Introduction

The purpose of this handbook is to provide information and guidelines that will be helpful to you as you enter the Ready2Teach Program. Candidates will adhere to the College of Education’s strategic priorities.

The College of Education: Driven by Equity

VISION
Driven by a commitment to diversity, social justice and equity, the College of Education is a premier educational organization that engages in innovative and impactful research, teaching, and service.

MISSION
The College of Education builds on a foundation of success in research, teaching and service by:
● fostering depth and breadth of knowledge
● conducting relevant and innovative research
● developing culturally competent leaders and practitioners
● collaborating with and providing services to diverse local, national and international partners to address real-world problems of practice
● advancing an environment where diversity, social justice and equity are paramount.

CORE VALUES

DIVERSITY
We recognize, include and embrace all individuals ensuring intercultural relationships.

INCLUSION
We actively and intentionally commit to promoting equity and social justice in every endeavor.

RESPECT
We value all people, recognizing that good ideas can come from anyone, anywhere, at any time.

INNOVATION
We stay on the cutting edge by identifying new ways to embrace technology and solve problems.

SERVICE
We utilize our skills and attributes to enhance our practices and expand our support to others.

The UofM Ready2Teach program’s primary goals are:
● Prepare culturally competent, equity-minded teacher residency candidates (referred to as candidates throughout the document) so that they have a positive impact on student performance from the first time they enter the classroom.
● Work collaboratively with schools to improve outcomes for students, schools, and communities.

Criteria for Choosing Mentor Teachers as suggested in the TN BOE Policy Brief (2017) on reforming teacher preparation:
● Must be a level 3, 4, or 5 teacher on the Tennessee teaching evaluation system.
● Have a license in the candidate’s desired endorsement area.
● At least 3 years of successful teaching experience.
Contact Information

Office of Teacher Education and Clinical Practice
202 Ball Hall | 901.678.2377 | tecp@memphis.edu

- Dr. Nichelle C. Robinson, Director of Teacher Education and Clinical Practice, ncrbnson@memphis.edu
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Administration

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  - Dr. Sandra Nichols, Instruction and Curriculum Leadership (ICL) Department Chair, smcooley@memphis.edu

- Dean’s Office | 215 Ball Hall | 901.678.4265
  - Dr. Alfred Hall, Assistant Dean of Student Success, alhall1@memphis.edu
  - Dr. Stephen A. Zanskas, Associate Dean, szanskas@memphis.edu
  - Dr. Kandi Hill-Clarke, Dean of the College of Education, k.hill-clarke@memphis.edu
<table>
<thead>
<tr>
<th>InTASC STANDARDS</th>
<th>COLLEGE OF EDUCATION’S STRATEGIC PRIORITIES/FOCUS AREAS</th>
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</thead>
</table>
| **Standard 1: Learner Development:** The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas and designs and implements developmentally appropriate and challenging learning experiences. | **RESEARCH AND SCHOLARSHIP**  
The College of Education engages in innovative scholarly research that is published in refereed journals. This research is accomplished in a manner that engages and addresses problems of practice and the expressed needs of the public and the research community. This scholarship may be interdisciplinary and fosters collaboration with colleagues, students and external constituents. The College of Education seeks to increase opportunities for undergraduate and graduate students to collaborate with faculty in conducting and publishing research in refereed journals and presenting at major regional, national and international conferences. |
| **Standard 2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential. | **COMMUNITY ENGAGEMENT AND PARTNERSHIPS**  
The College of Education actively engages our community, including alumni, to cultivate partnerships that promote effective, cross-disciplinary communication and engaged scholarship with internal and external stakeholders. This communication and collaboration foster productive and meaningful relationships among faculty, students, staff and partners, including other colleges, school districts, neighborhoods, agencies and non-profits. |
| **Standard 3: Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self-motivation. | **EXCELLENCE AND ACCOUNTABILITY**  
The College of Education strives to achieve excellence by engaging in on-going, transparent self-evaluation of its standards, processes, procedures and assessments by professional and/or accrediting agencies. Effectiveness is measured through collection and utilization of feedback received from students, colleagues and external constituents. The College of Education focuses on the holistic evaluation of our current students and graduates and their impact on the community. In addition, the quality of the internal climate and culture is used to determine the existence of an effective and efficient work environment. |
<p>| <strong>Standard 4: Content Knowledge:</strong> The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners. | |
| <strong>Standard 5: Applications of Content:</strong> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. | |
| <strong>Standard 6: Assessment:</strong> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress and to guide the teacher’s ongoing planning and instruction. | |
| <strong>Standard 7: Planning for Instruction:</strong> The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community and | |</p>
<table>
<thead>
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</tr>
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<tr>
<td>pedagogy to plan instruction that supports every student in meeting rigorous learning goals.</td>
<td><strong>STUDENT SUCCESS AND INSTRUCTIONAL PROGRAMMING</strong> The College of Education promotes an environment that respects the diverse academic needs of our students and supports the enhancement of student progress to degree completion and beyond. Administration, faculty and staff are dedicated to academic excellence in preparing high-quality professionals who engage in culturally responsible research, teaching, learning and leadership. We are also committed to inclusive and diverse recruitment and retention of today’s future leaders and practitioners. Our programs are responsive to the needs of our students and constituents so that graduates possess the knowledge, skills and attributes to address the needs of a changing and multicultural society.</td>
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<td><strong>Standard 8: Instructional Strategies</strong>: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to access and appropriately apply information.</td>
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<td><strong>Standard 9: Reflection and Continuous Growth</strong>: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families and other professionals in the learning community), and adapts practice to meet the needs of each learner.</td>
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<td><strong>Standard 10: Leadership and Collaboration</strong>: The teacher collaborates with students, families, colleagues, other professionals and community members to share responsibility for student growth and development, learning and well-being.</td>
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Field Experiences

Sophomore Field Experiences

- Experiences related to courses
- Students will observe excellent teaching conducted by a mentor teacher

Pre-Residency

- Participation in clinical placement one day each week.
- Site coordinator will monitor and supervise teacher candidates.
- Mentor teachers will support teacher candidates by adopting a co-teaching model.

Residency

- Year-long placement with the same mentor teacher.
- The first seven weeks, candidates participate at school site 1-3 days per week.
- The final seven weeks, candidates participate at school site 5 days per week.
- Second semester, candidates return to the same class 5 days per week.
- Fridays
  - Half-day - School Site
  - Half-day - Seminar

Clinical Teaching

- Candidates participate at their school sites daily
- The co-teaching model will be utilized during this experience.
- Candidates will attend a professional seminar.
Role of the Candidate

Conduct
- While completing the placement, candidates should conduct themselves in a professional manner.
- Upon entering the placement, the candidates agree to follow the rules of each school system as well as the university’s policies.
- Candidates should view this experience as an opportunity to demonstrate what they can do as a teacher.
- Actions and words during your placement should be carefully considered, as they will affect both the evaluation and the written and verbal recommendations given to the candidate by the mentor teacher, supervisor, school administrators, and the Office of Teacher Education and Clinical Practice (Office of TECP).
- The Educator’s Disposition Assessment (EDA) will be completed on candidates demonstrating behaviors and dispositions unbefitting a teacher.
- Removal of a candidate will only be done for compelling reasons. **The Director of Teacher Education and Clinical Practice along with the Assistant Dean for Student Success and teacher prep faculty/administrators will consider removal of a candidate collaboratively.**
- All candidates must sign and abide by the Memorandum of Understanding (MOU).

Placement
- The Office of TECP works with specific school districts to develop and maintain mutually beneficial partnerships.
- Grade preference, location, and special circumstances are considered but not guaranteed.
- If a placement change is needed due to special circumstances, the placement change will occur after Residency I and before Residency II. Candidates are not allowed to be in the same school where they work and/or where their family members attend school, work, volunteer, etc.

Attendance
- During the first semester placement, candidates are required to follow the University’s schedule (including holidays and breaks).
- During the second semester placement, candidates are required to follow the school site’s schedule (including holidays and breaks).
- Candidates are required to follow their mentor teacher’s schedule and attend all in-service days with their mentor teacher.
- Candidates are expected to arrive early and depart beyond established dismissal times. Typically, candidates should plan to arrive at least 30 minutes early and leave at least 30 minutes beyond the dismissal time (more time may be required at a particular school).
- Expected arrival and dismissal times should be discussed with the mentor teacher.
For the 2020-21 academic year, teacher candidates will be allowed 5 excused absences and will make up all days over 5 and all unexcused absences.

**Excused absences include but are not limited to extenuating circumstances related to COVID and other illnesses, emergencies, death in the family, etc. Students will use the make-up day attendance log to record the days that are made up and submit this form to Mrs. Ayanna Perkins at tecp@memphis.edu.**

- If you have symptoms of coronavirus (persistent fever, cough, difficulty breathing) or had contact with a confirmed or suspected case of coronavirus, please call the Health Center at 901.443.1397 or 901.443.6438 between the hours of 9 a.m.-4:30 p.m. After hours, please call the COVID-19 public information numbers, 833.556.2476 and 877.857.2945, available from 10 a.m.-10 p.m. daily, or the 24-hour COVID-19 hotline at 800.232.4636.
- If you are a student who is in quarantine due to COVID-19, and you need to make arrangements with your professors, please contact 901-678-2187 or deanofstudents@memphis.edu.

Snow days or other unexpected school closing days must be made up unless the Office of TECP declares an exception.

**Professional Dress**

- Candidates are required to dress in professional attire and must adhere to the teacher dress code at the assigned school.
- It is acceptable to wear school spirit shirts on appropriate days given the administration’s approval.

**Outside Commitments**

- Work or family/personal commitments cannot be excuses for failing to meet the commitments of the placement and professional seminar.
- If such interference occurs, the candidate will be given the choice of withdrawing from their placement or making the personal adjustments necessary to give full attention to the program.
- It is highly recommended that candidates do not work during the placement.

**Substitute Teaching / Teaching Assistant**

- Candidates may not serve as substitute teachers.
- A substitute teacher must be provided by the school should the mentor teacher be absent.
- Candidates may teach in the assigned classroom in the presence of a substitute teacher.
- Candidates may not be employed as a teaching assistant during the placement.
- Candidates and teaching assistants have different responsibilities and the two roles have diverse experiences.

**Corporal Punishment**

Candidates 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** (Clinical and Residency II Only)
- Clinical and Residency II candidates are permitted one full day or two ½ days for the purpose of job interviewing or attending job fairs.
- Candidates must obtain advanced leave approval from both the mentorteacher and supervisor.
- Music candidates are permitted to use this day for the purpose of graduate school auditions.

**School Day Commitment**
- Candidates are assigned a classroom to get the hands-on experience needed to become an effective teacher.
- The candidate’s role is to co-teach, solo teach, assist, work in groups, etc.
- The experience is not observational and requires constant participation at all times.
- Please note that candidates are not allowed to work on lesson plans, edTPA, etc. except before or after school or during planning periods.

**Technology Policy**
- Candidates must follow the cell phone policy for the teachers in the assigned school and should **never** use them while class is in session.
- Candidates should only bring their laptop/tablet to school when it is approved by their mentor teachers and it is being incorporated into a lesson.
- Candidates are not allowed to bring devices for personal use or to work on coursework, pay bills, etc.

**Field Trips**
- Candidates may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the mentor teacher.
- Candidates may not transport students in his/her personal vehicle.

**Professional Liability Insurance**
- Candidates are required to have professional liability insurance (one million dollars coverage minimum) in place for the duration of their placement.

**Injury Policy**
- Candidates are strongly encouraged to maintain a current health insurance policy.
- In the event of an injury sustained at a school site, notify your building administrator and the Office of TECP.
- Please be sure to complete an injury report with the school system and seek medical attention if necessary.
Lesson Plans

● Teacher candidates will follow the lesson plan format provided and they must be given to the mentor teacher **two teaching days prior to teaching the lesson (before the start of the school day)** in order to provide time for feedback from the mentor teacher.
● If the teacher candidate is responsible for teaching the lesson on the day he/she is absent, the teacher candidate must provide a copy of the lesson plan and all related materials to the mentor teacher.
● Please note that most districts have pacing guides and their own lesson plan format. Teacher candidates must use the University of Memphis format.
● It is the teacher candidates’ responsibility to upload the lesson plan to LiveText.
● Teacher candidates must provide hard copies of lesson plans to their supervisors and mentor teachers if requested.
● Lesson plans are a vital part of teaching and you must have a lesson plan for every lesson you teach.

Role of the Principal

The principal is the instructional leader of the placement site and is expected to:

● Work closely with the placement supervisor in placing candidates with appropriate, credentialed mentor teachers.
● Ensure that faculty and staff adhere to the policies and regulations of the University and the partnership agreement.
● Embrace candidates as faculty members and clearly articulate district and building policies to them.
● Notify the Director of Teacher Education and Clinical Practice of any concerns with candidates.

Role of the Mentor Teacher:

The primary responsibilities of the mentor are to engage the candidate in using the co-teaching model within the classroom and to co-evaluate lesson plans and instruction with the placement supervisor. Mentor teachers are expected to:

● Work collaboratively with the candidate to plan, deliver, and assess instruction consistent with the co-teaching model and consistent with the candidate’s progress through the teacher education program.
● Provide time for instructional events during which candidates can conduct course assignments.
● With the assistance of the placement supervisor, will guide in the growth of all areas of instruction and professionalism.
● Consult formally and informally with the placement supervisor about the candidate's progress during classroom visits.
● Attend an initial orientation and complete informal and formal observations of the candidate.
● Attend University-sponsored professional development sessions and trainings.
Role of the Placement Clinical Supervisors:

A placement supervisor will be assigned to the candidate’s school and will be a regular presence on the school campus. The placement supervisor is expected to:

- Conduct regular visits in the mentor teachers’ classrooms.
- Collaborate and plan with the mentor teachers to ensure that the co-teaching model is being utilized by the mentor teacher and candidate.
- Seek input from the mentor teacher regarding the candidate’s progress in improving planning, pedagogy, and instruction.
- Provide information sessions for candidates and mentor teachers.
- Document all forms of communication including emails, phone calls, and face-to-face visits.
- Report any concerns or issues to the Director of Teacher Education and Clinical Practice.
- Ensure candidates are aware of their grade status.
- Be aware of any issues between the candidate and their mentor teacher.
- Make sure all evaluation forms are completed by them and the mentor teacher.
- Attend initial orientation and teacher candidate orientation.

Role of the Office of Teacher Education and Clinical Practice

The Office of Teacher Education and Clinical Practice (Office of TECP) works collaboratively with all teacher preparation programs in scheduling and implementing the placements. The Office of TECP also collaborates with school partners to arrange and schedule the placements while also advising and mentoring candidates. The Office of TECP will:

- Implement all approved standards and policies that pertain to the placement.
- Check placement applications of all candidates and determine that applicants meet qualifications for placement.
- Work with candidates, supervisors and site administrators in the placement of candidates.
- Collect all necessary forms related to the placement.
- Coordinate and facilitate orientations and end-of-year celebrations.
- Regularly communicate with district staff, school leaders, mentor teachers, supervisors and candidates.
Co-teaching

- Co-teaching allows the mentor teacher and teacher candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation, and assessment of instruction and classroom.
- The mentor teacher is expected to work side-by-side with the candidate and allow opportunities for solo teaching.
- The candidate has the opportunity to learn and implement effective teaching strategies from an expert classroom teacher.
- Together, this should be an opportunity to engage in a partnership that allows the sharing of resources and mutual support.

There are a variety of co-teaching strategies that have shown to be effective when both the mentor teacher and candidate co-plan and co-teach. Studies have shown that implementing the variety of different strategies have a benefit for the mentor teacher, candidate and students.

One Teach, One Observe – Either the mentor teacher or candidate has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has primary instructional responsibility.

One Teach, One Assist – Either the mentor teacher or candidate has primary instructional responsibility while the other assists students, monitors student behaviors, or corrects assignments.

Station Teaching – Both mentor teacher and candidate split the instructional content into sections and students are divided into groups. Each instructs one of the groups and then rotates so that the students have the opportunity to participate in both groups.

Parallel Teaching – Both mentor teacher and candidate instruct half of the students. Both address the same instructional content and use the same teaching strategies while reducing the student to teacher ratio.

Supplemental Teaching – Either the mentor teacher or candidate work with students at their expected grade level, while the other works with students who need extension or remediation.

Alternative or Differentiated Teaching – Both mentor teacher and candidate teach the same content with the same learning outcome, however both use a different approach of teaching.

Team Teaching – Both mentor teacher and candidate are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.
Terms and Definitions

Attendance Log – Teacher Candidates will be required to provide documentation to verify accuracy of their attendance. Attendance will be logged weekly using the Time Log in LiveText.

Clinical Supervisor – Instructors assigned to supervise, coach, and evaluate teacher candidates during the clinical or residency teaching year. Supervisors function as links between schools and the university program.

edTPA- The edTPA is a “performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. The edTPA is a subject specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. http://www.edtpa.com/

Office of Teacher Education and Clinical Practice (TECP)- This office is located on the second floor of Ball Hall. This office is responsible for all Clinical placements for Teacher Candidates in our READY2TEACH program. Dr. Nichelle Robinson is our Director of the TECP office.

Mentor Teacher (MT) – The K-12 classroom teachers in the partner school district who have agreed to have a teacher candidate in their classroom.

Memorandum of Understanding (MOU)- This document is an explanation of teacher candidate’s expected behavior during the placement.

READY2TEACH- The Teacher Education Program at the University of Memphis is called Ready2Teach. It is a clinically rich undergraduate teacher preparation program that includes a year-long residency. The foundational framework of the program emphasizes the following:

- Mutually beneficial partnerships with west Tennessee school districts
- Intensive mentoring by Mentor Teacher (MT)
- Demonstration of research-based instruction
- Strong content knowledge
- Utilizing co-teaching as a basis for teaching
- Clinically intensive school-based practices
- Capstone nationally scored performance-based assessment referred to as edTPA.

Site Coordinator (SC) – UofM clinical faculty member assigned to supervise, coach, and evaluate teacher candidates during the Junior I and Junior II year. Site Coordinators are TEAM/TEM trained by the state of TN. Site Coordinators function as links between schools and the university program.
Professional Development (PD) - In-service sessions highlighting best practices for teaching.

Tennessee Education Acceleration Model (TEAM) - The UofM has identified domains from TEAM that will be the focus of the clinical experience when teacher candidates are teaching and facilitating lessons. You learn all domains and indicators in the TEAM model.

TEM 3.0 - The Teacher Effectiveness Measure (TEM) is the teacher evaluation system implemented in Shelby County Schools (SCS) system. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice to enable continuous improvement in their practice and ultimately high-quality instruction for our students.

Teacher Candidate (TC) – A teacher candidate is a student admitted into the Teacher Education Program at the University of Memphis.

The University of Memphis ID Badge – The teacher candidate is required to wear the University identification badge while on a school campus.

Teacher Education Program (TEP) - The name of the teacher education program at the University of Memphis located in the College of Education.

Appendix
The guides below consist of program-specific calendars, information, forms, and documentation.

Residency I Forms
Residency II Forms
Clinical Teaching Forms
# Residency Important Dates, 2020-2021

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<th>Category</th>
<th>Details</th>
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<tr>
<td>Last Day of Fall 2020 Placements</td>
<td>• <em>Tuesday, November 17, 2020</em></td>
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<tr>
<td>Spring 2021 Residency Orientation Dates</td>
<td>• SMAT – Thursday, January 7, 2021 (9:00 – 10:00)</td>
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<td>• TALN/Art/ESL – Thursday, January 7, 2021 (10:30 – 12:30)</td>
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<td>• HDVL – Thursday, January 7, 2021 (1:00 – 3:00)</td>
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<td>• Music – Friday, January 8, 2021 (10:00 – 12:00)</td>
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<td></td>
<td>• PETE – Friday, January 8, 2021 (2:00 – 4:00)</td>
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<tr>
<td>First Day of Spring 2021 Placements</td>
<td>• Arlington Community Schools – January 4, 2021</td>
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<td>• Millington Municipal Schools – January 4, 2021</td>
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<td>• Tipton County Schools – January 4, 2021</td>
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<td>• Campus School – January 4, 2021</td>
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<td>• Shelby County Schools – January 4, 2021</td>
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<td>• Bells Elementary – January 4, 2021</td>
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<td>• Bartlett City Schools – January 5, 2021</td>
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<td>• Germantown Municipal Schools – January 5, 2021</td>
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<td>• Collierville Schools – January 5, 2021</td>
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<td>• Jackson-Madison – January 5, 2021</td>
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<tr>
<td>District In-Service Dates</td>
<td>• Bartlett City Schools – January 4, 2021</td>
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<td>• Germantown Municipal Schools – January 4, 2021</td>
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<td>• Collierville Schools – January 4, 2021</td>
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<tr>
<td></td>
<td>• Jackson-Madison – January 4, 2021</td>
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<tr>
<td>Last Day of Spring 2021 Placements</td>
<td>• <em>Wednesday, April 28, 2021</em> <em>(This date could change)</em></td>
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RESIDENCY YEAR OVERVIEW

Residency I

- **In-Service** - Candidates attend one day with mentors during in-service week to offer assistance.
- **First 2 Weeks** - Candidates observe and assist.
- **First seven (7) weeks** - Candidates attend sites 1-3 days per week.
- **Mid-semester** - Candidates and mentors attend a co-teaching and co-assessing session.
- **Last 7 weeks** - Candidates plan, implement and assess at least two lessons per week and co-teach with mentor daily.

Residency II

- **Weeks 1 – 2** - Candidates should co-teach and assist with the MT.
- **Weeks 3 – 7** - Candidates plan, implement and assess at least 1 lesson per school day.
- **Weeks 8 – 15** - Candidates plan, implement all lessons.
- **Week 16** - Candidates phase out of full planning responsibility and assist the MT.

All candidates will attend seminars on Fridays from 1-4 PM or in the evening (Residency I) and Tuesday evenings (Residency II).

Residency Schedule

**Residency I**
- School Site
  - In-service Week (Dates Vary)
  - First Week (Dates Vary)
  - Weeks 2 - 7 - Candidates visit sites 1-3 days/week
  - Weeks 8-15 - Monday-Friday
  - Course Days are by program (see program infographic).
  - Seminar - Fridays 1-4 PM or in the evening.

**Residency II**
- In-Service Dates for some sites - January 4th.
- Candidates return to sites - January 4th and 5th.
- Candidates are expected to be at their assigned school every day of the placement for the entire teacher workday, including faculty meetings, PTA meetings, parent-teacher conferences and other assigned duties.

LESSON PLANS

Candidates will have the primary responsibility for co-planning, writing, implementing, and assessing lessons through the semester. Lesson plans should be submitted in the UofM format **two teaching days prior to teaching the lesson**.

- **First seven weeks**:  
  - two (2) different lessons per week
  - three (3) formal evaluations
- **Semester-long expectations**:  
  - teach/co-teach every day with the MT.
  - use the detailed lesson plan format

EVALUATIONS

**Pre-Conference**

Residency supervisors will conduct a pre-conference prior to the evaluated lesson to discuss information about the lesson plan and students (accommodations, engaged learning activities, assessments, etc.) as well as address any area of concerns. The pre-conference with the MT will be completed in conjunction with the co-planning of the lesson.

**Post-Conference**

Either the mentor teacher or the supervisor will conduct post-conferences after each evaluated lesson. The purpose of the post-conference is to provide candidates with the opportunity to reflect on their teaching and identify areas of reinforcement (strengths) and areas of refinement (improvements).

**Lesson Reflections**

After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their residency supervisor by the beginning of the next school day.
SEMESTER-SPECIFIC REQUIREMENTS

Residency I - Observations
- The candidate will need to observe three different teachers using the form titled "Observation of Teaching.*
- The candidate and the mentor teacher will need to work together to determine when and who will be observed.
- The "Observation of Teaching" forms must be uploaded to the LiveText Portfolio by the following deadlines:
  - 1st observation: September
  - 2nd observation: October
  - 3rd observation: November

Residency II - EdTPA
- Residency II candidates will complete the Teacher Performance Assessment (EdTPA) in accordance with the TN State Department of Education licensure requirements.
- Candidates are required to send home a consent form titled, "Notification of Teacher Candidate Assessment" to all K-12 students involved in the learning segment. All consent forms should be scanned and submitted with the electronic portfolio.
- Additional information about the EdTPA and consent forms will be addressed in the seminar.

LiveText
- LiveText is the system that students use to create and share their residency portfolios.
- Mentor teachers and supervisors will evaluate students using the LiveText rubrics in the system.
- Students will create and share the Residency Portfolio to be evaluated by the Supervisor.
- Either mentor teachers or supervisors can approve time logs under the Field Experience tab weekly.

The Educator Disposition Assessment will be completed by the mentor teacher both semesters.

RESIDENCY I LIVETEXT GRADES
52 POINTS

Students will create and share the LiveText portfolio, which will be graded by the supervisor for completion. Most assignments will be submitted and shared via LiveText.

- Educator Disposition Assessment (18 points)
- Summative Evaluation by Mentor Teacher and Supervisor (15 points each for total of 30 points)
- Extra Credit (10 points)

OTHER RESIDENCY I GRADES
48 POINTS

- Educator Disposition Assessment (1 pt.)
- Four Observations of Teaching (1 pt.)
- Reflections on Evaluated Lessons 1-3 (5 pts each) Due within 24 hours of teaching the lesson.
- Lesson Reflections: 7 acceptables on each reflection = 7 points X 7 reflections for a total of 49 points Due within 24 hours of teaching the lesson.
- Lesson Reflections: 7 acceptables on each reflection = 7 points X 7 reflections for a total of 49 points Due within 24 hours of teaching the lesson.
- Time Log (1 pt.)
- Four Observations of Teaching (1 pt.)
- Reflections on Evaluated Lessons 1-3 (5 pts each) Due within 24 hours of teaching the lesson.
- Educator Disposition Assessment (1 pt.)
- Co-Evaluated Lesson #1 Mentor Teacher and Supervisor (5 pts.)
- Evaluated Lesson #2 Mentor Teacher Only (5 pts.)
- Evaluated Lesson #3 Supervisor Only (5 pts.)
- Lesson Reflections: 7 acceptables on each reflection = 7 points X 7 reflections for a total of 49 points Due within 24 hours of teaching the lesson.
- Educator Disposition Assessment (1 pt.)
- Four Observations of Teaching (1 pt.)
- Reflections on Evaluated Lessons 1-3 (5 pts each) Due within 24 hours of teaching the lesson.
- Educator Disposition Assessment (1 pt.)
- Co-Evaluated Lesson #1 Mentor Teacher and Supervisor (5 pts.)
- Evaluated Lesson #2 Mentor Teacher Only (5 pts.)
- Evaluated Lesson #3 Supervisor Only (5 pts.)
- Lesson Reflections: 7 acceptables on each reflection = 7 points X 7 reflections for a total of 49 points Due within 24 hours of teaching the lesson.

RESIDENCY II GRADING

- All candidates who receive a “satisfactory” grade for Residency II become eligible for a teaching license if all other requirements are fulfilled.
- The Office of Teacher Education and Clinical Practice also reports the final grade – satisfactory or unsatisfactory – to the Records office.

CO-TEACHING

The co-teaching model allows the mentor teacher and the candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation and assessment of instruction and classroom.
MENTOR TEACHER GUIDE

RESIDENCY YEAR OVERVIEW

Residency I
In-Service - Candidates attend one day with mentors during in-service week to offer assistance.
First 2 Weeks - Candidates observe and assist.
First seven (7) weeks - Candidates attend sites 1-3 days per week.
Mid-semester - Candidates and mentors attend a co-teaching and co-assessing session.
Last 7 weeks - Candidates plan, implement, and assess at least two lessons per week and co-teach with mentor daily.
Secondary Math attends only Mondays and Wednesdays.

MTs will be invited to EDA Calibration training.

Residency II
Week 1 – 2 - Candidates should co-teach and assist with the MT.
Weeks 3 – 7 - Candidates plan, implement and assess at least one lesson per school day.
Weeks 8 – 15 - Candidates plan, implement all lessons.
Week 16 - Candidates phase out of full planning responsibility and assist the MT.

All candidates will attend seminars on Fridays from 1-4 PM or in the evening (Residency I) and Thursday evenings (Residency II).

LESSON PLANS

Residency I
Candidates will have the primary responsibility for co-planning, writing, implementing, and assessing lessons through the semester. Lesson plans should be submitted in the UofM format two teaching days prior to teaching the lesson.
- First seven weeks:
  - two (2) different lessons per week
  - three (3) formal evaluations
- Semester-long expectations:
  - teach/co-teach every day with the MT.
  - use the detailed lesson plan format

Residency II
Candidates will complete EdTPA and have formal evaluations that require detailed plans, but will be allowed to use shorter lesson plan formats when the mentor teacher and supervisor agree. Lesson plans should be submitted two teaching days prior to teaching the lesson.

Semester-long expectations:
- seven (7) formal evaluations
- teach/co-teach every day with the mentor teacher.

EVALUATIONS

Pre-Conference
Residency Supervisors will conduct a pre-conference prior to the evaluated lesson to discuss information about the lesson plan and students (accommodations, engaged learning activities, assessments, etc.) as well as address any area of concerns. The pre-conference with the MT will be completed in conjunction with the co-planning of the lesson.

Post-Conference
Either the mentor teacher or the Residency Supervisor will conduct post-conferences after each evaluated lesson. The purpose of the post-conference is to provide candidates with the opportunity to reflect on their teaching and identify areas of reinforcement (strengths) and areas of refinement (improvements).

Lesson Reflections
After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and upload the reflection and a copy of the evaluated lesson plan to their Residency Supervisor by the beginning of the next school day.

Mentor Teacher Requirements
- Must have scored an average of 3, 4, or 5 teacher on the TEM or TEAM evaluation.
- Must have at least three (3) years of teaching experience.

Mentor Teacher Stipend
- $300 for each semester
- $100 for the co-teaching workshop
SEMESTER-SPECIFIC REQUIREMENTS

Residency I - Observations
- Candidate will need to observe three different teachers using the form titled “Observation of Teaching.”
- The candidate and the MT will need to work together to determine when and who will be observed.
- The “Observation of Teaching” forms must be uploaded to the LiveText Portfolio by the following deadlines:
  - 1st observation: September
  - 2nd observation: October
  - 3rd observation: November

Residency II - EdTPA
- Residency II candidates will complete the Teacher Performance Assessment (edTPA) in accordance with the TN State Department of Education licensure requirements.
- Candidates are required to send home a consent form titled, “Notification of Teacher Candidate Assessment” to all P-12 students involved in the learning segment. All consent forms should be scanned and submitted with the electronic portfolio.
- Additional information about the edTPA and consent forms will be addressed in the seminar.

LiveText
- LiveText is the system that students use to create and share their residency portfolios.
- Mentor Teachers and Supervisors will evaluate students using the LiveText rubrics in the system.
- The number of evaluations increase between Residency I and Residency II.
- Either mentor teachers or supervisors can approve time logs under the Field Experience tab weekly.

The Educator Disposition Assessment will be completed by the mentor teacher both semesters.

CO-TEACHING

The co-teaching model allows the mentor teacher and the candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation, and assessment of instruction and the classroom.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach, One Observe</td>
<td>Either the MT or candidate has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has primary instructional responsibility.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>Either the mentor teacher or candidate has primary instructional responsibility while the other assists students, monitors student behaviors, or corrects assignments.</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>Both mentor teacher and candidate split the instructional content into sections and students are divided into groups. Each instructs one of the groups and then rotates so that the students have the opportunity to participate in both groups.</td>
</tr>
<tr>
<td>Supplemental Teaching</td>
<td>Either the mentor teacher or candidate work with students at their expected grade level, while the other works with students who need extension or remediation.</td>
</tr>
<tr>
<td>Alternative of Differentiated Teaching</td>
<td>Both mentor teacher and candidate teach the same content with the same learning outcome, however both use a different approach of teaching.</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>Both mentor teacher and candidate are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.</td>
</tr>
</tbody>
</table>

HAVE QUESTIONS?
Contact tecp@memphis.edu for general questions.
OFFICE OF TEACHER EDUCATION AND CLINICAL PRACTICE
Clinical teaching is a semester-long opportunity for you to hone your teaching skills. You are required to follow the mentor teacher’s schedule (including in-service days). You should plan to arrive at least 30 minutes early and leave at least 30 minutes after the school day ends.

You will:
- Before school starts: attend in-service if placed at a school that has in-service scheduled.
- Weeks 1 – 2: assist the mentor teacher, get to know the school, staff, and students and attend the “Co-teaching Workshop” with your mentor teacher.
- Week 3: assist MT and begin to “Co-plan” lessons.
- Weeks 4 – 5: co-plan, co-implement, and co-assess a minimum of 1 lesson per school day.
- Weeks 6 – 8: co-plan, co-implement, and co-assess all lessons per school day.
- Weeks 9 – 14: co-plan, co-implement, and co-assess all lessons per school day.
- Week 15: reduce your teaching load; observe two (2) other teachers for full lessons; say goodbye!

You will complete the Teacher Performance Assessment (edTPA) in accordance with the TN State Department of Education licensure requirements. You are required to send home a consent form titled, “Notification of Teacher Candidate Assessment” to all P-12 students involved in the learning segment. All consent forms should be scanned and submitted with the LiveText portfolio.

LESSON PLANS
- You will use the UofM lesson plan format to create lessons.
- Plans must be given to the mentor teachers two teaching days prior to teaching the lesson to provide time for feedback from the mentor teacher.
- Upload your lesson plans to a page in LiveText; list them in chronological order.
- You will start the semester writing full, detailed lesson plans for each lesson.
- When the mentor teacher and supervisor decide it is appropriate, you will be permitted to write shorter plans.
- Formal evaluations should have a long lesson plan.

CO-TEACHING
The co-teaching model allows the mentor teacher and the candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation, and assessment of instruction and classroom.

One teach, one observe
One teach, one assist
Station teaching
Parallel Teaching
Supplemental Teaching
Team Teaching

EVALUATIONS
Pre-Conference
Supervisors will conduct a pre-conference prior to the evaluated lesson to discuss information about the lesson plan and students (accommodations, engaged learning activities, assessments, etc.) as well as address any area of concerns. The pre-conference with the MT will be completed in conjunction with the co-planning of the lesson.

Post-Conference
Either the mentor teacher or the supervisor will conduct post-conferences after each evaluated lesson. The purpose of the post-conference is to provide candidates with the opportunity to reflect on their teaching and identify areas of reinforcement (strengths) and areas of refinement (improvements).

Lesson Reflections
After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their supervisor by the beginning of the next school day.
CLINICAL OBSERVATIONS

- You will need to observe three different teachers using the form titled "Observation of Teaching."
- You will work with the mentor teacher to determine when and who will be observed.
- The "Observation of Teaching" forms must be uploaded to the LiveText Portfolio.

LiveText Overview

- LiveText is the system that students use to create and share their residency portfolios.
- Mentor Teachers and Supervisors will evaluate students using the LiveText rubrics in the system.

LiveText Evaluations

- Lesson Evaluations (7 Total)
  - 1 Co-Evaluation with mentor teacher and supervisor
  - 3 mentor-only evaluations
  - 3 supervisor-only evaluations
- Educator Disposition Assessment
- Summative Evaluations (submitted by both the Mentor Teacher and Supervisor)
- Reflection Evaluations (submitted by the Supervisor)

LIVETEXT SUBMISSIONS

You will create and share the LiveText portfolio, which will be graded by the supervisor for completion.

<table>
<thead>
<tr>
<th>Submission</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Log</td>
<td>You will submit the time log under the Field Experience Tab on LiveText. Supervisors will approve each submission.</td>
</tr>
<tr>
<td>Tab 1: Evaluated Lessons</td>
<td>You will upload as a page in the LiveText portfolio</td>
</tr>
<tr>
<td>1 Co-Evaluated Lesson</td>
<td>Each section should include:</td>
</tr>
<tr>
<td></td>
<td>- the lesson plan</td>
</tr>
<tr>
<td>3 Evaluated Lessons by mentor teacher</td>
<td>materials</td>
</tr>
<tr>
<td>3 Evaluated Lessons by supervisor</td>
<td>assessments</td>
</tr>
<tr>
<td>7 acceptables on each reflection = 7 points</td>
<td>reflections</td>
</tr>
<tr>
<td>X 7 reflections for a total of 49 points</td>
<td>two student work samples with candidate feedback.</td>
</tr>
<tr>
<td>Tab 2: Reflections on Evaluated Lessons</td>
<td>You will upload reflections on the seven evaluated lessons as a page in the LiveText portfolio.</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Tab 3: Observation of Teaching</td>
<td>You will observe three other teachers.</td>
</tr>
<tr>
<td>10 points</td>
<td>You will upload observations as a page in the LiveText portfolio.</td>
</tr>
<tr>
<td>Tab 4: Evidence of School-Based Activities</td>
<td>Examples: IEP meetings, parent-teacher conference, open house</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Tab 5: Additional Lesson Plans</td>
<td>All unevaluated lesson plans from the weekly lessons</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Tab 6: edTPA returned submission</td>
<td>edTPA video forms titled, &quot;Notification of Teacher Candidate Assessment&quot;</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Portfolio Organization- 3 points</td>
<td>All tabs are labeled correctly and organized as directed</td>
</tr>
</tbody>
</table>

CLINICAL SEMESTER GRADING

- All candidates who receive a "satisfactory" grade for Residency II become eligible for a teaching license if all other requirements are fulfilled.
- The Office of Teacher Education and Clinical Practice also reports the final grade – satisfactory or unsatisfactory – to the Records office.

HAVE QUESTIONS?

Contact tecp@memphis.edu for general questions.

OFFICE OF TEACHER EDUCATION AND CLINICAL PRACTICE
RESIDENCY GUIDE
Human Development and Learning / Early Childhood Education

RESIDENCY YEAR OVERVIEW

Residency I
- **In-Service** - You attend one day with mentors during in-service week to offer assistance.
  - First 2 Weeks - You observe and assist.
  - First seven (7) weeks - You attend sites on Monday and Wednesday.
  - Mid-semester - You and mentors attend a co-teaching and co-assessing session.
  - Last 7 weeks - You plan, implement, and assess at least two lessons per week and co-teach with mentor daily.

Residency II
- **Weeks 1 – 2** - You will co-teach and assist the mentor teacher.
  - **Weeks 3 – 7** - You will plan, implement, and assess at least 1 lesson per school day.
  - **Weeks 8 – 15** - You will plan, implement, and assess all lessons.
  - **Week 16** - You will phase out of full planning responsibility and assist the MT.

In-Service
- **Week 1 – 2** - You attend one day with mentors during in-service week to offer assistance.

First 2 Weeks
- You observe and assist.

First seven (7) weeks
- You attend sites on Monday and Wednesday.

Mid-semester
- You and mentors attend a co-teaching and co-assessing session.

Last 7 weeks
- You plan, implement, and assess at least two lessons per week and co-teach with mentor daily.

**Praxis Exams**

- **5025 - Early Childhood Education**
  - Passing Score: 156

- **5205 - Teaching Reading: Elementary**
  - Passing Score: 159

- **5024**
  - Passing Score: 158

- **5543 - Special Education Core Knowledge**
  - Passing Score: 159

All exams must be passed by the end of Residency I.

Residency Schedule

**Residency I**

- **School Site**
  - In-service Week (Dates Vary)
  - First Week (Dates Vary)
  - Weeks 2-7 - Candidates visit sites on Monday and Wednesday
  - Weeks 8-15 - Monday-Friday
    - Courses:
      - ECED 4515: Monday and Wednesday
      - ECED 4510 and ECED 4540: Tuesday and Thursday
    - Seminar - Fridays 1-4 PM or in the evening.

**Residency II**

- **In-Service Dates for some sites - January 4th**
  - You will return to sites - January 4th and 5th.
  - You will be at assigned school every day of the placement for the entire teacher workday, including: faculty meetings, PTA meetings, parent-teacher conferences and other assigned duties.
  - You will take Seminar on Tuesday evenings.

**Lesson Plans**

**Residency I**

- You will have the primary responsibility for co-planning, writing, implementing, and assessing lessons through the semester. Lesson plans should be submitted in the UofM format **two teaching days prior to teaching the lesson**.
  - First seven weeks:
    - two (2) different lessons per week
    - three (3) formal evaluations
  - Semester-long expectations:
    - teach/co-teach every day with the mentor teacher.
    - use the detailed lesson plan format

**Residency II**

- You will complete EdTPA and have formal evaluations that require detailed plans, but you will be allowed to use shorter lesson plan formats when the mentor teacher and supervisor agree.

**Semester-long expectations:**
- seven (7) formal evaluations
- teach/co-teach every day with the mentor teacher.

**Evaluations**

**Pre-Conference**

Residency Supervisors will conduct a pre-conference prior to the evaluated lesson to discuss information about the lesson plan and students (accommodations, engaged learning activities, assessments, etc.) as well as address any area of concerns. The pre-conference with the mentor will be completed in conjunction with the co-planning of the lesson.

**Post-Conference**

Either the mentor teacher or the residency supervisor will conduct post-conferences after each evaluated lesson. The purpose of the post-conference is to provide candidates with the opportunity to reflect on their teaching and identify areas of reinforcement (strengths) and areas of refinement (improvements).

**Lesson Reflections**

After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their residency supervisor by the beginning of the next school day.
SEMESTER-SPECIFIC REQUIREMENTS

Residency I - Observations
- You will need to observe three different teachers using the form titled “Observation of Teaching.”
- You will need to work together with your mentor teacher to determine when and who will be observed.
- The “Observation of Teaching” forms must be uploaded to the LiveText Portfolio.

Residency II - edTPA
- Residency II candidates will complete the Teacher Performance Assessment (edTPA) in accordance with the TN State Department of Education licensure requirements.
- Candidates are required to send home a consent form titled, “Notification of Teacher Candidate Assessment” to all K-12 students involved in the learning segment. All consent forms should be scanned and submitted with the electronic portfolio.
- Additional information about the edTPA and consent forms will be addressed in the seminar.

LiveText
- LiveText is the system that you use to create and share your residency portfolios.
- You will also submit time logs weekly under the Field Experience tab.
- Mentor teachers and supervisors will evaluate your performance using the LiveText rubrics in the system.
- You will create and share the Residency Portfolio to be evaluated by the supervisor.

Educator Disposition Assessment
- Residency I
  #1 Co-Evaluation with mentor teacher and supervisor
  #2: Mentor Evaluates
  #3: Supervisor Evaluates
- Residency II
  #1 Co-Evaluation with mentor teacher and supervisor
  2: Mentor-only evaluations
  3: supervisor-only evaluations

Reflections on Evaluated Lessons 1-3 (5 pts each)
Due within 24 hours of the lesson

Educator Disposition Assessment (1 pt.)
Four Observations of Teaching (1 pt.)
Additional Lesson Plans (10 pts.)

RESIDENCY I LIVETEXT GRADES
51 POINTS

OTHER RESIDENCY I GRADES
48 POINTS

Educator Disposition Assessment (18 points)
Summative Evaluation by Mentor Teacher and Supervisor (15 points each for total of 30 points)
Extra Credit (10 points)

Co-Evaluated Lesson #1 Mentor Teacher and Supervisor (5 pts.)
Evaluated Lesson #2 Mentor Teacher Only (5 pts.)
Evaluated Lesson #3 Supervisor Only (5 pts.)

Due within 24 hours of the lesson

Reflections on Evaluated Lessons 1-3 (5 pts each)
Due within 24 hours of the lesson

RESIDENCY II GRADING

All candidates who receive a “satisfactory” grade for Residency II become eligible for a teaching license if all other requirements are fulfilled.
The Office of Teacher Education and Clinical Practice also reports the final grade – satisfactory or unsatisfactory – to the Records office.

CO-TEACHING

The co-teaching model allows the mentor teacher and the candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation, and assessment of instruction and classroom.

OFFICE OF TEACHER EDUCATION AND CLINICAL PRACTICE
Contact tepc@memphis.edu for general questions.

THE UNIVERSITY OF MEMPHIS
RESIDENCY GUIDE
Music Education
(Page 1)

RESIDENCY YEAR OVERVIEW

Residency I
- In-Service - You attend one day with mentors during in-service week to offer assistance.
- First 2 Weeks - You observe and assist.
- First seven (7) weeks - You attend sites 1-3 days per week.
- Mid-semester - You and mentors attend a co-teaching and co-assessing session.
- Last 7 weeks - You plan, implement, and assess at least two lessons per week and co-teach with mentor daily.

Residency II
- Weeks 1–2 - You will co-teach and assist the mentor teacher.
- Weeks 3 – 7 - You will plan, implement, and assess at least 1 lesson per school day.
- Weeks 8 – 15 - You will plan, implement, and assess all lessons.
- Week 16 - You will phase out of full planning responsibility and assist the MT.

Praxis Exam
- 5114 Instrumental/General Music Content and Instruction
  - Passing Score: 162
- 5114 Vocal/General Music Content and Instruction
  - Passing Score: 162

All exams must be passed by the end of Residency I.

Residency Schedule

Residency I
- School Site
  - In-service Week (Dates Vary)
  - Courses - Monday, Wednesday, and Friday
  - Seminar - Tuesday Evenings

Residency II
- In-service Dates for some sites - January 4th
- You will return to sites - January 4th and 5th.
- You will be at assigned school every day of the placement for the entire teacher workday, including: faculty meetings, PTA meetings, parent-teacher conferences and other assigned duties.

LESSON PLANS

Residency I
- You will have the primary responsibility for co-planning, writing, implementing, and assessing lessons through the semester. Lesson plans should be submitted in the UoFM format two teaching days prior to teaching the lesson.
  - First seven weeks:
    o two (2) different lessons per week
    o three (3) formal evaluations
  - Semester-long expectations:
    o teach/co-teach every day with the mentor teacher.
    o use the detailed lesson plan format

Residency II
- You will complete EdTPA and have formal evaluations that require detailed plans, but you will be allowed to use shorter lesson plan formats when the mentor teacher and supervisor agree.
  - Semester-long expectations:
    o seven (7) formal evaluations
    o teach/co-teach every day with the mentor teacher.

EVALUATIONS

Pre-Conference
Residency Supervisors will conduct a pre-conference prior to the evaluated lesson to discuss information about the lesson plan and students (accommodations, engaged learning activities, assessments, etc.) as well as address any area of concerns. The pre-conference with the mentor will be completed in conjunction with the co-planning of the lesson.

Post- Conference
Either the mentor teacher or the residency supervisor will conduct post-conferences after each evaluated lesson.

Lesson Reflections
After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their residency supervisor by the beginning of the next school day.
## SEMESTER-SPECIFIC REQUIREMENTS

### Residency I - Observations
- You will need to observe three different teachers using the form titled “Observation of Teaching.”
- You will need to work together with your mentor teacher to determine when and who will be observed.
- The “Observation of Teaching” forms must be uploaded to the OneDrive or a similar system.

### Residency II - EdTPA
- Residency II candidates will complete the Teacher Performance Assessment (edTPA) in accordance with the TN State Department of Education licensure requirements.
- Candidates are required to send home a consent form titled, “Notification of Teacher Candidate Assessment” to all K-12 students involved in the learning segment. All consent forms should be scanned and submitted with the electronic portfolio.
- Additional information about the edTPA and consent forms will be addressed in the seminar.

### Evaluations

#### Residency I

**Lesson Evaluations (3 Total)**
- **#1:** Co-Evaluation with mentor teacher and supervisor
- **#2:** Mentor Evaluates
- **#3:** Supervisor Evaluates
- Educator Disposition Assessment by Mentor

#### Residency II

**Lesson Evaluations (7 Total)**
- **#1:** Co-Evaluation with mentor teacher and supervisor
- **#2:** Mentor Only evaluations
- **#3:** Supervisor Only evaluations
- Educator Disposition Assessment by Mentor

The Educator Disposition Assessment will be completed by the mentor teacher both semesters.

### Residency I Grades

- **52 POINTS**
  - Educator Disposition Assessment (18 points)
  - Summative Evaluation by Mentor Teacher and Supervisor (15 points each for total of 30 points)
  - Extra Credit (10 points)

### Residency II Grades

- **48 POINTS**
  - Educator Disposition Assessment (1 pt.)
  - EdTPA video forms titled, “Notification of Teacher Candidate Assessment” (25 points)
  - Two (2) copies of the Summative Evaluation - 15 points each = 30 points

### Residency II Grading

- All candidates who receive a “satisfactory” grade for Residency II become eligible for a teaching license if all other requirements are fulfilled.
- The Office of Teacher Education and Clinical Practice also reports the final grade – satisfactory or unsatisfactory – to the Records office.

### Co-Teaching

The co-teaching model allows the mentor teacher and the candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation, and assessment of instruction and classroom.

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OFFICE OF TEACHER EDUCATION AND CLINICAL PRACTICE
Contact tecp@memphis.edu for general questions.
**Residency I**

- **In-Service** - You attend day one with mentors during in-service week to offer assistance.
- **First 2 weeks** - You observe and assist.
- **First seven (7) weeks** - You attend sites 1-3 days per week.
- **Mid-semester** - You and mentors attend a co-teaching and co-assessing session.
- **Last seven weeks** - You plan, implement, and assess at least two lessons per week and co-teach with mentor daily.

**Residency II**

- **Weeks 1 - 2** - You will co-teach and assist the mentor teacher.
- **Weeks 3 - 7** - You will plan, implement, and assess at least 1 lesson per school day.
- **Weeks 8 - 15** - You will plan, implement, and assess all lessons.
- **Week 16** - You will phase out of full planning responsibility and assist the MT.

**Praxis Exam**

5095 Physical Education: Content and Design
Passing Score: 169

All exams must be passed by the end of Residency I.

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**Residency Schedule**

**Residency I**

- **School Site**
  - In-Service Week (Dates Vary)
  - First Week (Dates Vary)
  - Weeks 2-7: Candidates visit sites on Friday
  - Weeks 8-15: Monday - Friday
  - Courses
    - Monday-Thursday
    - Seminar - Fridays 1-4 PM.

**Residency II**

- **In-Service Dates for some sites** - January 4th
- **You will return to sites** - January 4th and 5th.
- **You will be at assigned school every day of the placement for the entire teacher workday, including faculty meetings, PTA meetings, parent-teacher conferences and other assigned duties.**

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**Lesson Plans**

**Residency I**

You will have the primary responsibility for co-planning, writing, implementing, and assessing lessons through the semester. Lesson plans should be submitted in the UoM format **two teaching days prior to teaching the lesson**.

- First seven weeks:
  - two (2) different lessons per week
  - three (3) formal evaluations
- Semester-long expectations:
  - teach/co-teach every day with the mentor teacher.
  - use the detailed lesson plan format

**Residency II**

You will complete EdTPA and have formal evaluations that require detailed plans, but you will be allowed to use shorter lesson plan formats when the mentor teacher and supervisor agree. Lesson plans should be submitted in the UoM format **two teaching days prior to teaching the lesson**.

Semester-long expectations:
- seven (7) formal evaluations
- teach/co-teach every day with the mentor teacher.

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**Evaluations**

**Pre-Conference**

Residency Supervisors will conduct a pre-conference prior to the evaluated lesson to discuss information about the lesson plan and students (accommodations, engaged learning activities, assessments, etc.) as well as address any area of concerns. The pre-conference with the mentor will be completed in conjunction with the co-planning of the lesson.

**Post-Conference**

Either the mentor teacher or the residency supervisor will conduct post-conferences after each evaluated lesson. The purpose of the post-conference is to provide candidates with the opportunity to reflect on their teaching and identify areas of reinforcement (strengths) and areas of refinement (improvements).

**Lesson Reflections**

After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their residency supervisor by the beginning of the next school day.
Residency I - Observations
- You will need to observe three different teachers using the form titled "Observation of Teaching."
- You will need to work together with your mentor teacher to determine when and who will be observed.
- The "Observation of Teaching" forms must be uploaded to the OneDrive or a similar system.

Residency II - edTPA
- Residency II candidates will complete the Teacher Performance Assessment (edTPA) in accordance with the TN State Department of Education licensure requirements.
- Candidates are required to send home a consent form titled, "Notification of Teacher Candidate Assessment" to all K-12 students involved in the learning segment. All consent forms should be scanned and submitted with the electronic portfolio.
- Additional information about the edTPA and consent forms will be addressed in the seminar.

Evaluations
Residency I
Lesson Evaluations (3 Total)
- #1 Co-Evaluation with mentor teacher and supervisor
- #2: Mentor Evaluates
- #3: Supervisor Evaluates
Educator Disposition Assessment by Mentor

Residency II
Lesson Evaluations (7 Total)
- #1 Co-Evaluation with mentor teacher and supervisor
- 3 mentor-only evaluations
- 3: supervisor-only evaluations
Educator Disposition Assessment by Mentor

The Educator Disposition Assessment will be completed by the mentor teacher both semesters.

Residency I Grades
52 POINTS
- Educator Disposition Assessment (18 points)
- Summative Evaluation by Mentor Teacher and Supervisor (15 points each for total of 30 points)
- Extra Credit (10 points)

Residency II Grades
48 POINTS
- Co-Evaluation with Mentor Teacher and Supervisor
- Three (3) Evaluated Lessons by the Mentor Teacher Only
- Three (3) Evaluated Lessons by the Supervisor Only
- 2 points/lesson = 14 points total
- Educator Disposition Assessment (18 pts)
edTPA video forms titled, "Notification of Teacher Candidate Assessment" - 25 points

Residency II Grading
All candidates who receive a "satisfactory" grade for Residency II become eligible for a teaching license if all other requirements are fulfilled.
The Office of Teacher Education and Clinical Practice also reports the final grade – satisfactory or unsatisfactory – to the Records office.

CO-TEACHING
The co-teaching model allows the mentor teacher and the candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation, and assessment of instruction and classroom.
## RESIDENCY GUIDE

### Integrative Studies: Secondary Math

#### RESIDENCY YEAR OVERVIEW

<table>
<thead>
<tr>
<th>Residency I</th>
<th>Residency II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-Service</strong> - You attend one day with mentors during in-service week to offer assistance.</td>
<td><strong>Weeks 1 - 2</strong> - You will co-teach and assist the mentor teacher.</td>
</tr>
<tr>
<td><strong>First 2 Weeks</strong> - You observe and assist.</td>
<td><strong>Weeks 3 - 7</strong> - You will plan, implement, and assess at least 1 lesson per school day.</td>
</tr>
<tr>
<td><strong>First seven (7) weeks</strong> - You attend sites 1-3 days per week.</td>
<td><strong>Weeks 8 - 15</strong> - You will plan, implement, and assess all lessons.</td>
</tr>
<tr>
<td><strong>Mid-semester</strong> - You and mentors attend a co-teaching and co-assessing session.</td>
<td><strong>Week 16</strong> - You will phase out of full planning responsibility and assist the MT.</td>
</tr>
<tr>
<td><strong>Last 7 weeks</strong> - You plan, implement, and assess at least two lessons per week and co-teach with mentor daily.</td>
<td></td>
</tr>
</tbody>
</table>

### Lessons through the semester

- **Planning, writing, implementing, and assessing**
- **Teaching days prior to teaching the lesson.**

### Lessons

- **Completed as pre-conference**
- **Residency (accommodations, lesson planning, writing, implementing, and assessing)**
- **Teaching days prior to teaching the lesson.**

### IEP/504

- **In-Service**
- **First seven weeks:**
  - **2** different lessons per week
  - **3** formal evaluations

### Residency Schedule

#### Residency I

- **School Site**
- **In-service Week (Dates Vary)**
- **First Week (Dates Vary)**
- **Candidates visit sites 2 days/week entire semester**
- **Courses**
  - **Tuesday and Thursday or offered online**
  - **Seminar - Fridays 1-4 PM**

#### Residency II

- **In-Service Dates for some sites** - January 4th
- **You will return to sites** - January 4th and 5th.
- **You will be at assigned school every day of the placement for the entire teacher workday, including:**
  - Faculty meetings, PTA meetings, parent-teacher conferences and other assigned duties.
- **You will take Seminar on Tuesday evenings.**

### Exams

- **Praxis Exam: 5161 Mathematics 6-12: Content Knowledge**
  - **Passing Score:** 160

**OR**

- **National Evaluation Series: 105 Mathematics (Middle Grades and Early Secondary)**
  - **Passing Score:** 220

**All exams must be passed by the end of Residency I.**

### LESSON PLANS

#### Residency I

You will have the primary responsibility for co-planning, writing, implementing, and assessing lessons through the semester. Lesson plans should be submitted in the UofM format **two teaching days prior to teaching the lesson.**

- **First seven weeks:**
  - **two** (2) different lessons per week
  - **three** (3) formal evaluations

- **Semester-long expectations:**
  - **teach/co-teach every day with the mentor teacher.**
  - **use the detailed lesson plan format**

#### Residency II

You will complete EdTPA and have formal evaluations that require detailed plans, but you will be allowed to use shorter lesson plan formats when the mentor teacher and supervisor agree. Lesson plans should be submitted in the UofM format **two teaching days prior to teaching the lesson.**

**Semester-long expectations:**

- **seven** (7) formal evaluations
- **teach/co-teach every day with the mentor teacher.**

### EVALUATIONS

#### Pre-Conference

Residency Supervisors will conduct a pre-conference prior to the evaluated lesson to discuss information about the lesson plan and students (accommodations, engaged learning activities, assessments, etc.) as well as address any area of concerns. The pre-conference with the mentor will be completed in conjunction with the co-planning of the lesson.

#### Post-Conference

Either the mentor teacher or the residency supervisor will conduct post-conferences after each evaluated lesson. The purpose of the post-conference is to provide candidates with the opportunity to reflect on their teaching and identify areas of reinforcement (strengths) and areas of refinement (improvements).

#### Lesson Reflections

After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and share their reflection and a copy of the evaluated lesson plan with their residency supervisor by the beginning of the next school day.
SEMESTER-SPECIFIC REQUIREMENTS

Residency I - Observations
- You will need to observe three different teachers using the form titled “Observation of Teaching.”
- You will need to work together with your mentor teacher to determine when and who will be observed.
- The “Observation of Teaching” forms must be uploaded to the LiveText Portfolio.

Residency II - edTPA
- Residency II candidates will complete the Teacher Performance Assessment (edTPA) in accordance with the TN State Department of Education licensure requirements.
- Candidates are required to send home a consent form titled, “Notification of Teacher Candidate Assessment” to all K-12 students involved in the learning segment. All consent forms should be scanned and submitted with the electronic portfolio.
- Additional information about the edTPA and consent forms will be addressed in the seminar.

LiveText
- LiveText is the system that you use to create and share your residency portfolios.
- Mentor teachers and supervisors will evaluate your performance using the LiveText rubrics in the system.
- You will create and share the Residency Portfolio to be evaluated by the supervisor.
- You will also submit time logs weekly under the Field Experience tab.

The Educator Disposition Assessment will be completed by the mentor teacher both semesters.

You will create and share the LiveText portfolio, which will be graded by the supervisor for completion. Most assignments will be submitted and shared via LiveText.

- Educator Disposition Assessment (18 points)
- Summative Evaluation by Mentor Teacher and Supervisor (15 points each for total of 30 points)
- Extra Credit (10 points)

Residency I File
- Time Log (1 pt.)
- Co-Evaluated Lesson #1 Mentor Teacher and Supervisor (5 pts.)
- Evaluated Lesson #2 Mentor Teacher Only (5 pts.)
- Evaluated Lesson #3 Supervisor Only (5 pts.)
- Reflections on Evaluations of Lessons 1-3 (5 pts each) Due within 24 hours of teaching the lesson.
- Educator Disposition Assessment (1 pt.)
- Four Observations of Teaching (1 pt.)
- Additional Lesson Plans (10 pts.)

Residency II File
- Time Log (25 pts.)
- Co-Evaluation with Mentor Teacher and Supervisor
- Three (3) Evaluated Lessons by the Mentor Teacher
- Three (3) Evaluated Lessons by the Supervisor Only
- 2 points / lesson = 14 points total
- edTPA video forms titled, “Notification of Teacher Candidate Assessment” (25 pts)
- Summative Evaluation - 15 points each = 30 points

RESIDENCY II GRADING
- All candidates who receive a “satisfactory” grade for Residency II become eligible for a teaching license if all other requirements are fulfilled.
- The Office of Teacher Education and Clinical Practice also reports the final grade – satisfactory or unsatisfactory – to the Records office.

CO-TEACHING
The co-teaching model allows the mentor teacher and the candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation, and assessment of instruction and classroom.
Residency Schedule

Residency I

School Site
- In-service Week (Dates Vary)
- First Week (Dates Vary)
- Weeks 2-7: Candidates visit sites 1-3 days/week
- Weeks 8-15: Monday-Friday
- Courses
  - ART: Monday - Thursday first 7 weeks
  - Seminar: Fridays 1-4 PM or in the evening.

Residency II

- In-service Dates for some sites - January 4th
- You will return to sites - January 4th and 5th.
- You will be at assigned school every day of the placement for the entire teacher workday, including: faculty meetings, PTA meetings, parent-teacher conferences and other assigned duties.
- You will take Seminar on Tuesday evenings.

LESSEN PLAN

You will have the primary responsibility for co-
planning, writing, implementing, and assessing
lessons through the semester. Lesson plans should
be submitted in the UoM format two teaching
days prior to teaching the lesson.

- First seven weeks:
  - two (2) different lessons per week
  - three (3) formal evaluations
- Semester-long expectations:
  - teach/co-teach every day with the mentor
teacher.
  - use the detailed lesson plan format

EVALUATIONS

Pre-Conference
- Either the mentor teacher or the residency supervisor will conduct post-conferences after each evaluated lesson. The purpose of the post-conference is to provide candidates with the opportunity to reflect on their teaching and identify areas of reinforcement (strengths) and areas of refinement (improvements).

Post-Conference
- After each formal evaluation from the mentor teacher, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their residency supervisor by the beginning of the next school day.

Lesson Reflections

RESIDENCY YEAR OVERVIEW

**Residency I**
- **In-Service:** You attend one day with mentors during in-service week to offer assistance.
- **First 2 Weeks:** You observe and assist.
- **First seven (7) weeks:** You attend sites 1-3 days per week.
- **Mid-semester:** You and mentors attend a co-teaching and co-assessing session.
- **Last 7 weeks:** You plan, implement and assess at least two lessons per week and co-teach with mentor daily.

**Residency II**
- **Weeks 1 – 2:** You will co-teach and assist the mentor teacher.
- **Weeks 3 – 7:** You will plan, implement and assess at least 1 lesson per school day.
- **Weeks 8 – 15:** You will plan, implement all lessons.
- **Week 16:** You will phase out of full planning responsibility and assist the MT.

Praxis Exams - TALN
- 5001: Elementary Education - Multiple Subjects:
  - 5002: Reading and ELA (157)
  - 5003: Math (157), 5004: Social Studies (155),
  - 5005: Science (159)
- 5205: Teaching Reading Elementary (159)
- 5543: Special Education Core Knowledge (158)

Praxis Exams - Art
- Art: Content and Analysis: 5315 (161)

Praxis Exams - ESL
- English Speakers of Other Languages: 5362 (155)

All exams must be passed by the end of Residency I.

RESIDENCY GUIDE
Teaching All Learners, Art and English as a Second Language
(Pa ge 1)
Residency I - Observations

- You will need to observe three different teachers using the form titled "Observation of Teaching."
- You will need to work together with your mentor teacher to determine when and who will be observed.
- The "Observation of Teaching" forms must be uploaded to the LiveText Portfolio.

Residency II - edTPA

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- Mentor teachers and supervisors will evaluate your performance using the LiveText rubrics in the system.
- You will submit time logs weekly under the Field Experience tab.

The Educator Disposition Assessment will be completed by the mentor teacher both semesters.

**RESIDENCY I LIVETEXT GRADES**

- Educator Disposition Assessment (18 points)
- Summative Evaluation by Mentor Teacher and Supervisor (15 points each for total of 30 points)
- Extra Credit (10 points)

**RESIDENCY II GRADING**

- All candidates who receive a “satisfactory” grade for Residency II become eligible for a teaching license if all other requirements are fulfilled.
- The Office of Teacher Education and Clinical Practice also reports the final grade – satisfactory or unsatisfactory – to the Records office.

**CO-TEACHING**

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Contact tcp@memphis.edu for general questions.

OFFICE OF TEACHER EDUCATION AND CLINICAL PRACTICE