Teacher Education and Clinical Practice Handbook

College of Education
Office of Teacher Education and Clinical Practice
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:

- 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
- Ayanna Perkins, Clinical Placement and Induction Coordinator, prkins10@memphis.edu
- Mary Lanier, Licensing and Certification Specialist, mlanier@memphis.edu
- LaRuth Lofties, MAT Academic Counselor, llofties@memphis.edu
- Dr. Torre Kelley, Lambuth Campus Coordinator, tckelley@memphis.edu

Program Coordinators

- Jennifer Bubrig, TALN Junior Year Coordinator, jhbubrig@memphis.edu
- Dr. Mary Ransdell, edTPA Coordinator and Clinical Professor, mransdll@memphis.edu
- Dr. Celia Rousseau Anderson, Secondary Math Program Coordinator/ River City Partnership MAT Coordinator, croussea@memphis.edu
- Dr. Tammy Combs, River City Partnership Undergraduate Coordinator, tmcombs@memphis.edu
- Dr. Deanna Owens-Mosby, Elementary Program Coordinator and UTHSC Pharmacy Dual Program Coordinator, dgish@memphis.edu
- Dr. William Hunter, Special Education Program Coordinator, wchunter@memphis.edu
- Dr. Laurie MacGillivray, Literacy Education Program Coordinator, lmcgllvr@memphis.edu
- Dr. Jeff Byford, Secondary Education Program Coordinator, jmbyford@memphis.edu
- Dr. Brian Wright, Early Childhood Education Program Coordinator, blwrght1@memphis.edu
- Dr. Bryna Bobick, Art Education Coordinator, bbobick@memphis.edu
- Dr. Josef Hanson, Music Education Coordinator, josef.hanson@memphis.edu
- Dr. Todd Layne, PETE Program Coordinator, telayne@memphis.edu
- Dr. Rebecca Adams, TESOL Coordinator, radams4@memphis.edu
- Dr. Linda Page, Lambuth Campus Coordinator, lmpage@memphis.edu

Seminar Instructors

- Katelyn Chambers, kchmbrs3@memphis.edu
- Jennifer Bubrig, jhbubrig@memphis.edu
- Dr. Luann Ley Davis, L.Ley.Davis@memphis.edu
- Dr. Logan Caldwell, Logan.Caldwell@memphis.edu
- Dr. Heather Klossner, hklssner@memphis.edu
- Pam McCarty, Lambuth, pkmccrty@memphis.edu
- Dr. Mia Obiwo, smobiwo@memphis.edu
- Dr. Carol Irwin, cirwin@memphis.edu
- Dr. Edward Thompson, ethompson@famemphis.net

Administration

- Instruction and Curriculum Leadership (ICL) Department Main Office | 404 Ball Hall | 901.678.2365
  - Dr. Sandra Cooley Nichols, 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 Zanskas, Associate Dean, szanskas@memphis.edu
  - Dr. Kandi Hill-Clarke, Dean of the College of Education, k.hill-clarke@memphis.edu

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<th>COLLEGE OF EDUCATION’S STRATEGIC PRIORITIES/FOCUS AREAS</th>
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| **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 |
| **Standard 4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners. |  |
| **Standard 5: Applications of Content:** 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. |  |
| **Standard 6: Assessment:** 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. |  |
**Standard 7: Planning for Instruction:** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

**Standard 8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to access and appropriately apply information.

**Standard 9: Reflection and Continuous Growth:** 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.

**Standard 10: Leadership and Collaboration:** The teacher collaborates with students, families, colleagues, other professionals and community members to share responsibility for student growth and development, learning and well-being.

determine the existence of an effective and efficient work environment.

**STUDENT SUCCESS AND INSTRUCTIONAL PROGRAMMING**
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.

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**Educator Dispositions Assessment**

CAEP, the UofM College of Education’s accreditor requires education programs to address and assess candidates’ dispositions throughout their coursework and during field experiences. Dispositions are the attitudes, values, and behaviors that shape how educators interact with students, colleagues, and families in their work guiding P-12 student learning and development. The Educator Dispositions Assessment (EDA) was created by the University of Tampa and validated with over 700 hours of work. It is a reliable instrument. It is housed in *Student Learning and Licensure System (SLL)* which also houses assessment and field placement information for UofM Candidates.

UofM instructors and clinical supervisors as well as mentor teachers assess the UofM Candidate with whom they work using the EDA. The EDA has performance descriptors for each of the 9 rows. All UofM faculty and mentor teachers complete training on how to complete the EDA to ensure that the scoring is calibrated. The training video assists with understanding the expectations and nuances of the rubric. The form can be accessed for completion in SLL. The form with 4 indicators is used with candidates in early field experiences. The form with 9 indicators is used during the residency year or clinical teaching semester and completed by course instructors as a key assessment across EPP programs.

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The EDA is utilized to identify disposition issues that may arise with candidates within courses and in-the-field. To ensure that the EDA is utilized fairly and candidates receive due process, the Office of Teacher Education & Clinical Practice (OTECP) has identified a Disposition Concerns Process. This process can be utilized with all initial licensure candidates (undergraduate and MAT).

**OTECP Disposition Concerns Process:**

- The EDA and Disposition Concerns Process will be introduced to all teacher candidates upon being admitted to TEP.
- The EDA and Disposition Concerns Process will be discussed with teacher candidates in every education course taken and all orientations.
- Course Instructors, Supervisors, or Mentor Teachers can complete the EDA if candidates exhibit dispositional concerns.
- One completed EDA is a warning. The candidate and person who completed the EDA meet to discuss the concerns.
- The completed warning EDA will be submitted to the OTECP and filed.
- If two EDAs are completed on a teacher candidate, the teacher candidate must meet with the EDA Committee.
- The committee for candidates who receive two EDAs will consist of the Director of Teacher Education, program coordinators, faculty, and other administrators as needed.
- The committee will be convened by the Director of Teacher Education.
- The candidate and all EDA committee members will receive a copy of the meeting notes after the meeting is completed.
- Once the teacher candidate meets with the committee, a formal decision letter will be sent to the candidate.
- Candidates will be informed that they can appeal the committee decision with the Office of the Dean.
- The representative of the Dean’s Office will receive the decision letter as well as the notes taken at the EDA committee meeting.
- The candidate will have 2 weeks to appeal the committee’s decision with the Office of the Dean. A meeting will be scheduled with the candidate if requested by them.

For access to the rubrics, please visit the Professional Disposition pages on the OTECP website [here](#).

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**Tennessee Teacher Code of Ethics**

The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The Tennessee Code of Ethics provides guidelines for professional conduct as it relates to a teacher’s obligation to students, and to the Education professional. View the Tennessee Code of Ethics [here](#).
Field Experiences

**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.

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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 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, clinical 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 OTECP 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 Fall and Spring semester placements, candidates are required to follow their school’s placement schedule for all 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.
- During the Residency I semester, teacher candidates will be allowed 2 excused absences and will make up all days over 2 and all unexcused absences.
- During the Residency II/clinical teaching semester, 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 am-4:30 pm. After hours, please call the COVID-19 public information numbers, 833.556.2476 and 877.857.2945, available from 10 am-10 pm daily, or the 24-hour COVID-19 hotline at 800.232.4636.

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• 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 email deanofstudents@memphis.edu.
• Snow days or other unexpected school closing days must be made up unless the Office of TECP declares an exception.
• Document all absences on the time log in SLL.

**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.
- If you are currently employed as a teacher assistant, please reach out to Dr. Nichelle Robinson, ncrbnson@memphis.edu to discuss any placement concerns.

**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 mentor teacher and clinical 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 always requires constant participation.
- 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 Student Learning and Licensure (SLL).
- 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 clinical 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 clinical 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 clinical supervisor, will guide in the growth of all areas of instruction and professionalism.
- Consult formally and informally with the clinical 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 Clinical Supervisors

A clinical supervisor will be assigned to the candidate’s school and will be a regular presence on the school campus. The clinical 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 progression 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 (OTECP) works collaboratively with all teacher preparation programs in scheduling and implementing the placements. OTECP also collaborates with school partners to arrange and schedule the placements while also advising and mentoring candidates. The OTECP 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 placements.
• 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 can 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

**Time 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 Student Learning and Licensure System. Days present and absent should be documented.

**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/](http://www.edtpa.com/)

**Office of Teacher Education and Clinical Practice (OTECP)** – 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 OTECP.

**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.

- FAQ Page, https://www.memphis.edu/tep/faq/
Tennessee Teacher Code of Ethics

49-5-1001. Short title.

This part shall be known and may be cited as the "Teacher Code of Ethics."

History

49-5-1002. Legislative findings.

The general assembly finds and declares that:
(1) An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards; and
(2) An educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

History

49-5-1003. Educator's obligations to students.

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

(b) In fulfillment of this obligation to the student, an educator shall:
   (1) Abide by all applicable federal and state laws;
   (2) Not unreasonably restrain the student from independent action in the pursuit of learning;
   (3) Provide the student with professional education services in a nondiscriminatory manner and in consonance with accepted best practices known to the educator;
   (4) Respect the constitutional rights of the student;
   (5) Not unreasonably deny the student access to varying points of view;
   (6) Not deliberately suppress or distort subject matter relevant to the student's progress;
   (7) Make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
   (8) Make reasonable effort to protect the emotional well-being of the student;
   (9) Not intentionally expose the student to embarrassment or disparagement;
   (10) Not on the basis of race; color; creed; disability; sex; national origin; marital status; political or religious beliefs; family, social, or cultural background; or sexual orientation, unfairly:
      (A) Exclude the student from participation in any program;
      (B) Deny benefits to the student; or
      (C) Grant any advantage to the student;
   (11) Not use the educator's professional relationship with the student for private advantage;
(12) Not disclose information about the student obtained in the course of the educator's professional service, unless disclosure of the information is permitted, serves a compelling professional purpose, or is required by law;
(13) Not knowingly make false or malicious statements about students or colleagues;
(14) Ensure interactions with the student take place in transparent and appropriate settings;
(15) Not engage in any sexually related behavior with the student, whether verbal, written, physical, or electronic, with or without the student's consent. Sexually related behavior includes, but is not limited to, behaviors such as making sexual jokes or sexual remarks; engaging in sexual kidding, sexual teasing, or sexual innuendo; pressuring the student for dates or sexual favors; engaging in inappropriate physical touching, groping, or grabbing; kissing; raping; threatening physical harm; and committing sexual assault;
(16) Not furnish alcohol or illegal or unauthorized drugs to the student;
(17) Strive to prevent the use of alcohol or illegal or unauthorized drugs by the student when the student is under the educator's supervision on school or LEA premises, during school activities, or in any private setting;
(18) Refrain from the use of alcohol while on school or LEA premises or during a school activity at which students are present; and
(19) Maintain a professional approach with the student at all times.

History

49-5-1004. Educator's obligations to the education profession.

(a) The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.
(b) In fulfillment of this obligation to the profession, an educator shall not:
   (1) Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position;
   (2) Misrepresent the educator's professional qualifications;
   (3) Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
   (4) Knowingly make a false statement concerning the qualifications of a candidate for a professional position;
   (5) Assist a noneducator in the unauthorized practice of teaching;
   (6) Disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law;
   (7) Knowingly make false or malicious statements about a colleague;
   (8) Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions; and
   (9) Use illegal or unauthorized drugs.
(c) In fulfillment of this obligation to the profession, educators shall:
   (1) Administer state-mandated assessments fairly and ethically; and
   (2) Conduct themselves in a manner that preserves the dignity and integrity of the education profession.

History

49-5-1005. Public access to teacher code of ethics.

The state board of education shall post the teacher code of ethics on its web site.

(a) An educator who has personal knowledge of a breach by another educator of the teacher code of ethics prescribed in §§ 49-5-1003 and 49-5-1004 shall report the breach to the educator's immediate supervisor, director of schools, or local board of education within thirty (30) days of discovering the breach.

(b) Failure to report a breach of the teacher code of ethics, or to file a report of any criminal activity or other misconduct that is required by federal or state law, is a breach of the teacher code of ethics.

49-5-1007. Professional development training concerning teacher code of ethics.

LEAs must conduct annual professional development training concerning the teacher code of ethics and its requirements. The professional development training shall address what constitutes unethical conduct.

History
# Residency Important Dates, 2021-2022

| Residency I End of Semester Meeting | • Thursday, December 2, 2021, 5:30 p.m. – 6:30 p.m.  
| • Zoom Meeting ID: 845 7464 116  Passcode: 701816 |
| Last Day of Fall 2021 Placements | • Friday, December 3, 2021 |
| Spring 2022 Residency Orientation Dates | • TALN/Art/TESOL – Tuesday, January 4, 2022, Session 1 (9:00 p.m. – 12:00 p.m.); Session 2 (1:00 p.m. – 4:00 p.m.) UC Bluff Room 304  
| • HDVL/SMAT – Wednesday, January 5, 2022 (9:00 a.m. – 11:00 a.m.) UC Bluff Room 304 |
| | • Lambuth – Wednesday, January 5, 2022 (1:00 p.m. – 3:00 p.m.), Zoom  
| | Meeting ID: 236 424 3566  Passcode: OTECP2021  
| | • PETE/Music – Thursday, January 6, 2022 (1:00 p.m. – 3:00 p.m.) UC Bluff Room 304  
| | • Clinical – Thursday, January 6, 2022, Zoom (5:30 p.m. – 6:30 p.m.)  
| | Meeting ID: 236 424 3566  Passcode: OTECP2021 |
| First Day of Spring 2021 Placements | • Friday, January 7, 2022 |
| District Start Dates for Spring 2022 | • Arlington Community Schools – January 3, 2022  
| • Bartlett City Schools – January 3, 2022  
| • Bells Elementary – January 3, 2022  
| • Campus School – January 4, 2022  
| • Collierville Schools – January 4, 2022  
| • Germantown Municipal Schools – January 4, 2022  
| • Jackson-Madison – January 4, 2022  
| • Millington Municipal Schools – January 3, 2022  
| • Tipton County Schools – January 4, 2022  
| • Shelby County Schools – January 3, 2022 |
| Last Day of Spring 2022 Placements | • Friday, April 29, 2022 |
RESIDENCY YEAR OVERVIEW

- **In-Service** - Candidates attend one day with mentors during the in-service week to offer assistance.
- **First seven (7) weeks** - Candidates attend sites 1-3 days per week, depending on their program schedules.
- **Mid-semester** - Candidates and mentors attend the co-teaching workshop.
- **Last 7 weeks** - Candidates plan, implement and assess at least two lessons per week and co-teach with mentor daily.

**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 (Depends on program); Attend 1/2 day on Friday (Depends on program)
  - 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 3-4, 2022.
- Candidates will return to sites - January 3-4, 2022.
- 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**

**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:
  - one (1) formal evaluation
- Final eight weeks:
  - two (2) formal evaluations
  - two (2) different lessons per week
- Semester-long expectations:
  - teach/co-teach with the mentor teacher.
  - 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 clinical 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.

**Evaluations**

- **Pre-Conference**
  - Clinical 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 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 clinical 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, 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

- The candidate will need to observe four 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 SLL 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.

Student Learning and Licensure (SLL)

- SLL is the system that you use to create and share your residency portfolios.
- Mentor teachers (MT) and clinical supervisors (CS) will evaluate candidates' performance using the rubrics in SLL.
- Clinical Supervisors will approve time logs weekly in SLL.

RESIDENCY ASSIGNMENTS

Candidates will create and share the SLL portfolio, which will be graded by the clinical supervisor for completion. Most assignments will be submitted and shared in SLL.

Residency 1 Assignments

- Educator Disposition Assessment- 18 points
- Time Logs- 25 points
- Orientation Attendence- 30 points
- Co-Teaching Workshop Attendance- 25 points
- Two (2) Formative Evaluations- 30 points/evaluation
- Two (2) Summative Evaluations- 15 points/evaluation
- Portfolio 91 points
**Total:** 279 points

Residency 1 Portfolio

Tab 1: Evaluated Lessons 5 pts. / lesson = 15 pts. total
  - Co-Evaluated Lesson #1 MT and CS (5 pts.)
  - Evaluated Lesson #2 MT Only (5 pts.)
  - Evaluated Lesson #3 CS Only (5 pts.)

Tab 2: Reflections on Evaluated Lessons 1-3
(7 pts. each= 21 pts) Due within **24 hours** of teaching the lesson.

Tab 3: Evidence of School-Based Activities (5 pts.)

Tab 4: Four (4) Observations of Teaching (10 pts. each= 40 pts)

Tab 5: Two Additional Lesson Plans/week for Weeks 8-15 (10 pts.)

Residency 2 Assignments

- Time Logs- 25 points
- Orientation Attendence- 30 points
- Portfolio - 74 points
- Educator Disposition Assessment- 18 points
- Six (6) Formative Evaluations- 30 points / evaluation- 180 points
- Two (2) Summative Evaluations - 60 points / evaluation- 120 points
- Seven (7) Lesson Reflections- 7 points/ evaluation- 49 points
**Total:** 496 points

Residency 2 Portfolio

Tab 1: Evaluated Lessons 2 pts. / lesson = 14 pts. total
  - Co-Evaluation with Mentor Teacher and Clinical Supervisor
  - Three (3) Evaluated Lessons by MT Only
  - Three (3) Evaluated Lessons by the CS Only

Tab 2: Reflections on Evaluated Lessons
Due within **24 hours of teaching the lesson.**

Tab 3: Evidence of School-Based Activities (10 pts.)

Tab 4: edTPA video forms titled, "Notification of Teacher Candidate Assessment" (10 pts.)

Tab 5: All unevaluated Lesson Plans (25 pts.)

Portfolio Organization 5 pts
All required items are included 10 pts

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
TECP@MEMPHIS.EDU
RESIDENCY YEAR OVERVIEW

Residency I

- **In-Service** - Candidates attend one day with mentors during the in-service week to offer assistance.
- **First seven (7) weeks** - Candidates attend sites 1-3 days per week, depending on their program schedules.
- **Mid-semester** - Candidates and mentors attend a co-teaching workshop.
- Mentor teachers will be invited to the EDA Calibration Training.
- **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.
- Mentor teachers will be invited to the EDA Calibration Training.
- **Weeks 8 – 15** - Candidates plan, implement all lessons.
- **Week 16** - Candidates phase out of full planning responsibility and assist the MT.

MENTOR TEACHER REQUIREMENTS

- Must have scored an average of 3, 4, or 5 on the TEM or TEAM evaluation.
- Have a license in the candidate’s desired endorsement area.
- Must have at least three (3) years of teaching experience.

MENTOR TEACHER STIPEND

- $300 for each semester
- $100 for the co-teaching workshop
- $50 for EDA calibration workshop

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:
  - one (1) formal evaluation
- Final eight weeks:
  - two (2) formal evaluations
  - two (2) different lessons per week
- Semester-long expectations:
  - teach/co-teach with the mentor teacher.
  - 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 clinical 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

Clinical 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 Clinical 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, the candidate will respond to the lesson reflection prompts and upload the reflection and a copy of the evaluated lesson plan to their Clinical Supervisor by the beginning of the next school day.
Residency I - Observations
- Candidate will need to observe four 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 SLL 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 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.

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
OVERVIEW

- 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 a minimum of 2 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 four (4) other teachers for full lessons; say goodbyes!

LESSON PLANS

- You will use the UofM lesson plan format to create lessons.
- Plans must be given to the mentor teacher 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 SLL; 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.
- Formative 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

EDTPA

- 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 SLL portfolio.

EVALUATIONS

**Pre-Conference**

Clinical 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 clinical 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, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their clinical supervisor by the beginning of the next school day.
CLINICAL OBSERVATIONS

- You will need to observe four 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 SLL Portfolio.

SLL PORTFOLIO

- SLL is the system that you use to create and share your residency portfolios.
- Mentor teachers and clinical supervisors will evaluate your performance using the rubrics in SLL.
- You will also submit time logs weekly in SLL.

CLINICAL SEMESTER GRADING

All candidates who receive a “satisfactory” grade for Clinical Teaching 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.

CLINICAL ASSIGNMENTS

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

- Time Logs- 25 points
- Portfolio - 100 points
- Educator Disposition Assessment- 18 points
- Six (6) Formative Evaluations- 30 points/evaluation- 180 points
- Two (2) Summative Evaluations- 60 points/evaluation- 120 points
- Seven (7) Lesson Reflections- 7 points/evaluation- 49 points
- Total: 482 points

SLL PORTFOLIO

Tab 1: Evaluated Lessons 2 pts. / lesson = 14 pts. total
- Co-Evaluation with Mentor Teacher and Clinical Supervisor
- Three (3) Evaluated Lessons by MT Only
- Three (3) Evaluated Lessons by the Clinical Supervisor Only

Tab 2: Reflections on Evaluated Lessons
Due within 24 hours of teaching the lesson.

Tab 3: Observation of Teaching 10 pts./observation = 40 pts.

Tab 4: Evidence of School-Based Activities (10 points)

Tab 5: Additional Lesson Plans (10 pts.)

Tab 6: edTPA returned submission (10 pts.)

Portfolio Organization (6 points)

All required items included (10 points)

HAVE QUESTIONS?

Contact tecp@memphis.edu for general questions.

OFFICE OF TEACHER EDUCATION AND CLINICAL PRACTICE
**Residency I**

- **In-Service** - You attend one day with mentors during the in-service week to offer assistance.
- **First seven (7) weeks** - You attend sites 3 days per week.
- **Mid-semester** - You and mentors attend a co-teaching workshop.
- **Last 7 weeks** - You plan, implement, and assess at least two lessons per week and co-teach with your 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 Exams**

- 5025 - Early Childhood Education
  - Passing Score: 156
- 5205 - Teaching Reading: Elementary
  - Passing Score: 159

- 5024 - Education of Young Children
  - Passing Score: 160

**Residency Schedule**

**Residency I**

- **School Site**
  - **In-service Week**: (Dates Vary)
  - **First Week**: (Dates Vary)
  - **Weeks 2-7**: HDVL Candidates visit sites Tues, Thurs, and Fri morning.
  - **Weeks 8-15**: Monday - Friday; Friday attend 1/2 day
  - **Courses**
    - ECED 4515 and ECED 4510 - Monday and Wednesday
    - ECED 4540 - Tuesday and Thursday
  - **Seminar** - Fridays 1-4 PM

**Residency II**

- **You will return to sites**: January 7, 2022.
- **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**:
  - one (1) formal evaluation
- **Final eight weeks**:
  - two (2) formal evaluations
  - two (2) different lessons per week
- **Semester-long expectations**:
  - teach/co-teach 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 clinical supervisor agree.

**Semester-long expectations**:

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

**Evaluations**

**Pre-Conference**

Clinical 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 clinical 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, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their clinical supervisor by the beginning of the next school day.
SEMESTER-SPECIFIC REQUIREMENTS

Residency I - Observations
- You will need to observe four 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 SLL 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.
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- SLL is the system that you use to create and share your residency portfolios.
- Mentor teachers and clinical supervisors will evaluate your performance using the rubrics in SLL.
- You will also submit time logs weekly in SLL.

RESIDENCY ASSIGNMENTS

You will create and share the SLL portfolio, which will be graded by the clinical supervisor (CS) for completion. Most assignments will be submitted and shared in SLL.

Residency 1 Assignments
- Educator Disposition Assessment - 18 points
- Time Logs - 25 points
- Two (2) Formative Evaluations - 30 points/evaluation
- Two (2) Summative Evaluations - 15 points/evaluation
- Co-Teaching Workshop Attendance - 25 points
- Orientation Attendance - 30 points
- Portfolio - 91 points
Total: 279 points

Residency 2 Assignments
- Educator Disposition Assessment - 18 points
- Time Logs - 25 points
- Six (6) Formative Evaluations - 30 points/evaluation - 180 points
- Two (2) Summative Evaluations - 60 points/evaluation - 120 points
- Seven (7) Lesson Reflections - 7 points/evaluation - 49 points
- Orientation Attendance - 30 points
- Portfolio - 74 points
Total: 496 points

Residency 1 Portfolio
- Tab 1: Evaluated Lessons 5 pts./lesson = 15 pts. total
  - Co-Evaluated Lesson #1 MT and CS (5 pts.)
  - Evaluated Lesson #2 MT Only (5 pts.)
  - Evaluated Lesson #3 CS Only (5 pts.)
- Tab 2: Reflections on Evaluated Lessons
  (7 pts. each= 21 pts) Due within 24 hours of teaching the lesson.
- Tab 3: Evidence of School-Based Activities (5 pts.)
- Tab 4: Four (4) Observations of Teaching (10 pts. each= 40 pts)
- Tab 5: Two Additional Lesson Plans/week for Weeks 8-15 (10 pts.)

Residency 2 Portfolio
- Tab 1: Evaluated Lessons 2 pts./lesson = 14 pts. total
  - Co-Evaluation with Mentor Teacher and CS
  - Three (3) Evaluated Lessons by MT Only
  - Three (3) Evaluated Lessons by the CS Only
- Tab 2: Reflections on Evaluated Lessons
D ue within 24 hours of teaching the lesson.
- Tab 3: Evidence of School-Based Activities (10 pts.)
- Tab 4: edTPA video forms titled, “Notification of Teacher Candidate Assessment” (10 pts.)
- Tab 5: All unevaluated Lesson Plans (25 pts.)
- Portfolio Organization 5 pts
All required items are included 10 pts

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
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**RESIDENCY YEAR OVERVIEW**

**Residency I**
- **In-Service** - You attend at least one day with mentors during the in-service week to offer assistance.
- **First seven (7) weeks** - You attend sites 3 days per week.
- **Mid-semester** - You and mentors attend a co-teaching workshop.
- **Last 7 weeks** - You plan, implement, and assess at least two lessons per week and co-teach with your 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 and implement all lessons.
- **Week 16** - You will phase out full planning responsibility and assist the MT.

**RESIDENCY SCHEDULE**

**Residency I**
- **In-service Week** (Dates Vary)
- **First Week (Dates Vary)**
- **Weeks 2-7** - TALN, Art and TESOL visits sites Tues, Thurs, and Fri morning Weeks 8-15: Monday- Friday; Friday attend 1/2 day
- **Courses**
  - TALN & TESOL: Monday and Wednesday
  - ART : Monday - Thursday first 7 weeks
  - Seminar: Fridays 1-4 PM.

**Residency II**
- **You will return to sites - January 7, 2022.**
- **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**:
  - one (1) formal evaluation
- **Final eight weeks**:
  - two (2) formal evaluations
  - two (2) different lessons per week
- **Semester-long expectations**:
  - teach/co-teach 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 clinical supervisor agree. Lesson plans should be submitted in the UofM format **two teaching days prior to teaching the lesson**.

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

**EVALUATIONS**

**Pre-Conference**
Clinical 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 teacher will be completed in conjunction with the co-planning of the lesson.

**Post-Conference**
Either the mentor teacher or the clinical 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, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their clinical supervisor by the beginning of the next school day.
Residency I- Observations

- You will need to observe four 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 SLL Portfolio.

Residency II- edTPA

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- Additional information about the edTPA and consent forms will be addressed in the seminar.

RESIDENCY ASSIGNMENTS

You will create and share the SLL portfolio, which will be graded by the clinical supervisor (CS) for completion. Most assignments will be submitted and shared in SLL.

**Residency 1 Assignments**

- Educator Disposition Assessment- 18 points
- Time Logs- 25 points
- Two (2) Formative Evaluations- 30 points/evaluation
- Two (2) Summative Evaluations - 15 points/evaluation
- Orientation Attendance- 30 points
- Co-Teaching Workshop Attendance- 25 points
- Portfolio 91 points

**Total:** 279 points

**Residency 1 Portfolio**

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(7 pts. each= 21 pts) Due within **24 hours** of teaching the lesson.

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Tab 4: Four (4) Observations of Teaching (10 pts. each= 40 pts)

Tab 5: Two Additional Lesson Plans/week for Weeks 8-15 (10 pts.)

**Residency 2 Assignments**

- Educator Disposition Assessment- 18 points
- Time Logs- 25 points
- Six (6) Formative Evaluations- 30 points / evaluation- 180 points
- Two (2) Summative Evaluations - 60 points /evaluation- 120 points
- Orientation Attendance- 30 points
- Seven (7) Lesson Reflections- 7 points/ evaluation- 49 points
- Portfolio - 74 points

**Total:** 496 points

**Residency 2 Portfolio**

Tab 1: Evaluated Lessons 2 pts. / lesson = 14 pts. total
- Co-Evaluation with Mentor Teacher and Clinical Supervisor
- Three (3) Evaluated Lessons by MT Only
- Three (3) Evaluated Lessons by the CS Only

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Due within **24 hours** of teaching the lesson.

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Tab 5: All unevaluated Lesson Plans (25 pts.)

Portfolio Organization 5 pts
All required items are included 10 pts

**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.
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**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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RESIDENCY YEAR OVERVIEW

**Residency I**
- **In-Service** - You attend one day with mentors during the in-service week to offer assistance.
- **First seven (7) weeks** - You attend sites two days per week.
- **Mid-semester** - You and your mentors attend a co-teaching workshop.
- **Last 7 weeks** - You plan at least two lessons per week.

**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.

**Residency Schedule**

**Residency I**
- **School Site**
  - In-service Week (Dates Vary)
  - First Week (Dates Vary)
  - Candidates visit sites 2 days/week entire semester

**Residency II**
- **First seven (7) weeks**
  - You attend sites two days per week.
- **Mid-semester**
  - You and your mentors attend a co-teaching workshop.
- **Last 7 weeks**
  - You plan at least two lessons per week.

**Exams**

Students must pass ONE of the following examinations:
- **Praxis Exam: 5161 Mathematics 6-12: Content Knowledge**
  - Passing Score: 160
- **National Evaluation Series: 105 Mathematics (Middle Grades and Early Secondary)**
  - Passing Score: 220
- **National Evaluation Series: 304 Mathematics**
  - Passing Score: 220

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

**Lesson Plans**

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:**
  - one (1) formal evaluation
- **Final eight weeks:**
  - two (2) formal evaluations
  - two (2) different lessons per week
- **Semester-long expectations:**
  - teach/co-teach with the mentor teacher.
  - use the detailed lesson plan format.

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**
Clinical 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 teacher will be completed in conjunction with the co-planning of the lesson.

**Post-Conference**
Either the mentor teacher or the clinical 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, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their clinical supervisor by the beginning of the next school day.
SEMESTER-SPECIFIC REQUIREMENTS

**Residency I - Observations**
- You will need to observe four 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 SLL 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.

**Student Learning and Licensure (SLL)**
- SLL is the system that you use to create and share your residency portfolios.
- Mentor teachers and clinical supervisors will evaluate your performance using the rubrics in SLL.
- You will also submit time logs weekly in SLL.

**Residency Assignments**

<table>
<thead>
<tr>
<th>Residency 1 Assignments</th>
<th>Residency 2 Assignments</th>
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**Residency 1 Portfolio**
- Tab 1: Evaluated Lessons 5 pts. / lesson = 15 pts. total
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- Tab 5: Two Additional Lesson Plans/week for Weeks 8-15 (10 pts.)

**Residency 2 Portfolio**
- Tab 1: Evaluated Lessons 2 pts. / lesson = 14 pts. total
  - Co-Evaluation with Mentor Teacher and CS
  - Three (3) Evaluated Lessons by MT Only
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- Portfolio Organization 5 pts
  - All required items are included 10 pts

**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.

**Contact**
- tep@memphis.edu for general questions.
**Residency I**

- **In-Service** - You attend one day with mentors during the in-service week to offer assistance.
- **First seven (7) weeks** - You attend your placement sites 2 days per week: Tuesdays and Thursdays. You plan, implement, and assess at least two lessons per week and co-teach with your mentor.
- **Mid-semester** - You and mentors attend a co-teaching workshop.
- **Last 7 weeks** - You plan, implement, and assess at least two lessons per week and co-teach with your mentor daily.

**Residency II**

- **Week 1** - You will co-teach and assist the mentor teacher.
- **Week 2** - You will plan, implement, and assess at least 1 lesson per school day.
- **Weeks 3 – 4** - You will plan, implement, and assess at least 2 lessons per school day.
- **Weeks 5 – 9** - You will plan, implement, and assess all lessons.
- **Week 10** - You will phase out of full planning responsibility and assist the MT.
- **Weeks 11-12** - You will observe and assist the mentor teacher.
- **Week 13** - You will plan, implement, and assess at least 1 lesson per school day.
- **Weeks 14-15** - You will plan, implement, and assess at least 2 lessons per school day.
- **Week 16** - You will phase out of full planning responsibility and assist the MT.

**Praxis Exam**

5114 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**

- **You will return to sites** - January 7, 2022.
- **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.

**January 3-March 11, 2022 – primary (edTPA) placement**

**March 21- last Residency Day – secondary (non-edTPA) placement**

**LESSON PLANS**

**Residency I**

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- **First seven weeks:**
  - one (1) formal evaluation
- **Final eight weeks:**
  - two (2) formal evaluations
  - two (2) different lessons per week
- **Semester-long expectations:**
  - teach/co-teach 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 clinical supervisor agree.

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

**EVALUATIONS**

**Pre-Conference**

Clinical 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 teacher will be completed in conjunction with the co-planning of the lesson.

**Post-Conference**

Either the mentor teacher or the clinical 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, the candidate will respond to the lesson reflection prompts and share the reflection and a copy of the evaluated lesson plan with their clinical supervisor by the beginning of the next school day.
**SEMESTER-SPECIFIC REQUIREMENTS**

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**OFFICE OF TEACHER EDUCATION AND CLINICAL PRACTICE**

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