience and Student Teaching Responsibilities
Remediation
Removal
Failure to Recommend

Final Steps

Applying for a Teaching License
Information from Career and Employment Services
Praxis II Licensure Exams

Appendices

Forms

Student Teaching Handbook Agreement
Framework for Evaluation and Professional Growth
Lesson Plan Format
Unit Plan Format
Unit Plan Rubric
Student Teaching Attendance Log
Cooperating Teacher Data Form
Observation of Teaching Form
Student Teaching Frequently Asked Questions
Definition of Terms
Important Student Teaching Dates
INTRODUCTION

Welcome and congratulations on reaching the capstone experience in your Teacher Education Program at the University of Memphis. During this semester, you will be afforded the opportunity to demonstrate what you have learned about teaching in a real classroom setting under the guidance of a veteran teacher. The student teaching semester is an all day experience that requires you to be in your assigned school full time and assume all the duties and responsibilities of a regular teacher. Your cooperating teachers, university supervisors, seminar instructors, and the Office of School Based Clinical Practice staff are all available to support you, but it is up to YOU, the student teacher, to assume responsibility for your growth as a teacher.

The purpose of this handbook is to provide detailed information about your role and responsibility during your student teaching semester. In addition, the roles and responsibilities of your cooperating teacher, university supervisor and building principal are detailed so that everyone involved in helping you experience a successful semester will be aware of what should be done.

You should expect this semester to be challenging and rewarding as you grow professionally towards becoming a licensed teacher in the State of Tennessee. The Office of School Based Clinical Practice encourages you and your support team to read this handbook carefully to prevent issues and problems from arising that could affect your successful completion of your student teaching semester. We hope this semester results in you confirming some of the reasons why you chose to become a professional educator and help change the live of children and youth.
About the Handbook

The Clinical Student Teaching Handbook has been designed to offer student teachers, cooperating teachers, university supervisors and building administrators a structure that will clearly define roles, responsibilities and expectations. This handbook should be read carefully and used throughout the student teaching experience.

This Clinical Student Teaching Handbook is prepared to serve as a general guide for student teachers in 35 different licensure areas. Some programs may have additional requirements or requirements that differ slightly from those given in this handbook. If this is the case, the special requirements will be supplied by program faculty. If there are conflicts between what is given by the program and what is written in this handbook, the program requirements should be followed. Please note however, that there are some requirements in this handbook that are required of ALL student teachers and are so noted on the Student Teaching Checklist. If a program has no special requirements, student teachers are to follow all guidelines included in the handbook.
College of Education Norms

**I take 100% responsibility.**
* I neither make excuses nor cast blame.

**I seek equity of voice.**
* I participate, I support, I listen and I perform and contribute in a manner that encourages others to do the same.

**I am willing to talk about sensitive issues.**
* I encourage dialogue and am prepared to discuss sensitive issues.

**I listen for understanding.**
* I neither interrupt nor participate in secondary conversations. I will go directly to the source for information and problem resolution.

**I appreciate the strengths and contributions of others.**
* I need, I want and I value the strengths and contributions of others.

**I bring positive energy and encouragement to the team.**
* I contribute positively; I have high expectations of others and I contribute synergy to the team.

**I implement the mission of the college.**
* I commit, I support and I actively encourage others to implement the mission.

---

College of Education Mission

The first mission of the College of Education is to prepare teachers, other licensed personnel, and education-related professionals who are qualified and competent in both practice and theory to become effective educational leaders.

The second mission of the College of Education is to conduct educational and educationally-related research and to engage in the dissemination of its outcomes.

The final mission of the College of Education, tightly interwoven with the preceding mission statements, is to provide teaching, research, and service that extends beyond the confines of the campus to our urban setting and to other outreach locations.

The essence of our mission can be captured by the phrase noted above as: Preparing Educational Leaders. This is a major theme or focus for College activity. In a very general way it captures the hoped for outcome of our programs. An educational leader is what we hope you will be when you graduate.
<table>
<thead>
<tr>
<th>Tennessee Standards</th>
<th>Pillars of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I. Discipline Taught.</strong> Candidates know, understand, and use the</td>
<td><strong>Pillar of Practice 1. Content Knowledge and Skills</strong></td>
</tr>
<tr>
<td>central concepts, tools of inquiry, and structures of the discipline(s) they teach</td>
<td>Successful teacher candidates will understand</td>
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<td>and can create learning experiences that develop student competence in the subject</td>
<td>and be able to use and address the in-depth information and</td>
</tr>
<tr>
<td>matter.</td>
<td>skills within their discipline.</td>
</tr>
<tr>
<td><strong>Standard II. Student Learning and Development.</strong> Candidates understand how</td>
<td><strong>Pillar of Practice 2. Knowledge of the Learner</strong></td>
</tr>
<tr>
<td>students learn and develop and provide learning opportunities that support student</td>
<td>Successful teacher candidates will understand</td>
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<tr>
<td>intellectual, social, and personal development.</td>
<td>and address the uniqueness of the learners they encounter.</td>
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<td>--- They design instruction and employ learning</td>
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<td>technologies that address different and specific</td>
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<td>developmental learning needs.</td>
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<td>--- They adapt instruction to meet the needs of</td>
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<td>individual learners.</td>
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<td>--- They consider the impact of socio-cultural</td>
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<td>experiences and SES on student preparedness and</td>
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<td>perspective.</td>
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<td>--- They respond appropriately to the unique issues</td>
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<td>faced in urban educational settings.</td>
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<tr>
<td><strong>Standard III. Diverse Learners.</strong> Candidates understand how students differ in</td>
<td><strong>Pillar of Practice 2. Knowledge of the Learner</strong></td>
</tr>
<tr>
<td>their approaches to learning and create instructional opportunities that are</td>
<td>Successful teacher candidates will understand</td>
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<td>adapted to diverse learners.</td>
<td>and address the uniqueness of the learners they encounter.</td>
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<td>faced in urban educational settings.</td>
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<td><strong>Pillar of Practice 3. Pedagogy/Instruction</strong></td>
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<td>Successful teacher candidates meet the CREDE standards for</td>
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<td>instructional practice.</td>
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<td>--- They use developmentally appropriate planning.</td>
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<td>--- They contextualize teaching and curriculum in</td>
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<td>students' existing experiences in home, community, and school.</td>
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<tr>
<td>Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in students.</td>
<td>Successful teacher candidates meet the CREDE standards for instructional practice ---They use instructional group activities in which students and teachers work together to create a product or idea. ---They maintain challenging standards for student performance and design activities to advance understanding to more complex levels. ---They instruct through teacher-student dialogue, especially academic, goal-directed small group conversations and activities rather than lecture. ---They apply literacy strategies and develop language competence in all subject areas.</td>
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<tr>
<th>Pillar of Practice 2 – Knowledge of Learner</th>
<th>Pillar of Practice 4 – Assessment and Responsive Practice</th>
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</thead>
<tbody>
<tr>
<td>Successful teacher candidates understand and address the uniqueness of the learners they encounter.</td>
<td>Successful teacher candidates are able to gather formative and summative evidence of student learning, and use that evidence to monitor and adjust instructional content, strategies, and resources as needed for individual and groups of students.</td>
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<table>
<thead>
<tr>
<th>Standard V. Learning Environment.</th>
<th>Pillar of Practice 5. Management of Classrooms and Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</td>
<td>Successful teacher candidates will have the knowledge, skills, and dispositions to organize the classroom so that teaching and learning are productive, purposeful, efficient, and effective. ---They create a safe learning environment. ---They manage individual student behavior. ---They provide for active engagement in learning experiences.</td>
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<tr>
<td>Standard VI. Communication.</td>
<td>Pillar of Practice 3 - Pedagogy/Instruction</td>
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<tr>
<td>Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</td>
<td>Successful candidates instruct through teacher-student dialogue, especially academic, goal-directed, and small-group conversations (known as instructional conversations), rather than through lecture.</td>
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<thead>
<tr>
<th>Standard VII. Planning.</th>
<th>Pillar of Practice 3. Pedagogy/Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</td>
<td>Successful teacher candidates meet the CREDE standards for instructional practice --- They use developmentally appropriate planning. ---They use effective and comprehensive lesson planning processes/structures to ensure effective instructional practice. ---They create and/or use curriculum tools to plan instruction.</td>
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<thead>
<tr>
<th>Standard VIII. Assessment and Evaluation.</th>
<th>Pillar of Practice 4. Assessment/Responsive Practice</th>
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</thead>
<tbody>
<tr>
<td>Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.</td>
<td>Successful teacher candidates will be able to gather and assess formative and summative evidence of student learning through formal, informal, individual, and group modes. ---They select appropriate assessment tools. ---They use assessment tools/processes/technologies to gather evidence of student learning during instruction and respond to that evidence immediately by modifying instruction including use of instructional technologies.</td>
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<tr>
<th>Pillar of Practice 4 – Assessment and Responsive Practice</th>
<th>Successful candidates communicate effectively with students and with their families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillar of Practice 6– Personal and Professional Growth and Development</td>
<td>Successful candidates use professional and appropriate language in all written and verbal communication.</td>
</tr>
<tr>
<td>Standard IX. Reflective Practitioner.</td>
<td>Pillar of Practice 4. Assessment/Responsive Practice</td>
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<td>Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.</td>
<td>Successful teacher candidates will be able to gather and assess formative and summative evidence of student learning through formal, informal, individual, and group modes.</td>
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<td>They analyze evidence (formal/informal; formative/summative) and use the results of these modes of assessment to monitor and adjust instructional content, strategies, resources, and expectations for individuals and groups of students, and to communicate with students and their families about progress and needs.</td>
<td>They use assessment tools/processes/technologies to gather evidence of student learning during instruction and respond to that evidence immediately by modifying instruction including use of instructional technologies.</td>
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<td>They analyze evidence (formal/informal; formative/summative) and use the results of these modes of assessment to monitor and adjust instructional content, strategies, resources, and expectations for individuals and groups of students, and to communicate with students and their families about progress and needs.</td>
<td>They analyze evidence (formal/informal; formative/summative) and use the results of these modes of assessment to monitor and adjust instructional content, strategies, resources, and expectations for individuals and groups of students, and to communicate with students and their families about progress and needs.</td>
</tr>
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<table>
<thead>
<tr>
<th>Standard X. Colleagues, Parents, and Community.</th>
<th>Pillar of Practice 2. Knowledge of the Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.</td>
<td>Successful teacher candidates will understand and address the uniqueness of the learners they encounter.</td>
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<td>They communicate effectively with students and their parents/guardians.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Standard XI. Technology</th>
<th>Pillar of Practice 4. Assessment/Responsive Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful teacher candidates will understand and address the uniqueness of the learners they encounter.</td>
<td>Successful teacher candidates will be able to gather and assess formative and summative evidence of student learning through formal, informal, individual, and group modes.</td>
</tr>
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</table>
informal, individual, and group modes. --- They use assessment tools/processes/technologies to gather evidence of student learning during instruction and respond to that evidence immediately by modifying instruction including use of instructional technologies.

**Pillar of Practice 2. Knowledge of the Learner**  
Successful teacher candidates will understand and address the uniqueness of the learners they encounter. --- They design instruction and employ learning technologies that address different and specific developmental learning needs.

| 11. a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning. | Pillars of Practice 1, 2, 3, 4, 5 |
| 11. b. Candidates use technology to enhance their professional growth and productivity. | Pillar of Practice 6, Personal and Professional Growth and Development |
| 11. c. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources. | Pillar of Practice 6, Personal and Professional Growth and Development |
Clinical Student Teaching Learning Outcomes

I. PLANNING

INDICATOR A: Establishes appropriate instructional goals and objectives.

INDICATOR B: Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community.

INDICATOR C: Adapts instructional opportunities for diverse learners.

II. TEACHING STRATEGIES

INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

III. ASSESSMENT & EVALUATION

INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.

INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

IV. LEARNING ENVIRONMENT

INDICATOR A: Creates a classroom culture that develops student intellectual capacity in the content area.

INDICATOR B: Manages classroom resources effectively.

V. PROFESSIONAL GROWTH/DISPOSITIONS

INDICATOR A: Demonstrates professional behavior and work habits.

VI. COMMUNICATION

INDICATOR A: Communicates clearly and correctly with students, parents, and other stakeholders.
Teacher Education Staff
Contact Information and General Responsibilities

Director, Teacher Education
Dr. E. Sutton Flynt
esflynt@memphis.edu (901) 678-2728

Coordinators, Office of School-Based Clinical Practice
Mrs. Angela Christopher
st@memphis.edu (901) 678-4731
Mrs. Jennifer Nelson
st@memphis.edu (901) 678-4731

Administrative Assistant, Office of School-Based Clinical Practice
Ms. Frances Frazier
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Coordinator, Teacher Licensure
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ICL Graduate Advisor
Ms. Kathy Walker
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ICL Undergraduate Advisor
Ms. Beverly Anthony
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Coordinator, Teacher Education Program
Ms. Annette Hughes
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HSS Advisor
Ms. Christina Little
aclittle@memphis.edu (901) 678-5037

Music and Art Advisor
Angie Hollis
avhollis@memphis.edu (901) 678-2350
Admission to Clinical Student Teaching

Prior to admission to Student Teaching, students must meet the following eligibility requirements:

- Full admittance to and good standing in the Teacher Education Program (TEP) one semester prior to student teaching. Graduate students are to be admitted to TEP before completing Level 1 courses in their program.

- Pass the Content Knowledge Area Exam of the Praxis II prior to the beginning of the student teaching semester. Provide evidence that all remaining licensure tests will be taken prior to the end of the student teaching semester. Passing these remaining tests is required for licensure but not for graduation.

- Graduate students must have a GPA of 3.0 or above. Undergraduate students must have a GPA of 2.5 or above and depending on program, cannot have a grade below C (2.0) in the degree program.

- Graduate students may have no more than 7 credit hours of “C’s” in graduate course work. Undergraduate students must have a grade of “C” (2.0) or higher in each professional education course.

- All required courses must be completed prior to student teaching. No courses may be taken with student teaching other than the co-requisite professional seminar.
Clinical Student Teaching Policies

Professionalism in Clinical Student Teaching

Conduct:
While student teaching, students should consider themselves pre-service teachers and should conduct themselves in a professional manner. Upon entering student teaching, the students agree to follow the rules of each school system as well as the University’s policies. Students should view the student teaching experience as an opportunity to prove what they can do as a teacher. Actions and words during student teaching should be carefully considered, as they will affect both the student teaching evaluation and the written and verbal recommendations given for the ST by the CT, School Administrators, and Office of School Based Clinical Practice. Student teachers demonstrating behaviors and dispositions unbefitting a teacher may be subject to termination of student teaching and the Teacher Education Program at the University of Memphis.

Attendance:
Student teachers are expected to be at their assigned school every day of the placement for the entire teacher work day, including faculty meetings, PTA meetings, parent-teacher conferences and other assigned duties. With few exceptions, there are no excused absences during student teaching and any days missed due to illness, bereavement and other special situations must be made up. If illness or emergency should require a ST to be absent for any period of time, the ST must notify the school, the CT and the US. Should the ST miss more than 2 days, the Office of School Based Clinical Practice must be notified as well. In cases of prolonged or repeated absence, the US and the Office of School Based Clinical Practice will, after consulting with the CT and School Administrator, determine whether the ST’s experience will be terminated or extended.

NOTE: Two feedback sessions are held each semester, one after each of the two placements. Attendance at these sessions is mandatory. At each feedback session, you will turn in required materials (time record, evaluation, reflective journal, final observations, etc.). Also, important information such as licensure forms will be distributed and discussed.

Outside Commitments:
Work or family/personal commitments cannot be excuses for failing to meet the commitments of student teaching and professional seminar. If such an interference occurs, the ST will be given the choice of withdrawing from student teaching or making the personal adjustments necessary to give full attention to the program.

Substitute Teaching:
Student teachers may not serve as substitute teachers. A substitute teacher must be provided by the school should the CT be absent. Student teachers who have progressed to full responsibility teaching duties may teach in their assigned classroom in the presence of a substitute teacher.
**Corporal Punishment:**
Student teachers may not administer corporal punishment, nor may they serve as a witness if or when licensed school personnel administer corporal punishment.

**Job Interviews/Job Fairs:**
Student teachers are permitted one full day or two ½ days for the purpose of job interviewing or attending job fairs. These must be approved in advance by both the CT and US.

**Field Trips:**
Student teachers may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the CT. Student teachers may not drive his/her personal vehicle to carry students on a field trip.

**Professional Liability Insurance:**
Student teachers have status under the law in Tennessee. They are accorded the same protection as licensed teachers and are given the same responsibilities. Therefore, student teachers may be subject to lawsuits, as are licensed teachers. Student teachers at the University of Memphis are required to obtain the protection of professional liability insurance should a lawsuit be brought against them.
Professional liability insurance can be obtained in several ways:

- Some homeowner’s insurance policies provide professional liability insurance, or it may be obtained as an inexpensive rider. If you are a homeowner, check with your insurance agent to determine if you are covered.
- Student Tennessee Education Association (STEA), an affiliate of the National Education Association (NEA) membership includes professional liability insurance. The NEA website [www.nea.org](http://www.nea.org) can provide information about joining STEA. The STEA insurance is valid from August to August of the following year.
- The Christian Educators Network provides professional liability insurance for student teachers. See their website [www.christianeducatorsnetwork.org](http://www.christianeducatorsnetwork.org) for details.
**Dress Code Options for Student Teachers**

*The attire and grooming of student teachers while in school should conform to the accepted good practices at the school.*

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<thead>
<tr>
<th>Suggested Attire – WOMEN</th>
<th>Suggested Attire – MEN</th>
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<tbody>
<tr>
<td>Skirts – Knee Length</td>
<td>Shirt, Tie and Dress Pants (recommended for day 1)</td>
</tr>
<tr>
<td>Dresses - Knee Length</td>
<td>Sport Coat or Blazer</td>
</tr>
<tr>
<td>Non-denim casual slacks – Dockers/Khaki pants</td>
<td>Non-denim casual slacks - Dockers/Khaki pants</td>
</tr>
<tr>
<td>Dress Pants/Pant Suits</td>
<td>Polo type Shirts</td>
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<td>Sweaters/Jackets**</td>
<td>Short Sleeve Button Down Shirts</td>
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<td>Dress blouses – not see through</td>
<td>Long Sleeve Dress Shirts</td>
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<tr>
<td>Dress Turtlenecks/Sweaters/Banded Collar Shirts/Crewnecks – non T-shirt material. <strong>Must come to the collarbone.</strong></td>
<td>Dress Turtlenecks/Sweaters/Banded Collar Shirts/ Crewnecks - non T-shirt material. <strong>Must come to the collarbone.</strong></td>
</tr>
<tr>
<td>Hose/Stockings when pants are not worn</td>
<td>Socks</td>
</tr>
<tr>
<td>Dress Boots with only pants or long skirts</td>
<td>Dress Boots</td>
</tr>
<tr>
<td></td>
<td>Dress or Casual Shoes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Appropriate Attire*</th>
<th>Non-Appropriate Attire*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorts (except for Physical Education)</td>
<td>Shorts (except for Physical Education)</td>
</tr>
<tr>
<td>Capri length pants</td>
<td>Jeans</td>
</tr>
<tr>
<td>Jeans – any color</td>
<td>Sweat pants</td>
</tr>
<tr>
<td>Stretch pants/leggings/stirrup pants</td>
<td>Nylon Jogging Suits</td>
</tr>
<tr>
<td>Sweat pants</td>
<td>Overalls</td>
</tr>
<tr>
<td>Cargo Pants or Hip Huggers</td>
<td>Cargo Pants or Hip Huggers</td>
</tr>
<tr>
<td>Nylon Jogging Suits</td>
<td>Tank tops</td>
</tr>
<tr>
<td>Overalls</td>
<td>T-shirts or T-shirt material</td>
</tr>
<tr>
<td>Bare or exposed midriffs</td>
<td>Mesh Shirts</td>
</tr>
<tr>
<td>T-shirts</td>
<td>Sleeveless Shirts</td>
</tr>
<tr>
<td>Tank Tops/Halter Tops</td>
<td>Sneakers/Tennis/Athletic shoes (except for PE)</td>
</tr>
<tr>
<td>Mesh, See-through, or Sheer Tops</td>
<td>Sandals/Flip Flops or Beach Shoes</td>
</tr>
<tr>
<td>Sneakers/Tennis/Athletic shoes (except for PE)</td>
<td>Caps</td>
</tr>
<tr>
<td>Casual Sandals/Flip-Flops/Beach Shoes</td>
<td>Visible Tattoos</td>
</tr>
<tr>
<td>Tank or Spaghetti Strap Dresses</td>
<td>Body Piercing (other than ears)</td>
</tr>
<tr>
<td>Hats</td>
<td></td>
</tr>
<tr>
<td>Visible Tattoos</td>
<td></td>
</tr>
<tr>
<td>Body Piercing (other than ears)</td>
<td></td>
</tr>
<tr>
<td>Flashy or overly large jewelry</td>
<td></td>
</tr>
</tbody>
</table>
Preamble

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

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I -- Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

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

**Principle II -- Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
The clinical student teaching is divided into two placements. Depending on the licensure area, most students will have one upper grade and one lower grade student teaching placement.

The Calendar allows for no “free” days or sick days. Students are responsible for making up any missed days.

Student teachers are expected to follow the calendar of the schools to which they are assigned, NOT the calendar of the University.

Ice, snow or any other days must be made up unless the Office of School Based Clinical Practice Coordinators declare an emergency situation.

No other courses other than student teaching and the seminar (ICL 4800 for undergraduates and ICL 7993 for graduates) may be taken during the student teaching semester unless the Director and Student Teaching Placement Coordinator have given prior approval for an extenuating circumstance.

**Collaboration/Co-Teaching**

The ST is viewed as a learner and the student teaching experience is designed to provide the opportunity to phase in with gradually increasing responsibilities. The ST should have at least 4 weeks of full responsibility in each of his/her two placements.

Full responsibility does not mean that the ST is left completely alone all day with the classroom. The CT should always be in the school building and accessible while the ST is teaching. During this period, the ST will have primary responsibility for academic planning and execution of lesson plans, classroom management, and record keeping. The CT is not expected to relinquish all responsibility to the ST; rather the ST and CT should always work as a team to provide a positive academic experience for students. Some suggestions for the four week full responsibility time frame include:

- The CT functions as an assistant while the ST is teaching.
- The CT and ST work together in a team teaching situation.
- The CT and ST work together with cooperative groups of students.
- The CT works with individuals or small groups of students that need additional assistance.

The following is a sample schedule for student teachers. Individual situations may cause variations to this schedule. More detail to this plan can be found in student teaching section labeled Expectations.
### Placement 1

<table>
<thead>
<tr>
<th>Week</th>
<th>CT%ST</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1    | 90/10 | - Observe in assigned classroom  
- Assume helping role as appropriate  
- Begin to help with routine task such as taking role  
- Assist individual students who need help or monitoring  
- Collaborate and plan for following week’s lessons with CT |
| 2    | 75/25 | - Begin co-teaching.  
- Begin assuming responsibility for teaching one class/subject and adding as appropriate.  
- Continue assisting students that need assistance.  
- Assume responsibility of routine tasks.  
- Plan for following week’s lesson with CT. |
| 3    | 50/50 | - Continue co-teaching, gradually taking on more responsibility for approximately half of the classes.  
- Plan for full responsibility.  
- CT to review lesson plans at least 2 school days prior to teaching. |
| 4-and beyond | 10/90 | - ST has primary responsibility for planning, teaching, assessment, and management of the classroom.  
- Co-teaching and collaboration is expected.  
- CT will review plans for the following week at least 2 schools days prior to the end of the week. |
| Last week of placement | 25/75→90/10 | - Gradually return responsibility to CT throughout the week.  
- Observe four other teachers within the school. Use form on p. 85. |

### Placement 2

<table>
<thead>
<tr>
<th>Week</th>
<th>CT%ST</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1    | 90/10 | - Same as week 1 in Placement 1.  
- By the end of the week, assume responsibility for routine tasks.  
- Collaborate and plan with CT for the next week’s classes. |
| 2    | 50/50 | - Assume responsibility for approximately ½ of the classes and all routine tasks.  
- Plan for full responsibility.  
- CT will review plans at least 2 days prior to teaching. |
| 3-and beyond | 10/90 | - Full responsibility for planning, assessing, teaching, and classroom management. Collaboration and co-teaching is expected.  
- CT to review plans at least 2 days prior to the end of the week. |
| Last week of placement | 25/75→90/10 | - Gradually return responsibility to CT.  
- Observe four other teachers in the school. Use form on p. 85. |
The Student Teacher

**Role**
While ST’s are asked to consider themselves as pre-service teachers, they are also to remember that they are guests in the school. As pre-service teachers, ST’s are expected to be afforded the opportunity to work as colleagues with the CT and other faculty and staff. As guests, ST’s should remember that they are working in the CT’s classroom and the administrators’ building. They are expected to follow all of the building and classroom rules and regulations. Student teachers are expected to have the same responsibilities as their CT’s with regard to meetings, duties, etc. They should be treated as regular teachers by the schools’ students and should not be viewed as aides or assistants.

**Responsibilities**
The ST is expected to:
1. Complete all student teaching requirements and abide by all polices described in this handbook and the teacher handbook of their assigned school.
2. Be punctual and dependable.
3. Accept the CT’s decisions regarding the material to be covered and the method of presentation.
4. Plan for all activities for which they are responsible and have plans approved by the CT at least 2 school days prior to implementation.
5. Endeavor to establish and maintain effective professional working relationships.
6. Handle confidential information (student records, etc.) in a professional manner.
7. Attend all professional seminar and student teaching feedback sessions.
8. Maintain the same school hours and attend the same school activities as CT.
Student Teacher Expectations

Prior to the first day:
1. View the school’s website.
2. Locate the school and determine at least 2 driving routes.
3. Print a copy of the handbook for the CT and place in a 3-ring binder.
4. Visit the school and the CT to:
   1. Deliver handbook.
   2. Introduce yourself and provide contact data.
   3. Ask about teacher report time, parking, and check in procedures.
   4. Meet the school administrator(s).

The First Day:
1. Be sure to arrive on time, park in the appropriate place, and sign in as directed.
2. Introduce yourself to the office staff.
3. Observe: This does not mean just sitting in the back of the room all day. Circulate and watch the students, begin to learn their names, and see how they interact with the teacher and each other.
4. Pay attention to the CT’s lesson and how it is delivered.
5. Learn the rules and procedures established by the CT and school.
6. When it is appropriate, talk to your CT about what you have observed and ask questions. Establishing positive communication with your CT is vital.
7. Volunteer to assist in routines like handing out papers.
8. At the end of the day, review the day’s events and find out what is planned for the remainder of the week.

The First Week:
1. Observe your CT’s class. Focus on instructional strategies, management techniques, procedures, and routine. Each day, reflect on the observations you have made of the students and lessons with the CT.
2. Learn the student’s names.
3. Tutor a student or a small group; teach part or all of a lesson, etc.
4. Assist the CT with routine activities.
5. Develop plans with the CT for the next week’s lessons.

Subsequent Weeks:
1. Assume primary responsibility for classroom routines; some co-teaching is expected.
2. Increase responsibility for teaching more classes, adding more each day, so that a full teaching schedule is possible for at least 4 weeks.
3. Each day set aside some time to reflect over the day’s events with your CT.

**Important Lesson Plan Information**
During this period, you should be writing full, detailed lesson plans for each lesson you teach using the format. When your CT and US decide it is appropriate, you will be permitted to write shorter plans in the style used by the school. However, any lesson which is to be evaluated formally should have a long lesson plan. When weekly lesson plans are required, they should be submitted to the CT for review two school days of the week prior. A copy of the lesson plan format is located in the appendix.
Final Week:

1. Gradually return classroom responsibility to the CT.
2. Observe in a minimum of 4 other classrooms for at least one full lesson each. These observations should be of different teachers in a variety of grades within your general licensure area (i.e. history student teachers may observe geography, etc). Complete the Observation of Teaching form for each observation. The observations forms you turn in at the feedback sessions must be typed.
3. Write a thank you letter to your CT and administrator(s).
4. The last day of your placement should be spent in your CT’s classroom.
Lesson and Unit Plan Requirements

**Lesson Plans:**
For the first and second ST placements, you should start out writing full, detailed lesson plans for each lesson you teach using the format. When your CT and US decide it is appropriate, you will be permitted to write shorter plans in the style used by the school. However, any lesson which is to be evaluated formally should have a long lesson plan. When weekly lesson plans are required, they should be submitted to the CT for review two school days of the week prior. A copy of the lesson plan format is located in the appendix.

**Unit Plan:**
All ST’s should prepare and **teach at least one unit in each of their two placements.** Unit plans should be planned in conjunction with the CT and be based on the curriculum regularly covered by the particular class during the time of the student teaching placement. Additionally, **at least one student activity in the unit must use a rubric as an evaluation tool.**

The unit plans will be evaluated by the US, who should have the opportunity to observe at least one lesson in the unit. Unit plans are evaluated on a scale of 1-3, with 1 indicating that the plan is minimally acceptable, and 3 indicating that the plan is exceptionally well-done.

**Basic Unit Plan Information**
Unit plans are a set of related lessons, centering on a topic or theme, and are generally one to four weeks in length. Early childhood and elementary units are often structured as **interdisciplinary units** and incorporate objectives and activities from several different subject areas. An example of an interdisciplinary unit focusing on whales may include geography activities such as looking at maps to identify whale migration routes, math activities such as laying rulers out on the ground to measure the length of a whale, and language arts activities which include reading and writing about whales.

Secondary units can integrate other academic areas but the focus is generally on a single major topic or theme. In History, a topic such as the Civil Rights movement could require the students to read, write, and discuss such topics as political background of the movement, court cases, important figures, specific events. Oral histories could be gathered and both the art and music of the era could be incorporated. During your student teaching semester you will be required to submit for evaluation a five-day unit plan. Your well planned unit must include the following:

A. **Goal or purpose** - includes an overview of the overall purpose for the week of study and why this topic is important.

B. **Specific instructional objectives** - these should be stated in terms of what you expect the students to be able to do by the end of each lesson and by the end of the five day period. Remember, objectives should be measurable and therefore should be reflected by the assessment activities you design.

C. **Content outline** - What will be covered? How much time is planned?

D. **Procedures and Activities** - including introductory, developmental, and culminating, alternative and supplemental activities

E. **Resources Used and Materials Needed** - books, audiovisual, websites, special equipment, etc.

F. **Evaluation/Assessment** - both formative (often includes a rubric) and summative. These should tie directly back to your objectives.

The lesson plan and unit plan format is located in the appendix.
Reflections

The process of reflection on practice is an important step in professional growth. In depth reflection requires that you closely examine an action and its result and to honestly analyze areas in which improvement needs to be made. Further, an in depth reflection involves a plan of action for improvement.

All ST’s are required to keep and submit a reflective journal in which weekly (or more often) reflections are made. The reflective journal should be word-processed. It is important to keep your journal up to date and available during your formal evaluations.

**How to Write a Reflection**

**Description**
The description should emphasize the following: who, what, where, and how. This portion provides the foundation for the rest of the reflection and provides important information for the audience. The description is simply accurate information, with no editorial comments, opinions, or conclusions included.

**Analysis**
The developer analyzes the evidence by breaking the whole apart to find patterns. In this stage, the developer identifies strengths within the evidence and areas on which to improve. Thoughtful reflections are honest analyses of one’s own strengths and weaknesses. Ask yourself “why did this happen” and attempt to explain the underlying causes.

In this section, you refer to what is learned and used for analysis. For example, cite textbook sources, journal articles, or classes where you learned about best practice. This cited information illustrates why what you are seeing or doing does, or does not, align with what you know.

**Initial Planning**
This component is the most important part of the reflection. The developer must address how he or she will use the information to improve practice. This component emphasizes positive change in teachers’ behavior and provides the intrigue for reading portfolios.

**Action**
This component takes the initial planning stage and describes the developer’s plan of action in more detail. This component becomes an articulation of the way that the teacher chooses to change, learn, and grow in understanding the complexity of teaching.

**Weekly Student Teacher Reflection Suggested Topics:**
A list of questions is presented with the intent of guiding your reflection on activities with which you are involved. As mentioned earlier, these questions are only examples. In the departmental packet, you will learn whether you are to utilize this list or if another method will be expected for your reflection responsibilities.
Directions: Select an item from the list that follows and develop your response.

1. Complete the sentence. Then, offer support and detail for your response: This week in the classroom for me was…”

2. What was your biggest project of the week? Comment on its success.

3. Discuss the high point(s) of the week.

4. Who was your most rewarding student during the week? Discuss your answer; include a description of your interaction with the student.

5. Which student presented the biggest challenge for you this week? Discuss your answer; include a description of your interaction with the student.

6. Consider the expectations of teaching that you had prior to student teaching.

   What has been revealed to you about teaching that you had not envisioned before the beginning of this experience?

   What confirmations about teaching have been made for you during this experience?

7. Talk about specific steps that you have taken during the experience to improve your skills as a developing teacher.

8. Describe an experience in student teaching that has positively contributed to your development as a teacher.

9. Discuss effective methods of managing student behavior that you have observed or used.

10. In what ways do teachers sometimes contribute to the development of behavior problems?

11. Your CT and US have worked closely with you during this experience. Discuss their contributions to your growth. Note suggestions that you may have for them in their work with future student teachers.

12. Anticipate your first year of teaching. Discuss features of teaching about which you feel most confident.

13. Identify paperwork responsibilities of teaching. Describe your plan for efficient management of these responsibilities.

14. Identify instructional expectancies that the school system has. Discuss your plan for meeting these expectancies.

15. Identify non-instructional responsibilities that you have assumed. How do these contribute to the total education program?
16. Offer specific examples of your use of technology in:
   a. Planning for instruction.
   b. Implementing instruction.
   c. Developing and maintaining records.

17. Discuss steps you have taken in meeting needs of a culturally diverse student population.

Sample of a Reflective Journal Entry

September 1, 2001
Today I fumbled around on the science lesson. We discussed some questions in the students’ activity log and the first section went fine. But on the last two my CT had to jump in and explain the answer to question #3 because the results didn’t really turn out perfectly and I didn’t know how to make sense of it.

I realize some important things about this experience. I needed to re-consider the questions that I developed. I didn’t set them up in appropriate format or according to the scientific method we learned in science methods class. I am checking my notes later and future questioning formats will be improved. I also needed to remember what Dr. B. said concerning lab experiments. I panicked because the results were different. I needed to throw the question back to the students as my CT did with some “leading questions” rather than always have the ready answer. I also assumed the students would make connections to the content covered in the book. Again, I needed to clarify those references in my directions. We certainly have discussed clarity in directions given often enough in methods class activities.

However, I felt awful that the CT had to speak up and clarify things. Afterward I didn’t know if she would talk about it with me or if she was disappointed in me or angry or what! I need to use those conflict resolution strategies we talked about in Dr. D’s class sooner than I thought! I decided to plan my approach carefully. I discovered that my CT understood. She was just great when she lead the discussion concerning my lesson. She didn’t berate me, but asked simply, “How did the lesson go for you?” (As if she didn’t know that I was near tears and total frustration!) But she allowed me to identify the problem and the solutions I had to offer. I told her I felt like such an incompetent and should have anticipated that the results might not turn out exactly perfectly. I just drew a blank right in the middle of the lesson, then talked in circles until she helped me out! The CT made me feel better about the experience. That it was actually good to experience this because this happens to experienced teachers too. She said that she was proud of my ability to identify the positive and negative parts of the lessons. Most importantly, I could identify what to do next time and I knew where to get the information.

I also did not plan the timing of the lesson very well. Students this age need more time. I was rushing them and did not “think on my feet” to adjust the lesson. Today I learned what it was to have a really bad lesson and a really supportive CT. I learned from my mistakes and will not make assumptions about what the students will already know or be able to do. I will not let this get me down. I will fix the lesson for tomorrow and will go on with determination.
Student teaching is graded on a pass/fail basis. Most ST’s will have two placements during the course of their student teaching semester. Each placement will include a separate, complete evaluation cycle by both the CT and the US. A grade of pass or fail will be assigned at the end of each placement. Student teachers must pass both placements in order to pass student teaching.

The CT and the US will independently evaluate the ST but are encouraged to share their evaluations and each should review their evaluation with the ST in a post conference. The CT is expected to conduct informal observations and provide feedback on a continuing basis. Also, the CT should conduct a minimum of three formal evaluations, using the evaluation booklet, during both placements.

The US will make four observation visits in each placement (one informal visit and three formal observations). The ST is required to submit a complete full, detailed lesson plan to the US when being formally observed, however significant weight will be placed on the recommendation of the CT in terms of overall performance and success in the classroom.

At the end of each placement, both the US and the CT are required to independently complete an Evaluation Summary Form (scannable form). It is the ST’s responsibility to obtain the scannable form from the US and CT. Student teachers are not allowed to fill out the scan form.

The ST is required to keep a three-ring binder (in the classroom and at all times) with the following:

- Attendance log (US will sign off on every visit)
- Updated reflective journal entries (US will sign off on every visit)
- Lesson plans in chronological order with the most recent on top
- Evaluation booklet and documented feedback
# Student Teacher Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visit School &amp; deliver handbook – 1&lt;sup&gt;st&lt;/sup&gt; placement</td>
</tr>
<tr>
<td></td>
<td>Visit School &amp; deliver handbook – 2&lt;sup&gt;nd&lt;/sup&gt; placement</td>
</tr>
<tr>
<td></td>
<td>Attend Orientation</td>
</tr>
<tr>
<td></td>
<td>Sign and turn in the Clinical ST Handbook Agreement</td>
</tr>
<tr>
<td></td>
<td>Obtain a three-ring binder and label each divided section as follows:</td>
</tr>
<tr>
<td></td>
<td>- Attendance log</td>
</tr>
<tr>
<td></td>
<td>- Reflections</td>
</tr>
<tr>
<td></td>
<td>- Lesson plans</td>
</tr>
<tr>
<td></td>
<td>- Evaluations</td>
</tr>
<tr>
<td></td>
<td>Fax the Cooperating Teacher Data Form to the Office of Clinical Experience and Student Teaching (678-1523). Please fax data form no later than the 1&lt;sup&gt;st&lt;/sup&gt; week of your placement.</td>
</tr>
<tr>
<td></td>
<td>Attend the mandatory 1&lt;sup&gt;st&lt;/sup&gt; feedback session</td>
</tr>
<tr>
<td></td>
<td>Submit copy of remaining Praxis II scores or registration</td>
</tr>
<tr>
<td></td>
<td>Submit 1&lt;sup&gt;st&lt;/sup&gt; packet Items must be in order, in a 10x13 envelope:</td>
</tr>
<tr>
<td></td>
<td>- Evaluation booklet and 2 scans (1 from the CT and 1 from the US)</td>
</tr>
<tr>
<td></td>
<td>- Time record (signed off by your US from each visit)</td>
</tr>
<tr>
<td></td>
<td>- Reflective journal (signed off by your US from each visit)</td>
</tr>
<tr>
<td></td>
<td>- 4 typed observations of other teachers</td>
</tr>
<tr>
<td></td>
<td>- Unit Plan Rubric (scored by your US)</td>
</tr>
<tr>
<td></td>
<td>- Unit Plan (do not turn in the accompanying lesson plans)</td>
</tr>
<tr>
<td></td>
<td>Attend 2&lt;sup&gt;nd&lt;/sup&gt; feedback session</td>
</tr>
<tr>
<td></td>
<td>Submit 2&lt;sup&gt;nd&lt;/sup&gt; packet Items must be in order, in a 10x13 envelope:</td>
</tr>
<tr>
<td></td>
<td>- Evaluation booklet and 2 scans (1 from the CT and 1 from the US)</td>
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<tr>
<td></td>
<td>- Time record (signed off by your US from each visit)</td>
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</tr>
<tr>
<td></td>
<td>- Unit Plan (do not turn in the accompanying lesson plans)</td>
</tr>
</tbody>
</table>
Introduction:
Selection as a CT is tacit endorsement of your competence a teacher, commitment to students, and skill in human relations. ST’s consistently rank student teaching among the most valuable components of their teacher education programs. In large part, this is a tribute to the dedication and quality of you, the Cooperating Teacher.

Guidelines of the Tennessee State Board of Education state the following criteria for selection of Cooperating Teachers:
- At least 4 years of professional teaching experience in their area of licensure
- Regular teacher licensure in the appropriate content area/grades
- Evaluation as a highly competent teacher through local assessment and/or state evaluation procedures
- Willingness to assume the roles expected of a mentor
- Ability to work as a team member and facilitate learning experiences including pedagogical instruction

This section is intended to review your responsibilities. Your ST and his/her US have the following expectations of you:

Expectations:
The ST expects:
1. The opportunity to learn by observing your teaching.
2. Assistance in learning to plan for instruction.
3. Provision of specific suggestions for improvement.
4. Recognition of demonstrated improvement and strengths.
5. Opportunity to collaborate and co-teach.
6. A gradual induction into primary teaching responsibilities.
7. Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level.
8. A willingness to listen.

The US expects:
1. A positive attitude in working for the benefit of the ST.
2. A commitment to follow University and departmental guidelines in structuring the ST’s experience.
3. Regular reporting of the ST’s progress.
4. Early alert about any problems.
5. Mutual confidence and open communication regarding the ST’s progress.
6. Support in ensuring the ST’s timely completion of responsibilities.
Responsibilities:

Planning for the Arrival of the Student Teacher

The ST is accorded the same status as fully certified teachers. The CT should assemble materials and equipment which might include:

- Instructional materials including textbooks, manuals, and curriculum guides.
- Desk or table for individual use.
- Name of ST on classroom door and chalkboard along with that of the teacher.
- 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.
- Parking permits or lunch pass if required.

The Cooperating Teacher Welcomes the Student Teacher

The initial days of student teaching are crucial for the ST. Each CT should ensure that the ST feels welcome. Introductions to teachers and staff members, as well as other personnel employed in the school, are important. The ST should know about the building and grounds, daily routine of the school, and appropriate working relationships with other members of the school staff.

The Cooperating Teacher Introduces the Student Teacher into the Classroom

A desk or table is always useful for the ST. The ST should be introduced to the students in a way that encourages them to respond to the ST as a classroom teacher.
Cooperating Teacher Checklist

Preparing for your Student Teacher

I Have:

_____ 1. Familiarized myself with all the available background information on my ST.

_____ 2. Worked with my Principal and with other staff and faculty to make my ST feel welcome and accepted.

_____ 3. Prepared my class (or classes) for the arrival of “another teacher” who will have the same authority as I.

_____ 4. Arranged for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for my ST.

_____ 5. Contacted my ST prior to his or her arrival and have shared instructional information and material.

_____ 6. Prepared a collection of pertinent information and material that my ST will be working with early in the program. (Examples may include: county and school policy statements, class routines, school wide forms, manuals and texts, report card, long-range and short-range plans, etc.)

_____ 7. Made tentative plans for my ST’s observation of other teachers, initial teaching and participatory experiences, and orientation to the school building.

Observations

I Have:

_____ 1. Helped my ST identify specific competencies to strive for throughout all observations of teaching.

_____ 2. Provided my ST with time, during the first week of the program, to examine data from the academic records of the students he or she will be working with and to become familiar with the various services the school provides, such as administrative, guidance, ESL, EDE, library, technology, health, etc.

_____ 3. Observed my ST very closely during his or her first participatory and teaching experiences, attempting to identify any difficulties.

_____ 4. Observed my ST consistently throughout the entire experience to provide continuing, specific feedback and evaluation.
Planning for Teaching

I Have:
_____ 1. Provided my ST with the opportunity to study my own long-range and daily plans.
_____ 2. Helped my ST develop plans for his or her early teaching experiences.
_____ 3. Followed the practice of cooperative development of lesson plans for each new phase or class as my ST assumes additional responsibility.
_____ 4. Examined my ST’s lesson plans daily throughout the program and have given my ST feedback about them.
_____ 5. Encouraged my ST, throughout the program, to evaluate his or her own plans immediately after using them with a particular focus on student learning aligned with curriculum standards.

Conferences

I Have:
_____ 1. Set a definite time daily to confer with my ST.
_____ 2. Made conferences both reinforcing and corrective.
_____ 3. Encouraged my ST to ask questions and to discuss all observed teaching.

Teaching

I Have:
_____ 1. Provided a gradual induction into teaching for my ST.
_____ 2. Planned early teaching experiences for my ST that ensure maximum chances of success.
_____ 3. Considered the demonstrated readiness of my ST in determining the amount of responsibility he or she assumes throughout the program.
_____ 4. Allowed my ST the flexibility to choose his or her own teaching methods, so long as those methods did not impede student learning.
_____ 5. Encouraged initiative and creativity on the part of my ST.
Evaluation

I Have:
_____ 1. Provided for on-going evaluation making sure my ST knows exactly where he or she stands in relation to strengths and weaknesses at every stage of the experience and made appropriate notations and comments on the Framework for Evaluation and Professional Growth for Student Teachers.

_____ 2. Given my ST both specific suggestions for improvement and specific praise for his or her successes.

_____ 3. Given my ST much opportunity to reflect on and evaluate his or her own teaching in relation to student teaching.

_____ 4. Completed the scannable summative evaluation and given it to the US.

Personal and Professional Relations with my Student Teacher

I Have:
_____ 1. Instructed my ST in methods of classroom management.

_____ 2. Given my ST my full support when it was necessary for him or her to take disciplinary action.

_____ 3. Encouraged my ST to try his or her own ideas for maintaining discipline.

_____ 4. Assisted my ST in such a way that he or she will not “lose face” when classroom problems occur

Classroom Management and Discipline

I Have:
_____ 1. Encouraged my ST to observe and participate in extracurricular and community/parent activities.

_____ 2. Helped my ST learn to manage the routine tasks of a teacher, keeping a register, recording grades, carrying out special duties, securing resource materials, and using technology for instruction and classroom management.

_____ 3. Arranged, early in the program, a conference with the principal, so that my ST may learn about the school’s philosophy of education and what is expected of its teachers.

_____ 4. Helped my ST become familiar with the characteristics and resources of the school and of the community from which the pupils are drawn.

_____ 5. Helped my ST learn about the school’s curriculum and how it is organized for instruction.
Roles and Responsibilities of University Supervisors

Expectations:

Your Student Teachers and Cooperating Teachers have the following expectations of you:

Student Teachers expect:

1. An orientation to the program and its requirements.
2. Timely and periodic observation, feedback, and specific suggestions for improvement.
3. Identification of specific weakness early enough to allow for improvement during student teaching.
5. Support during times of personal and professional concern.
7. Provision of final evaluative references.

Cooperating Teachers expect:

1. Appropriate information about the program and its requirements.
2. Timely response to professional problems, including inadequate performance and inappropriate behavior by the ST.
3. Professional courtesy in working together.

During the Student Teacher Experience:

To ensure that the necessary elements of due process are provided each ST, the US is expected to monitor the Student Teaching experience in the following ways:

1. The ST’s progress must be observed and documented by the US on a periodic basis throughout the program. A minimum of 3 formal observations are required during the 1st placement and 3 during the 2nd placement. An initial informal visit is expected prior to the 1st formal visit. If a ST is experiencing difficulty, increased contact is expected.

2. During each visit, the US should review the ST’s binder and sign off on the attendance log and updated reflective journal.

3. The US should observe and counsel the ST’s early enough in the semester to allow him/her time to improve teaching performance.

4. Comprehensive, systematic evaluation of ST’s should occur during the experience. The US should document and discuss with the ST and CT the results and recommendations of each observation (The Framework for Evaluation and Professional Growth of Student Teachers).
5. The US should inform the ST of less than satisfactory teaching performance **no later than** mid-way through the student teaching experience. In such cases, guidelines and expectations for the remainder of the program must be clearly identified at that time by both the US and CT. Also, the Office of School Based Clinical Practice should be aware of situation. For more specific information about procedures for use with ST’s experiencing difficulties, see *Procedures to Follow if Problems Arise*.

6. The US will evaluate the unit plan and score the unit plan rubric.

7. At the end of the semester, the US will complete the appropriate forms and reports. A scannable summary summative evaluation must be completed by the US and CT (one from the US and one from the CT). The evaluation booklet and scan forms should be left for the ST to copy and submit with their placement packet.

**Evaluation of the Student Teacher by the University Supervisor:**

The US has the ultimate responsibility for deciding whether the ST passes or fails the placement. Therefore, it is extremely important that evaluations be done fairly, accurately and in with the input of the CT. All formal evaluations should be made in regularly scheduled sessions throughout the placement and should last for an entire instructional session.

All evaluations should include specific comments and be reviewed with the ST following the observation. If a ST is not progressing normally by the mid-point of the placement, check to see that all meetings, evaluations and notes are complete and report the concern to the Office of School Based Clinical Practice. A determination will be made as to how best to proceed. Options include the development of a remediation plan, repetition of the placement, or removal from the program.

At the end of the ST’s placement, the US will collect the ST’s unit plan and assess it based on the rubric included in the appendix. The ST should be able to present what they consider their best during the placement. If incomplete or poorly done units are submitted to the US, then the ST’s successful completion of student teaching could be in jeopardy.
General suggestions for University Supervisors:

1. Meet the principals of the schools they are visiting.

2. Communicate with the CT and ST to determine supervisory visits in advance, so that schedule changes will not preclude observation.

3. Review carefully the periodic performance evaluations of the CT. Early identification of weaknesses should lead to early remediation, and lack of steady progress should be addressed. Notify the Office of School Based Clinical Practice of any concerns immediately.

4. Submit evaluative references for ST’s who request them.
Roles and Responsibilities of the School Administrator

As instructional leader of the school, the School Administrator plays a very important role in the student teaching program. The School Administrator’s role is to help the school community understand and support the student teaching program and to help the ST adjust to the total school program.

The School Administrator’s responsibilities include:

- Creating a positive attitude among school staff, student body, and community.
- Coordinating the school’s responsibility in the student teaching program.
- Providing orientation for all ST’s explaining school policies and procedures.
- Assisting with the evaluation of the ST’s instructional competence and professional potential.*
- Assisting team members with the assessment of ST performance.
- Communicating with the Office of School Based Clinical Practice if and when problems arise

*While we understand that the responsibilities of the School Administrator are intense and time consuming, we strongly encourage him/her to observe each ST at least once during the student teaching placement. Evaluation may be formal or informal as preferred; however, we strongly suggest having a conference after the observation period to share perceptions about performance.
The ST has a contract of implied promise with the university when he or she accepts a student teaching placement. The university, with its admissions standards and procedures, attempts to place only those persons whom they feel have at least a reasonable chance of successfully completing student teaching. To that end, the university agrees to support the ST and serve as a resource. The ST must recognize the placement does not guarantee completion. Successful completion of student teaching is the responsibility of the student.

A. Student Teacher’s Responsibilities
   - Discuss any concerns with the CT and the US.
   - If remediation is necessary, work to overcome any weakness.

B. Cooperating Teacher’s Responsibilities
   - Communicate any concerns with the ST and the US immediately.
   - Develop a remediation plan with the US and the ST.
   - Provide feedback to the ST.
   - Document any concerns, remediation, and progress of the ST.

C. University Supervisor’s Responsibilities
   - Communicate with the CT about any concerns.
   - Develop a remediation plan with the CT and the ST.
   - Notify the Office of School Based Clinical Practice no later than midway through the placement if there are difficulties with the ST’s progress.
   - Provide written documentation about any concerns, remediation, and progress of the ST to the Office of School Based Clinical Practice.

D. School Administrator’s Responsibilities
   - Report any problems to the US.
   - Communicate with the Office of School Based Clinical Practice if any problems are not resolved by the US.
   - Provide written documentation and/or recommendation of removal.

E. Office of School Based Clinical Practice’s Responsibilities
   - Collaborate with the US, CT, School Administration, and the ST to develop a remediation plan.
   - Observe ST’s when necessary.
   - Follow up with the US and the School Administrator with the progress of the ST.
   - When necessary, remove ST from placement.

Remediation:

If a ST is not progressing in the expected manner during a placement, remediation may be recommended by the US in conjunction with the CT and the Office of School Based Clinical Practice. Remediation is highly individualized to meet the specific need of the
Depending upon the identified areas and level of weakness, a remediation plan may be developed which may require the ST to do additional work, or extension of the placement. It is also possible that the student teacher could be removed from the placement and asked to repeat in the following Spring or Fall semester.

**Removal:**

Removal of a ST from her/his school site will only be done for compelling reasons. At the same time, provisions for this must be available because there are circumstances that warrant such removal. The Office of School Based Clinical Practice Coordinators will consider requests to remove a ST when any of the following situations occur:

1) The appropriate school authority, for just and explained reasons, requests that the student teacher be removed.

2) The US believes circumstances are such to prevent either the development or maintenance of a satisfactory learning environment.

3) Unethical behavior has been exhibited by either the CT or ST (e.g., sexual harassment, use of alcohol or drugs).

4) Any evidence of a lack of sensitivity to multicultural situations is portrayed by the student teacher (e.g., use of inappropriate terminology in reference to a particular ethnic group).

5) A decision has been reached and documented with appropriate paperwork that the ST cannot receive a satisfactory grade.

6) Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of ST is evident.

7) Two visits by the US has produced no written lesson plans. The first visit in which there are no written lesson plans is a warning and the second time lesson plans are not available will result in removal and termination of student teaching for the remainder of the semester. The ST must have written plans to show evidence of preparation for teaching.

Initial discussions for a withdrawal can be made by any person directly involved in the arrangement. Ideally, the US will be consulted before contact is made with the Office of School Based Clinical Practice. Written documentation must accompany any request for removal.

The School Based Clinical Practice Coordinators, US, CT and the Director of Teacher Education will consult about the request for removal and determine the best course of action for the student teacher. One of several options maybe decided upon. The student teacher may 1. be moved to another school, 2. be required to complete a remediation plan which can include additional coursework, 3. have the student teaching extended into the following semester by use of the grade of I, or 4. be terminated from the licensure portion of their degree program.
Failure to Recommend:

All ST’s who receive a “satisfactory” grade for student teaching become eligible for a teaching certificate if all other requirements are fulfilled. Also, the Office of School Based Clinical Practice reports the final grade – satisfactory or unsatisfactory – to the Records office. Therefore a ST whose performance is such that she/he cannot fulfill the duties normally expected of teachers will receive a grade of “unsatisfactory”.

The School Based Clinical Practice Coordinators and the Director of Teacher Education will support an unsatisfactory grade provided that:

- The ST has been given a fair opportunity to remediate the prescribed weaknesses.
- The Progress Reports on the evaluation form reflect ratings that justify their evaluations.
- There is evidence that the ST has received sufficient supervision from the CT and US to justify their evaluations.

The School Based Clinical Practice Coordinators have been informed and consulted about the situation. Should a disagreement result over the final recommendation, the Coordinators will mediate the decision making process.
Applying For Your Teaching License

At the final student teaching feedback session, you will receive a gray sheet (licensure application) and a yellow instruction sheet. Please read the yellow sheet carefully prior to completing the gray sheet.

The yellow sheet:
- Print your full name and SSN
- Provide the exact name(s) and code numbers of the area(s) of endorsement for which you are applying. That information is listed on the reverse side of the yellow sheet.
- List all of the colleges and universities which you have attended.

The gray sheet- Areas that must be completed (Application for Tennessee License Form):
- Part I – TO BE COMPLETED BY APPLICANT
  - Under the Heading “PLEASE READ CAREFULLY BEFORE SIGNING”, Please answer the questions and sign your name under ONE of the following: NEVER or EVER had a license
- Please put a check mark to indicate that you are applying for an initial license.

Transcripts:
- You will need official transcripts from all of the colleges and universities you have attended. Request that all transcripts be sent to you, not the Student Teaching Office or the Teacher Licensure Office. Exception: If transfer courses are listed by course and grade on your University of Memphis transcript, you will not need a transcript form the transferring institution.

Praxis II Scores:
- A Xerox copy of your Praxis II test scores which includes the Principles of Learning and Teaching and required specialty area exams (both the front page and page showing “passed” or “not passed”). As of 2003, the Tennessee Department of Education (Code No. 8190) began requiring test results to be sent directly to their office. Your social security number must be listed on your score report.

NOTE: If you have not passed all of the required parts of the Praxis II exams for Your content area, please do not submit the licensure application.

Submitting the licensure packet:
- When all documents (Yellow sheet, gray sheet, transcripts, and Praxis II scores) are assembled, paperclip your packet and hand deliver or send to:
  Mary Lanier
  University of Memphis
  College of Education, 202 BH
  Memphis, TN 38152
FURTHER INFORMATION IN REGARDS TO APPLYING FOR A TEACHING LICENSE

1) REQUESTING TRANSCRIPTS
After successfully completing student teaching, please request an official University of Memphis transcripts from Rm. 003 Wilder Tower or online at http://www.enrollment.memphis.edu/registrar/records/transcript.htm.
When requesting an official transcript, if you are completing a bachelor’s or master’s degree in the current semester, please mark ‘HOLD FOR DEGREE’.

Please submit official transcripts from every school from which college credit was obtained. If transfer work is listed on your University of Memphis transcript, another transcript is not required.

NOTE: Any University of Memphis transcripts received prior to the end of the current semester are not acceptable

2) SUBMISSION ON LICENSURE PACKET

Undergraduate students have to wait until their degree has been conferred on their transcript. This should take at least 4 to 6 weeks after graduation.

For licensure only students, your licensure packet can be submitted as soon as your current semester grades are posted on your transcript.

For master’s degree students, you have a choice as to when to apply for your license. You can submit the licensure packet as soon as your current semester grades post OR you can wait until your degree posted on your transcript. If you decide to apply for your license packet before your master’s degree has been conferred, it is your responsibility to reapply for your license that reflects your master’s degree. You will complete the top part of the gray sheet (licensure application) and along with an official transcript which shows your master’s degree to the Tennessee Department of Education in Nashville.

3) INCOMPLETE PACKETS WILL BE RETURNED TO THE STUDENT.
Career and Employment Services helps students develop proficient job search skills, with a special focus on internships.

We are located in 400 Wilder Tower. Our office is open each day from 8:00 a.m.-4:30 p.m. Please stop by and see us at any time or call us at 901/678-2239 to schedule an appointment with a staff member. You may also visit us online at http://saweb.memphis.edu/ces/.

Our services for students and alumni include resume critiques, mock interviews, career advising, reference books and free publications, as well as campus interviews and special events.

During the fall and spring semesters each year, Career and Employment Services hosts on-campus interviews for teacher candidates with local school districts. We also host an Education Career Fair each year during the month of February.

To post your resume for employers to view, participate in on-campus interviews, review job and internship listings, and see complete listings of career fair participants, you must register with Career and Employment Services through eRecruiting. eRecruiting is an online career management tool that is available free to all University of Memphis students and alumni through our website. Click on the “eRecruiting Student Login” link for more information when you visit us online.

**Resume Writing Tips**

Review the resume writing tips contained in the *Career Guide* and the *AAEE Job Search Guide for Educators* that you will receive at Student Teacher Orientation before you start writing your resume.

Please note that you *should not* include your social security number, gender, race, height, weight, health status, religious affiliation or other overly personal information on your resume.

Be sure that you *do include* information about your licensure/certification, your expected graduation date, your major and degree, and your student teaching experience.

Career and Employment Services staff members are available to critique your resume through an advising appointment or through our drop off resume critiquing service. You may also wish to have a faculty member or friend proof read your resume. It should be targeted to the job that you are seeking and must be free of typographical, formatting, spelling, and grammar errors.
Interview Tips for Teacher Candidates

Appropriate Dress

Although the dress code for corporate America is taking a turn to casual these days, you should not assume a casual state for interviewing. Recruiters (including those in education) expect candidates to be dressed in standard business attire. Knowing you look good and present a professional appearance will enhance your self-confidence during the interview. Consider the suit as the major mode of dress for interviews.

For women, you should invest in a solid color (navy, charcoal, gray, black) suit. The jacket should match the bottom part of your outfit; if it does not, it is not considered a suit. For an interview, the suit should be uniform. Women need to avoid very high heels; instead wear conservative shoes with a closed toe. Black, brown and navy are standard colors that should compliment most suits. Women should avoid trendy clothing but rather err on the conservative side when choosing a skirt length (skirt should fall at or right above the knee). Avoid strong colognes and perfumes. Your hair should be clean; if your hair is long it should be pulled back. Jewelry should be small and conservative.

Men should consider a two-piece suit as well; the suit should be made of wool or polyester-wool blends. A 100% wool suit, however, is always the best bet for men. Most clothing consultants agree that conservative is best: shades of blue, gray, and black. Solid colors are most appropriate. However pinstripes, herringbone, tweed and some plaids are acceptable. A white long sleeved shirt is recommended. Never wear short sleeves to an interview. Men should be very aware of the current trends in ties. Tie should be of silk and fall right above the beltline. Select either black or brown shoes for the interview. Socks should also compliment your shoe color and should be matched to either the color of your trousers or the color of your shoes. Make sure your shoes are well polished.

Men should avoid long hair, beards, and mustaches and have a clean-shaven appearance. If you wear an earring, remove it before the interview. If you have tattoos, you should conceal them, if at all possible. People tend to think you are wild, eccentric, or even rebellious—not professional. These labels may be far from the truth, but that is the perception.

In summary, appropriate dress for a job interview should be professional and conservative. Wear the apparel you would wear for the most formal activity on the job. Wear conservative business attire even for companies with casual dress policies.

What to Bring to the Interview

Make sure that you have the materials with you that you will need during your interview. You don’t want to be caught off guard by a request that leaves you looking unprepared. You should bring a good quality writing instrument, completed applications when required, extra copies of your resume, and copies of your transcript. Consider purchasing a leather or leather look folder to keep all of your materials in. In addition to the things mentioned above, it is a good idea to showcase your skills with a portfolio. Portfolios should be neat and professional. Pages, section headers, and tabs should be type written. In general, there
should be nothing hand written in your portfolio unless it is an evaluation completed by someone else.

Prior to the Interview

It is recommended to arrive early to your interview by 30 minutes. This will allow you to stop by the restroom to make a last minute check of your appearance as well as to show the employer you are punctual and have an appreciation for their time. You do not need to arrive any earlier since that would give the appearance that your time is not valuable to you. Do let the receptionist know who you have an appointment with upon your arrival so he/she can notify the interviewer. Please sign in at the reception desk.

Be Ready To Shake Hands

Be sure to keep your lap and hands clear so that you can provide a firm handshake. Use a briefcase to hold all of your materials so that you will not have to juggle a purse and briefcase at the same time. As you shake hands, smile. First impressions are very important; a recruiter will perceive that you are at ease and confident if you maintain good posture, provide a firm handshake, and smile!

Non-Verbal Communication

Be aware of the message your non-verbal signals are giving to the employer. Under no circumstances should you smoke, eat, drink, chew gum, or eat breath mints during an interview. Maintain good eye contact. If you don’t think you have any non-verbal behaviors or speech habits, ask your friends - they can tell you!! Avoid verbalized pauses and slang expressions during interviews.

The Interviewer Has the Floor

The interview begins when you shake the interviewers’ hand and they hear your voice for the first time. The recruiter will begin the main part of the interview by discussing the organization and the position you are interviewing for. Know as much as you can about the job and the company so that you can contribute during this process.

Be prepared to highlight your strengths and bring out the positive aspects of your qualifications. However, no doubt the recruiter will ask about aspects of your background, which could be construed as negative, such as a low GPA or lack of participation in activities in college. Be prepared to discuss this in a positive way. Perhaps you did not belong to student organizations in college because you had to finance all of your education and worked two jobs to put yourself through school. With regard to your GPA, you could certainly mention that you do not think your grades are an accurate reflection of your performance in school. Turn this situation around. Focus on the positive aspects by mentioning that your major GPA is a better representation than your overall GPA because you did very well in your major coursework.

Be clear and focused when you interview. Know what it is that you want to do. Recruiters like candidates who know why they chose their major and what career path they want to pursue. If you are focused, the interviewer will assume you are serious about your career. For example, if you interview for an elementary teaching position, you should be able to tell the interviewer that teaching is definitely what you hope to pursue. Using doubt words, such as “I think” or “I might”, will create a negative impression with the interviewer.
When It Is Your Turn To Ask Questions

Try to think of specific meaningful questions rather than generic questions. Asking specific questions will allow you find out more about the environment you may be working in as well as what kind of community projects the organization may be involved with. You are interviewing the company/organization to determine if this is an environment you would enjoy.

Also, read recent news releases and acquire up-to-date information about the organization so that you will be able to share this information with the interviewer. This indicates to the interviewer that you have done your homework and are serious about your career.

Evaluations Made by Recruiters

The employer will be observing and evaluating you during the interview. The following information, adapted from Erwin S. Stanton, author of Successful Personnel Recruiting and Selection, indicates some evaluations made by the employer during the interview:

- How mentally alert and responsive is the job candidate?
- Is the applicant able to draw proper inferences and conclusions during the course of the interview?
- Does the applicant demonstrate a degree of intellectual depth when communicating, or is his/her thinking shallow and lacking depth?
- Has the candidate used good judgment and common sense regarding life planning up to this point?
- What is the applicant’s capacity for problem-solving activities?
- How well does a candidate respond to stress and pressure?
PRAXIS II TESTS REQUIRED FOR ALL LICENSURE CANDIDATES

(Effective September 1, 2006)

Every Initial License Applicant is Required to Take One of the PLT Exams

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SPECIALTY AREA TESTS

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Footnotes to previous listings:

Note: Test Codes, Titles, and Scores shown in red font on the previous pages are those that are new or changed for this academic year.

* Note: Exemption from (PLT): Candidates for the following areas are only required to complete the appropriate Specialty Area Test: School Counselor PreK-12, School Psychologist, and Speech/Language Pathology.

** Note: Candidates who have already completed test modules specified for one science area, including Earth Science and General Science, will be required to take only the content knowledge exam for endorsement in an additional science area.

*** Note: Candidates who are adding an endorsement in Special Education to a license that has an existing Special Education endorsement need to take only the Specialty Test for the Special Education area, not the Education of Exceptional Students: Core Content Knowledge (Test #0353). Candidates adding endorsements 460 Special Education Modified and 461 Special Education Comprehensive to a license with an existing Special Education endorsement are not required to take the core test.
Appendices
I understand that I am a representative of the College of Education of The University of Memphis, a guest in the classroom and, as such, am expected to act in a reasonable and professional manner at all times. I have read the Student Teaching Handbook and agree to all student teacher requirements identified therein.

Materials I submit as a part of my student teaching requirements may be anonymously used for research purposes.

I hereby grant the Teacher Education Department at the University of Memphis the right to use my photograph taken during Student Teaching. I understand that the photograph(s) may, at the decision of the Office of School Based Clinical Practice, be copied and shown to such persons as deems appropriate, including, but not limited to, local, state and national stakeholders, other students, and the staff and faculty of The University of Memphis. I understand that the photographs will become the property of the Teacher Education Department.

Print Name ____________________________________________
Signature _____________________________________________
Date _________________________________________________
University of Memphis
Framework for Evaluation and Professional Growth of Student Teachers

Name __________________________________________ SSN _________-____-_____

Term ___________________________ School/Gr Place/Subj __________________________

University Supervisor __________________ Cooperator Teacher __________________

Directions for Use of Evaluation Form: Use comments or examples to describe performance and make suggestions for future evaluations. Use the rubric on each page to indicate the appropriate level of progress. The University Supervisor (US) and Cooperating Teacher (CT) will evaluate the Student Teacher (ST) independently. However, the US and CT should meet to discuss progress of ST if necessary. After each evaluation, a post conference should be held with the ST. Student teachers will be responsible for making copies of their own evaluation forms and submitting them to the university in the manner prescribed by the university. ST must be formally evaluated at least three times during placement one, and three times during placement two (Progress Report 1, 2, 3 and Final Evaluation). For each indicator an average performance level (A, B, or C) should be noted. NOTE: Indicator behaviors are aligned with performance level behaviors (i.e. Indicator A behavior 1 aligns with Rubric Performance Level A, B, or C behavior 1, etc.)

Final Comments: (Additional comments may be attached.)

CT: _____Satisfactory _____Unsatisfactory _____In Progress, _____additional weeks recommended

CT Initial_________

US: _____Satisfactory _____Unsatisfactory _____In Progress, _____additional weeks recommended

US Initial_________
Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

### Performance Standards

**Domain One: Planning**

**INDICATOR A: Establishes appropriate instructional goals and objectives.**

1. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.
2. Gives instructional priority to content goals and objectives that have been identified as high stakes assessment items.
3. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.
4. Includes goals and objectives that emphasize higher order thinking skills appropriate to the content area and the students.

**Data Sources:**
- Educator Information Record
- Planning Information Records
- Classroom Observations
- Reflecting Information Records

### Rubric for Performance Standards

**Domain One: Planning**

**PERFORMANCE LEVEL A (Developing)**

1. The textbook and the curriculum drive goals and objectives with some attention to students’ needs and achievement.
2. Alignment with academic content standards and state performance indicators is incidental.
3. Goals and objectives are taken from the textbook with minimal attention to students’ developmental levels.
4. Recall and comprehension are the primary levels of understanding in the planning of goals and objectives.

**PERFORMANCE LEVEL B (Acceptable)**

1. Goals and objectives are generally determined by the assessment and evaluation of the class as a whole.
2. Attempts are made to align goals and objectives with academic content standards and state performance indicators.
3. The teacher focuses on key concepts of the content with some attention to a developmental sequence of goals appropriate for all students.
4. Goals and objectives for students to engage in higher levels of thinking are planned occasionally.

**PERFORMANCE LEVEL C (Proficient)**

1. Instructional goals and objectives are clearly aligned and referenced to the content standards and state performance indicators.
2. Decisions regarding the sequencing of the content are made using the academic content standards with the prioritization of the state performance indicators.
3. Goals and objectives are differentiated based on development levels of students.
4. Goals and objectives provide for deliberate skill development in the higher order thinking process.
Domain 1: Planning
INDICATOR A: Establishes appropriate instructional goals and objectives.

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**COMMENTS – Cooperating Teacher**

**COMMENTS – University Supervisor**
### Performance Standards

**Domain One: Planning**

**INDICATOR B: Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community.**

1. Uses state performance indicators and multiple classroom assessments within the content to obtain information about students, their achievement, and uses this information to design and deliver appropriate instruction.
2. Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.
3. Selects research-based strategies, methods, activities, and materials validated as sound practice within the content area.
4. Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.
5. Designs instruction to cause students to integrate content knowledge, skills, and inquiry across content areas.
6. Designs instruction that utilizes materials, human and community resources, and technology in ways appropriate to the content area.
7. Includes instructional experiences relevant to students, real life, and student career pathways.

**Data Sources:**
- Educator Information Record
- Planning Information

### Rubric for Performance Standards

**Domain One: Planning**

**PERFORMANCE LEVEL A (Developing)**
1. Methods and activities that relate to the textbook are the primary guide for instructional planning.
2. Little consideration is given to student developmental levels.
3. Materials and methods are selected based on their relevance to the textbook.
4. Student assessments and evaluations are generally designed for the whole class in an objective format for ease of scoring.
5. Learning experiences provide little opportunity for the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the textbook.
7. The teacher plans few activities for students that are related to real life.

**PERFORMANCE LEVEL B (Acceptable)**
1. The teacher designs whole class instruction using classroom assessment data.
3. There is some evidence of methods, activities, and materials aligned to instructional objectives.
4. Student assessments and evaluations are generally designed in varied formats, including but not limited to, multiple choice, matching, short answer, and essay.
5. Plans include learning experiences that require the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the topic and support the achievement of goals and objectives.
7. The teacher plans activities for students that are related to real life.

**PERFORMANCE LEVEL C (Proficient)**
1. The teacher designs instructional plans and evaluations based on state and classroom assessments.
2. Instructional plans are aligned with state academic content standards and state assessments with developmental needs of students identified within the instructional plan.
3. The teacher develops instructional plans that include research-based strategies, methods, activities, and materials that are age appropriate and aligned with content standards.
4. Student assessments and evaluations are aligned to the goals and objectives and provide ample opportunity for students to demonstrate what they know.
5. In addition to Performance Level B, the teacher designs inquiry assessments that require higher order thinking across the content areas.
6. Materials and technology are selected to facilitate, extend, and enrich student learning and achievement within the content areas. Community resources are included in ways that are respectful of the community culture.
7. Curricular goals, students’ experiences, and real life choices are imbedded within the instructional plans.
Domain 1: Planning
INDICATOR B: Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community.

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COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor
## Framework for Evaluation and Professional Growth of Student Teachers
### Memphis Area Teacher Education Collaborative

### Performance Standards

**Domain One: Planning**

**INDICATOR C: Adapts instructional opportunities for diverse learners.**

1. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals.

2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.

3. Plans and designs evaluations and assessments for diverse students.

**Data Sources:**
- Educator Information Record
- Planning Information Records
- Classroom Observations
- Reflecting Information Records

### Rubric for Performance Standards

**Domain One: Planning**

**PERFORMANCE LEVEL A (Developing)**

1. Physical adaptations are the primary consideration when designing content instruction for student learning.
2. Strategies and materials are selected for diverse group learning styles. Cognitive needs are addressed as they arise in the classroom. Modifications as directed on students’ IEPs are implemented.
3. Diverse learners are administered the same assessments and evaluations as the whole class, with extra time allotted to students identified as having special needs.

**PERFORMANCE LEVEL B (Acceptable)**

1. Available data are used in the planning process to design lessons that accommodate group differences.
2. Differentiated content assignments are planned for students as appropriate. Recommendations on IEPs are correctly interpreted and appropriately implemented.
3. Classroom assessments and evaluations are adapted for use with diverse learners.

**PERFORMANCE LEVEL C (Proficient)**

1. Aggregated and disaggregated data are supplemented with classroom assessments to design instruction to meet the diverse needs of all students.
2. Plans are specifically designed to meet the needs for the whole class and all student groups. Learning experiences, as necessary, are tailored for individuals. IEPs are correctly interpreted and implemented.
3. Classroom evaluations and assessments are specifically designed to meet the needs of diverse learners.
Domain 1: Planning
INDICATOR C: Adapts instructional opportunities for diverse learners.

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COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor
### Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

#### Performance Standards

**Domain Two: Teaching Strategies**

**INDICATOR A**: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

1. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.

2. Paces the presentation of concepts appropriately to build students’ capacity for critical thinking, problem solving, and clarifies when students misunderstand.

3. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.

4. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.

5. Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.

**Data Sources:**

- Classroom Observations
- Reflecting Information Records

#### Rubric for Performance Standards

**Domain Two: Teaching Strategies**

**PERFORMANCE LEVEL A (Developing)**

1. Students are provided access to definitions, examples, and explanations. Information given to students has a few inconsistencies or errors.

2. The appropriateness of the pacing and the clarity of the presentation vary. Clarification occurs only when students ask questions.

3. Instructional activities, including questioning, focus upon literal recall.

4. Instruction primarily occurs with the whole class, with general, non-specific feedback from the teacher.

5. The use of technology is treated as a separate class or separate skill.

**PERFORMANCE LEVEL B (Acceptable)**

1. The content is presented correctly. Definitions, examples, and explanations are chosen to encourage student understanding of concepts.

2. Content is paced as determined by the difficulty of the material.

3. The teacher uses some activities and questioning that cause higher order thinking, but the primary focus is on literal recall.

4. Students are provided opportunities for small group interaction to make the subject matter meaningful, with feedback focused on the whole class.

5. Technology is used as a supplement to the lesson in the classroom, but is not imbedded in the lesson.

**PERFORMANCE LEVEL C (Proficient)**

1. The teacher conveys the content correctly with coherence and precision, communicating key concepts linked to students’ prior understanding.

2. The lesson is paced appropriately with multiple representations and explanations of the content to assure students’ understanding.

3. Activities, including higher order questioning, are used to develop higher order thinking processes.

4. The role of the teacher varies in the instructional process according to the content and purposes of instruction and the needs of students; feedback is immediate and specific.

5. Technology to facilitate student learning is integrated into the lesson.
Domain 2: Teaching Strategies

**INDICATOR A:** Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

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**COMMENTS – Cooperating Teacher**

**COMMENTS – University Supervisor**
Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards
Domain Two: Teaching Strategies

INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

1. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.
2. Promotes positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and opinions related to the content area.
3. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.
4. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners.

Data Sources:
Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards
Domain Two: Teaching Strategies

PERFORMANCE LEVEL A (Developing)
1. Students are provided with activities that are related to the content but may not be connected to real world experiences.
2. The methods and activities used by the teacher emphasize recall and rote drill without attention to the development of higher order thinking processes.
3. The classroom is teacher-centered with minimum student participation. Student activities are completed independently as silent seatwork.
4. Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.

PERFORMANCE LEVEL B (Acceptable)
1. Practice and review activities reinforce students’ learning through linkages with other learning and have real world connections.
2. Methods and activities center on recall, comprehension, and application of the content, with some attention to higher order thinking processes.
3. Students are provided some opportunity to interact with the teacher and other students through planned activities.
4. The teacher uses some strategies that are research-based and there is evidence of attempts to differentiate instruction for diverse learners.

PERFORMANCE LEVEL C (Proficient)
1. The teacher relates the content to students’ prior knowledge, experiences, and backgrounds through strategies that foster student ownership of the work.
2. Methods and activities center on higher order thinking processes. Problem solving and decision making skills are emphasized.
3. In addition to Performance Level B, the teacher organizes and monitors differentiated, independent, and group work that allows for full and varied participation of all students.
4. The teacher provides differentiated tasks to meet the varied learning styles and needs of students. Best practices that support the standards and promote student engagement are evidenced.
Domain 2: Teaching Strategies

INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

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COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor
Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards
Domain Three: Assessment and Evaluation

INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

1. Aligns classroom assessments with state performance indicators and grade level accomplishments.
2. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.

Data Sources:
Educator Information Record
Planning Information Records
Classroom Observations
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A (Developing)
1. Classroom assessment is not aligned with state performance indicators.
2. Student mastery of content is determined through teacher-developed tests for the class as a whole.

PERFORMANCE LEVEL B (Acceptable)
1. Classroom assessments are used to make instructional decisions in the course of study, but are not aligned with state assessments.
2. Teacher developed tests are used to determine mastery of content for the class as a whole and for diverse groups.

PERFORMANCE LEVEL C (Proficient)
1. Classroom assessments are aligned with state performance indicators and grade level accomplishments with students provided classroom assessment items written in formats similar to state assessment items.
2. Multiple classroom evaluations and assessments provide ample and varied opportunity for all students to demonstrate what they know. Ongoing assessment is systematically used to inform the content instruction and provide feedback to all students.
Domain 3: Assessment and Evaluation
INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

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COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor
Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards
Domain Three: Assessment and Evaluation

INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.

1. Uses state assessment data for communicating student achievement in the content area to students, parents and other stakeholders.

2. Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.

Data Sources:
Educator Information Record
Classroom Observations
Educator Conferences

Rubric for Performance Standards
Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A (Developing)
1. Reports about student performance are provided to students and appropriate others at required intervals.
2. The teacher accurately maintains required records of student work and performance, and students are provided general feedback.

PERFORMANCE LEVEL B (Acceptable)
1. In addition to Performance Level A, students are informed regularly in the classroom regarding their mastery of student performance indicators.
2. The teacher maintains accurate, current records of student work.

PERFORMANCE LEVEL C (Proficient)
1. In addition to Performance Level B, the teacher completes an item analysis on classroom assessments to determine specific areas for further instruction.
2. In addition to Performance Level B, the teacher has data accessible upon request and refines communication strategies to assure student feedback will effect a change.
Domain 3: Assessment and Evaluation

INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.

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**COMMENTS** – Cooperating Teacher

**COMMENTS** – University Supervisor
INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

1. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection.

2. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.

3. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues.

4. Demonstrates efficacy with struggling students and diverse groups.

Data Sources:
Educator Information Record
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A (Developing)
1. Reflections are about the lesson in general, with no framework evident for context.
2. There is no evidence that content standards have been analyzed.
3. The educator’s reflections include descriptions of classroom behaviors including sequence of events, and teacher behaviors.
4. The teacher tends to blame poor student performance on factors outside the classroom.

PERFORMANCE LEVEL B (Acceptable)
1. The educator uses classroom assessments and evaluations as a framework for examining teaching practices.
2. The concepts and thinking processes required in the content standards are examined for the class as a whole.
3. The teacher occasionally seeks feedback from the cooperating teacher and the supervising faculty member regarding materials, methods, and activities.
4. Some attention is given to strategies, methods, activities, and materials to assist struggling students and diverse groups.

PERFORMANCE LEVEL C (Proficient)
1. The teacher reflects about group and individual performance using goals and objectives developed from academic content standards and state performance indicators.
2. The content standards are examined to determine if they were presented in varied formats that would meet the needs of all students.
3. The teacher constantly interacts with the cooperating teacher and the supervising faculty member seeking feedback and suggestions for materials and methods and activities to accommodate all students.
4. The teacher reviews instruction to determine what additional interventions can be implemented to assist struggling students.
Domain 3: Assessment and Evaluation
INDICATOR C: Reflects on teaching practice through careful examination of
classroom evaluation and assessments.

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COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor
Framework for Evaluation and Professional Growth of Student Teachers  
Memphis Area Teacher Education Collaborative

**Performance Standards**  
*Domain Four: Learning Environment*

**INDICATOR A:** Creates a classroom culture that develops student intellectual capacity in the content area.

1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.
2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.
3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.

**Data Sources:**  
Classroom Observations  
Reflecting Information Records  
Educator Conferences

---

**Rubric for Performance Standards**  
*Domain Four: Learning Environment*

**PERFORMANCE LEVEL A (Developing)**

1. The teacher demonstrates a positive disposition toward the content area, but high expectations for all students are not verbalized.
2. Expectations for student behavior are inconsistent. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. Students are held accountable for completing assignments, and participating in classroom discussions.

**PERFORMANCE LEVEL B (Acceptable)**

1. The teacher displays a positive disposition toward the content and sometimes verbalizes the belief that all students can be successful.
2. The teacher uses classroom management techniques that encourage student self-control and self-discipline. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. In addition to Performance Level A, purposeful, challenging learning interactions are generally evident.

**PERFORMANCE LEVEL C (Proficient)**

1. The teacher is enthusiastic about the content and regularly voices high expectations for all students.
2. Students and teacher engage in purposeful communication and mutual respect for ideas is apparent. When disruptions or inappropriate behaviors do occur, the teacher demonstrates respect to the students while restoring classroom order.
3. In addition to Performance Level B, students are encouraged to experiment with new ideas and ways of learning. Expectations for student interactions, academic discussions, and individual and group responsibilities are explicit.
Domain 4: Learning Environment

INDICATOR A: Creates a classroom culture that develops student intellectual capacity in the content area.

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COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor
Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

**Performance Standards**
*Domain Four: Learning Environment*

**INDICATOR B: Manages classroom resources effectively.**

1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.

2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.

**Data Sources:**
Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences

**Rubric for Performance Standards**
*Domain Four: Learning Environment*

**PERFORMANCE LEVEL A**
1. Class time is generally used for instructional purposes; however, attention to administrative and management duties distracts from the learning process.
2. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

**PERFORMANCE LEVEL B**
1. Class time is spent in teaching and learning with minimal attention to administrative duties.
2. Classroom resources are accessible to students to support learning in the content. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

**PERFORMANCE LEVEL C**
1. In addition to Performance Level B, the resources of time, space, and attention are appropriately managed to provide equitable opportunity for students to engage in learning the content.
2. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Classroom resources are readily available to students to facilitate efficient and effective learning of content. Routines are established for handling non-instructional matters quickly and efficiently.
## Domain 4: Learning Environment

**INDICATOR B: Manages Classroom resources effectively.**

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**COMMENTS – Cooperating Teacher**

**COMMENTS – University Supervisor**
Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards
Domain Five: Professional Growth/Dispositions

INDICATOR A: Demonstrates professional behavior and work habits
1. Maintains a professional appearance as appropriate to school setting.
2. Displays poise and self-control in all interactions.
   a. Uses appropriate conflict resolution skills.
   b. Adjusts to changes that affect learning environment.
   c. Accepts and uses constructive criticism.
   d. Works effectively with diverse populations.
3. Displays proper work habits.
   a. Maintains satisfactory record of attendance.
   b. Arrives and departs at appropriate times.
   c. Participates fully in school activities.
   d. Completes assigned tasks on schedule.
4. Follows professional code of ethics and all applicable policies and procedures.

Data Sources:
Educator Information Record
Evaluator Data
Growth Plan

Rubric for Performance Standards
Domain Five: Professional Growth/Dispositions

PERFORMANCE LEVEL A (Developing)
(comment required)
1. Dress is inappropriate to setting.
2. Lacks poise and does not maintain self-control.
   a. Conflict resolution skills are ineffective.
   b. Inflexible in dealing with changes.
   c. Unwilling to accept or apply suggestions.
   d. Displays intolerance.
3. Poor work habits.
   a. Unexcused and/or excessive absences.
   b. Does not adhere to assigned work schedule.
   c. Does not attend school activities.
   d. Assigned tasks are not completed, late, or poorly done.
4. Is unfamiliar with professional code of ethics, but follows policies and procedures.

PERFORMANCE LEVEL B (Acceptable)
1. Dress is appropriate to setting.
2. Is poised and maintains self-control in most interactions.
   a. Uses conflict resolution skills.
   b. Displays flexibility in dealing with changes.
   c. Accepts suggestions and attempts to apply.
   d. Displays tolerance in working with diverse populations.
3. Work habits are appropriate.
   a. Absences are excused and not excessive.
   b. Adheres to assigned work schedule.
   c. Attends most school activities.
   d. Assigned tasks completed on schedule.
4. Is familiar with professional code of ethics and follows all applicable policies and procedures.

PERFORMANCE LEVEL C (Proficient)
In addition to Performance Level B,
1. Dress and appearance is consistently professional.
2. Always maintains poise and self-control when dealing with difficult situations.
3. Displays excellent work habits.
4. Displays ethical behavior in all interactions.
## Domain 5: Professional Growth/Dispositions

**INDICATOR A: Demonstrates professional behavior and work habits.**

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**COMMENTS – Cooperating Teacher**

**COMMENTS – University Supervisor**
Performance Standards

Domain Six: Communication

INDICATOR A: Communicates clearly and correctly with students, parents, and other stakeholders.

1. Uses effective and correct verbal and nonverbal language appropriate to the audience and models effective communication strategies through questioning, listening, clarifying, and restating.

2. Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.

Data Sources:
- Classroom Observations
- Evaluator Data
- Educator Information Record

Rubric for Performance Standards

Domain Six: Communication

PERFORMANCE LEVEL A (Developing)

1. Communications contain inappropriate grammar, but a logical organization of information is evident. The teacher speaks clearly, using appropriate vocabulary.

2. The teacher uses vocabulary that reflects knowledge of the content. Written information contains grammar, spelling, and vocabulary errors.

PERFORMANCE LEVEL B (Acceptable)

1. Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies through questioning, listening, clarifying, and restating.

2. An appropriate volume and pace are used to communicate the content for the specific audience. Written information is logically organized and complete for the intended purpose and audience, with correct grammar and mechanics.

PERFORMANCE LEVEL C (Proficient)

1. In addition to Performance Level B, the teacher models effective communication strategies with students, parents, and other stakeholders in conveying ideas and information, questioning, clarifying, and restating. The teacher understands the cultural dimensions of communication and responds appropriately.

2. In addition to Performance B, written information is structured for clear and concise communication with the identified audience. The reader’s experiences, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools to enrich communication opportunities.
Domain 6: Communication

INDICATOR A: Communicates clearly and correctly with students, parents, and other stakeholders.

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COMMENTS – Cooperating Teacher

SAMPLE

COMMENTS – University Supervisor
<table>
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<th>Subject/Grade: ______________________________</th>
<th>Date: ______________________________</th>
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<tbody>
<tr>
<td>Curriculum Connections:</td>
<td>Six Weeks</td>
<td>Length of Lesson _______ days</td>
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<td>Curriculum Guide Objective:</td>
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<td>TCAP/Gateway Objectives:</td>
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<tr>
<td>SPI (State Performance Indicators (3-8) Gateway Indicators(s))</td>
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<td>Guiding Question</td>
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<td>Concepts:</td>
<td>Vocabulary:</td>
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<td>Motivation</td>
<td>Type of Student Participation</td>
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<td>Relate to Previous Learning:</td>
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<tr>
<td>Relate to Student Experience:</td>
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<td>Strategies/Activities/Distributed</td>
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<td>Practice/Intervention</td>
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<td>Closure</td>
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<td>Extend and Refine Knowledge</td>
<td>Assessment/Student Products and Performances/Technology</td>
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<tr>
<td>Homework</td>
<td>Resources</td>
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**PLEASE NOTE:** Complete lesson plans must be written for every lesson taught and should be reviewed by the CT at least 2 school days prior to teaching. The ST must use the long format and may not use the short form used by the school until approved by the CT and US. **ALL** lessons which will be formally observed must have long detailed plans.
Unit Plan

Name: ___________________________ Subject/Grade: ___________________________
Name of Unit: ___________________________
Dates of Unit: ___________________________

A. Goal or Purpose of Unit (Guiding Question):

B. Objectives to be covered in Unit (Curriculum Connection):

C. Outline of content and time placement (length of lesson, what is discussed):

D. Activities Summary:
   1. Introduction to Unit (motivation)
   2. Developmental activities listed (strategies)
   3. Culminating activity for Unit (closure)
   4. Alternative activities for ESL, SPED, Remedial, etc. (instruction, extend & refine)
   5. Supplemental activities for advanced learner (intervention, extend & refine)

E. List of materials to be used

F. Summary of Assessment/Evaluation Activities
   (Rubric attached-assessments)
Clinical Student Teaching Unit Plan Rubric

This rubric is designed to evaluate a minimum of five days of lesson plans that have an integrated theme/topic. The candidate is encouraged to provide samples of any materials that were used or produced while teaching these lessons such as: assessments, student work samples, technology integration, overheads, etc. The ST must submit at least one rubric for student assessment in the unit plan.

Student Teacher: ______________________________ Semester/Year: ______________________________
School: ______________________________ Placement: 1st or 2nd (circle one)
CT: ______________________________ US: ______________________________

<table>
<thead>
<tr>
<th>Lesson Element</th>
<th>Proficient Rating C</th>
<th>Acceptable Rating B</th>
<th>Developing Rating A</th>
<th>US Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Connections</td>
<td>Each Lesson clearly identified the appropriate curriculum guide and TCAP/Gateway objectives as well as the SPI/Gateway Indicators. All listed applied to the content of the lesson.</td>
<td>Each Lesson identified the appropriate curriculum guide and TCAP/Gateway objectives as well as the SPI/Gateway Indicators. All listed, however, were not connected directly to the content of the lessons.</td>
<td>There were missing objectives or indicators. The list of objectives was limited or did not apply to the remainder of the lessons.</td>
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<tr>
<td>Guiding Questions</td>
<td>Clear and thought provoking question(s) were evident and concepts and vocabulary were related to students’ backgrounds. Students would have a clear idea of what they were studying and have ample opportunity to interact.</td>
<td>A guiding question or concept was posed but limited interaction would be possible and vocabulary was introduced by definition only.</td>
<td>No guiding question or concept was clearly identified and only limited attention was given to vocabulary. The students would probably not be very involved or focused.</td>
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<tr>
<td>Motivation</td>
<td>The design of the lessons clearly attempts to motivate students in creative ways.</td>
<td>The design of the lessons had adequate motivation built into them.</td>
<td>The design of the lessons did not reflect attention to student motivation.</td>
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<tr>
<td>Lesson Element</td>
<td>Proficient Rating C</td>
<td>Acceptable Rating B</td>
<td>Developing Rating A</td>
<td>US Rating</td>
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<tr>
<td>Strategies</td>
<td>Multiple strategies of value were used across all lessons. A great deal of student interaction was evident across all lessons.</td>
<td>Some variability of strategies was evident across the lessons. Opportunities for students to interact were evident in the lessons design.</td>
<td>Lessons reflect limited strategy use and some lessons were all teacher directed.</td>
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<tr>
<td>Distributed Practice</td>
<td>Clearly all practice activities were meaningful and spread across the week.</td>
<td>Most practice activities were meaningful but some bordered on rote learning.</td>
<td>The quality of practice activities was limited and most was oriented toward rote learning.</td>
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<tr>
<td>Closure</td>
<td>Closure was built into each lesson and would be effective.</td>
<td>Closure was evident but not addressed in detail.</td>
<td>Closure activities were not evident across lessons.</td>
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</tr>
<tr>
<td>Extend &amp; Refine Knowledge</td>
<td>Across the lessons there were multiple opportunities for students to use what they had learned in a meaningful and productive manner.</td>
<td>Across the lessons there were some opportunities for students to use the knowledge they had gained in meaningful ways.</td>
<td>Across the lessons it is apparent that more attention needed to be given to extending students’ knowledge about what they were studying.</td>
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</tr>
<tr>
<td>Assessment</td>
<td>Across all lessons all assessments related directly to identified SPIs and guiding questions. There were a variety of assessments used to determine student performance/understanding.</td>
<td>Across all lessons most assessments related directly to identified SPIs and guiding questions. Some variety was noted.</td>
<td>Across all lessons there is no evidence of a correlation between assessments and the SPIs or the number and type of assessments were limited.</td>
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Summary Comments (use back if necessary):

__________________________________________________________________________

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__________________________________________________________________________

University Supervisor ___________________________ Student Teacher ___________________________
Student Teacher: ___________________________ SSN: ________________

Cooperating Teacher: ________________________ Placement: 1st or 2nd (circle one)

School: ___________________________ Grade or Course: ________________

<table>
<thead>
<tr>
<th>Day #</th>
<th>Date</th>
<th>Classroom Hours</th>
<th>Non-Classroom Hours</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
<td>Assisting</td>
<td>Observing</td>
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</table>

Total # of completed student teaching days

Total # of days that you were absent that must be made up after this placement

US long lesson plan sign off date and initials: ________________

CT long lesson plan sign off date and initials: ________________
THE UNIVERSITY OF MEMPHIS
Cooperating Teacher Data Form

Name: ________________________________

School Name: __________________________

School Address: _________________________

School Number: (____) __________________

School Fax: ______________________________

Email address: ____________________________

Education:
What is your highest degree: _______________________

List the College or University you graduated from:
___________________________________________

What was your Major: _________________________

What was your Minor: _________________________

Licensure area: ______________________________

Occasionally, we take pictures at our meetings to post on our website or flyers. If your picture is taken and you Do Not want us to post your picture please initial below.

_____ I “DO NOT” want my picture posted.

Attention Student Teachers
Fax to the Office of School Based Clinical Practice by the end of the first week of your placement (901) 678-1523.
Observation of Teaching

ST Name: ___________________________ Date: ________________

Grade Level/Subject: ____________________________________________________________________________

What instructional media/materials were used for the lesson?

How did the teacher introduce the lesson?

How did the teacher relate the lesson to previous learning?

What instructional methods were used to teach the lesson?

How did the teacher make the transition from one activity/topic to another?

How did the teacher monitor the students' understanding of the material being taught?

Describe the students' responses to the lesson.

How did the teacher give assignments and instructions?

What specific methods did the teacher use to control inappropriate behaviors?

What specific methods did the teacher use to reinforce appropriate behaviors?

How did the teacher relate to diversity among students (e.g. sex, race, size, appearance, socioeconomic backgrounds, handicaps)?
Q.: HOW WILL I BE NOTIFIED OF IMPORTANT STUDENT TEACHING INFORMATION?
A.: All communication from the Office of School Based Clinical Practice will be sent via email to the address given on your student teaching application.

Q.: IF I AM NOT ASKED TO HELP, HOW LONG SHOULD THE INITIAL PERIOD OF OBSERVATION BE?
A.: Not too long. Take initiative and volunteer to help in routine matters first and later in classroom activities. The observation period is also a participation period.

Q.: ON WHAT DO I NEED TO FOCUS MY ATTENTION DURING THE OBSERVATION-PARTICIPATION PERIOD?
A.: Focus on classroom organization, management, instruction, student response, and behavior patterns. The forms you use during the observation period will help you to focus your observations.

Q.: DO I NEED TO MAKE DAILY PLANS, EVEN IF THE COOPERATING TEACHER DOES NOT ASK FOR IT?
A.: Yes, planning is a must whenever you are involved in teaching a class. The US will check your lesson plans at each visit and they must be detailed until you are given permission to use a shorter form. Have a lesson plan for every subject you teach.

Q.: WHAT SHOULD I DO IF I HAVE TO BE ABSENT?
A.: Notify the cooperating teacher and the university supervisor immediately and give the reason for your absence. Arrangements should be made for making up the time missed. Missed days must be made up. Record absences and make-up days on your time record.

Q.: WHAT PROTECTION DO I HAVE IN CASE OF A CLASSROOM ACCIDENT OR RELATED EVENTS?
A.: This is why you have liability insurance with the Student Tennessee Education Association or a comparable group or individual liability policy.

Q.: SHOULD I INTERVIEW FOR TEACHING POSITIONS ON CAMPUS?
A.: One of the services you enjoy as a result of paying tuition is to use the Career and Employment Services Office. Local school systems encourage students to interview during the days they are on campus. You are allowed two half days to interview with local school systems, but only if you work through Career and Employment Services. An online software system for resume development and registration with the Career and Employment Services office is available at no cost.

Q.: MAY I TAKE TIME OFF TO ATTEND JOB FAIRS?
A.: Yes, student teachers may attend job fairs. This time is counted as part of the time allotted for interviews.

Q.: HOW DO I PREPARE EMPLOYMENT CREDENTIALS?
A.: If you work with the Career and Employment Services office, they will provide guidance in setting up your employment credentials file. A job portfolio is included as one of the assignments in the portfolio that is a part of your seminar grade.
Q.: **DO I HAVE TO ATTEND SEMINAR SESSION**
A.: Yes, the seminar is required for all student teachers. You will be a part of a small group of no more than 25 students. The portfolio is the most important assignment for the seminar. Seminar is a time to share experiences and discuss problems and concerns.

Q.: **WITH WHOM SHOULD I DISCUSS MY PROBLEMS AND CONCERNS?**
A.: Both the cooperating teacher and university supervisor are the supportive members of the student teaching team and are available to you. You can also discuss problems and concerns with your seminar instructor. Do not hold things in. Talk to someone!

Q.: **WHERE AND WHEN DO I APPLY FOR A TEACHING LICENSE?**
A.: Ms. Mary Lanier will guide you through the steps to fill out the application and request transcripts. She will tell you about the process during the student teaching workshop and will follow-up during the feedback sessions.

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Q.: **HOW LONG DOES STUDENT TEACHING LAST EACH DAY/EACH WEEK?**
A.: Student teachers are expected to keep the same hours as teachers employed by the school (all day, 5 days a week). Student teachers are also expected to attend all meetings (PTA, Parent-Teacher Conferences, etc.) and complete all activities that are required of teachers.

Q.: **WHY DO I HAVE TO HAVE TWO PLACEMENTS?**
A.: The guidelines set by the TN Department of Education, state that all student teachers will have 2 placements. The nature of each placement is also determined by these guidelines.

Q.: **WHICH PRAXIS TESTS DO I NEED TO TAKE? WHERE CAN I FIND THE LIST? WHICH ONES DO I NEED TO PASS BEFORE I BEGIN STUDENT TEACHING?**
A.: All students must pass the Content Area test required for their specific licensure area prior to student teaching. All students are required to take appropriate Principles of Learning and Teaching test, and the specialty area tests required for their licensure area. The list of required tests can be found at: [www.ets.org](http://www.ets.org).

Q.: **WHAT IS THE SEMINAR CLASS AND DO I HAVE TO TAKE IT?**
A.: The Professional Seminar to accompany student teaching is a requirement made by the TN Department of Education. It is generally offered on Monday evenings. Attendance in seminar is mandatory, as with any regular course. The seminar supports the student teaching experience by answering questions, discussing issues related to teaching, and preparation of a professional portfolio.

Q.: **WHAT HAPPENS IF I MISS A DAY OF STUDENT TEACHING? WHO DO I NOTIFY?**
A.: Any days missed during student teaching must be made up. You must notify your assigned school office, your Cooperating Teacher, and University Supervisor. If the day missed is early in the placement and prior to any contact with your University Supervisor, you should contact the Office of School Based Clinical Practice. Any absence exceeding two days in length must be accompanied by a doctor’s note to be shown to the University Supervisor and attached to the student teaching time sheet. Absences deemed excessive for any reason can be cause for removal from the placement.

Q.: **CAN I CHANGE MY PLACEMENT SO I CAN GET TO WORK OR PICK UP MY CHILDREN ON TIME?**
A.: Placements will not be changed to accommodate work schedules or child care responsibilities. You are encouraged not to hold an additional job while student teaching, as you will be extremely busy keeping up with student teaching requirements. Child pick up/ drop off and child care should be arranged prior to beginning student teaching.
WORDS OF WISDOM

Four personal traits will assist immensely in the achievement of teaching success: hard work, flexibility, patience and self-renewal. Teaching is a difficult task involving many hours of effort, both inside and outside of the classroom. A teacher must be willing to develop written plans, do library research, read extensively, critically reflect on his/her classroom performance, critique student performance in an unbiased fashion, and work as part of a team. With regard to patience, a successful teacher must remember that progress takes time and that success must be measured in small units. Self-renewal allows the successful teacher to seek new goals, utilize new strategies and keep a fresh perspective -- all of which rejuvenate teachers so that they do not have to rely on survival techniques to simply make it through the school day.

As you can see from the guidelines you have just reviewed, much is required of the student teacher while he/she is assigned to a school. For this reason, the University of Memphis Office of School Based Clinical Practice strongly discourages students from working at another job during their student teaching experience.

ATTITUDE IS EVERYTHING! HAVE A POSITIVE ONE! MAKE SURE YOU ALLOW TIME FOR REST AND RELAXATION. TAKE CARE OF YOURSELF.

Remember the three key words to student teaching…flexibility, flexibility, flexibility!
OFFICE OF SCHOOL BASED CLINICAL PRACTICE COORDINATOR: The people responsible for all clinical field experience and student teaching placements.

STUDENT TEACHER (ST): A qualified college student participating in classroom teaching under the guidance of a cooperating teacher and college supervisor(s) for at least fifteen weeks.

COOPERATING TEACHER (CT): A certified and experienced classroom teacher in an accredited school who is designated to have a student teacher and who has agreed to such an arrangement. He or she plays a key role in guiding the student teaching experience.

UNIVERSITY SUPERVISOR (US): College faculty members or designated persons responsible to supervise, observe, evaluate and provide a supportive atmosphere for student teachers in conjunction with the cooperating teacher. Secondary student teachers may also be supervised by a content area professor.

STUDENTS: The primary focus of the student teacher should be on the students in the classroom. The student teacher becomes acquainted with groups composed of individual students with specific personality characteristics, needs, motivations, and learning styles. Student teachers need to become acquainted with each student before assuming responsibility for guiding class activities.

SCHOOL ADMINISTRATORS: The responsible administrator is an important person in a successful student teaching program. In general, the administrator is responsible for overseeing the implementation of the student teaching experiences in their individual schools.

PARENTS: Parents, too, assist because of their relationship with their children and through their interests in school affairs. To the extent that they understand the program, they can lend support to the student teaching experience. Student teachers guide pupils more effectively if they have opportunities to have direct contact with parents. Such contacts may be possible at PTA/PTO meetings, school and community functions, parental school visits, and conferences.

OTHER IMPORTANT TERMS DEFINED:

STUDENT TEACHING EVALUATION PACKET: The packet submitted to the Office of School Based Clinical Practice upon completion of each student teaching placement. The packet will include the student teaching evaluation and scan forms, unit plan, unit plan rubric, observations, reflections, and attendance log. Each placement requires a separate packet.

PORTFOLIO: The portfolio is completed as the major assignment for the seminar, which is taken as a co-requisite with student teaching. Specifics will be detailed in the seminar syllabus and will be explained by the seminar instructors.

STUDENT TEACHING EVALUATION FORM: The form that is used for formal evaluation of the student teacher by the cooperating teacher and university supervisor. The form is also used for recommendation of Pass Fail/In Progress for the student teacher. The university supervisor will deliver the official copy to be used for evaluation to the cooperating teacher's classroom.

OBSERVATION FORM: A form used to observe teaching practices of in-service teachers. The observation form will be used at the end of the student teaching placement to watch model teaching practices in other classrooms. Student teachers are required to complete four different observations.

COOPERATING TEACHER DATA FORM: A form to be filled out by the cooperating teacher as a record of qualifications and training. It is the responsibility of the ST to fax the form to the Office of School Based Clinical Practice by the end of the first week of their ST placement.

ATTENDANCE LOG: A form used to help the student teacher understand how to budget time and to assure all knowledges and skills necessary for beginning a professional career as a teacher are covered. It is also a record of attendance for the student teacher. The US will sign off on the attendance log during each visit.
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<tr>
<th>Meeting Date</th>
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<tr>
<td>_____________</td>
<td>Clinical Student Teaching Orientation – <strong>Mandatory</strong></td>
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<td>Every Monday Professional Seminar – <strong>Mandatory</strong></td>
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<td>First Feedback Session – <strong>Mandatory</strong></td>
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<td>Resume posted on Career and Employment Services website and sign up for interviews.</td>
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