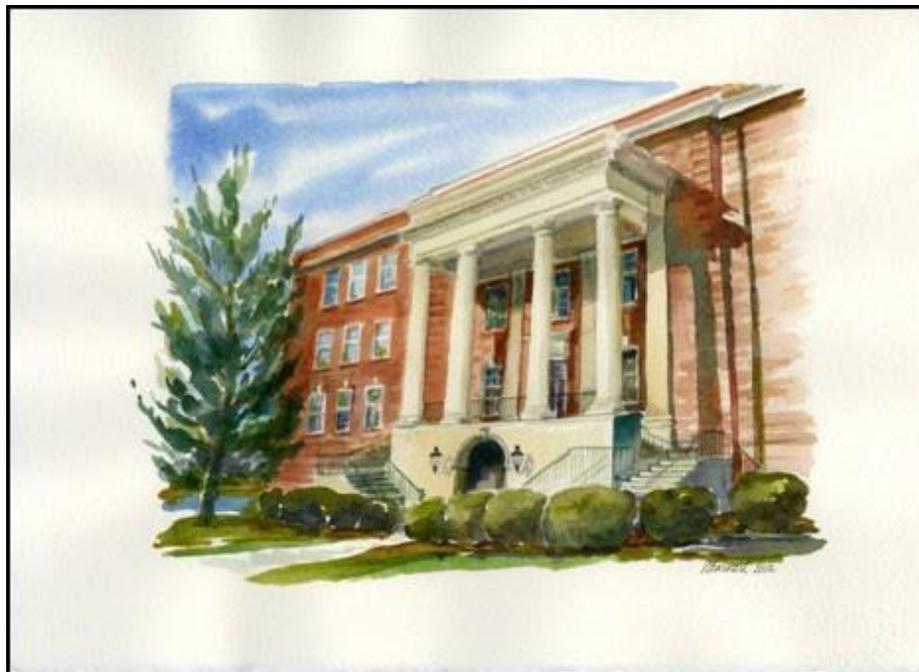




CLEMMER COLLEGE of
EDUCATION *and*
HUMAN DEVELOPMENT

EAST TENNESSEE STATE UNIVERSITY

2023-2024 Job Embedded Handbook



East Tennessee State University
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Clemmer College of Education and Human Development Vision and Mission

*Clemmer College of Education and Human Development is a college where everyone **belongs**, **collaboration** is the heart of our operation, **innovation** permeates our work allowing for dynamic **leadership** resulting in outstanding **scholarship**.*



Mission: The Clemmer College of Education and Human Development provides a student-centered community of learning and development, reflecting high standards, and promoting a balance of education and professional practice through continuous improvement. The college conducts a wide array of academic programs, clinical, and community services including four research and practice centers and one of the nation's leading K-12 laboratory schools. Relationships are essential to our work as we provide the foundation to advance the level of educational attainment, healthy development, and well-being in the multi-state region, nation, and globally based on our core values of:

Collaboration: Encourage teamwork built on relationships that are professionally and personally rewarding and enhances partnerships throughout the Appalachian Highlands and globally

Operational Definitions

- Collaborating within and across departments, centers, and University School; within the university, across the Appalachian Highlands; and throughout the nation and globally
- Providing and developing expertise to strengthen the partnerships that lead to sustainable improvement in practices
- Serving to enhance educational, business, industry, philanthropic, health, and community partnerships

Belonging: Cultivate a culture of care that prioritizes the well-being in all individuals, honors diverse experiences, advocates for voices, and promotes equity

Operational Definitions

- Cultivating a culture of care and community that considers wellness/well-being of our students, faculty, and staff
- Committing to diversity, equity, and inclusion practices of involving people of various intersectionalities while honoring the lived and diverse experiences, expertise, and voices of all individuals
- Being intentional to understand an individual's unique needs and experiences with a constant reflection on who is or isn't being heard or represented while advocating for all voices

Leadership: Promote courageous leadership through shared governance, celebrating achievements, and fostering creativity and resourcefulness

Operational Definitions

- Promoting courageous leadership through shared governance, with grace and beneficence, to advance personal, organizational, and professional growth
- Celebrating student, staff, and faculty achievements to champion the individual strengths and create influential community teams locally and abroad
- Modeling effective leadership to strengthen partnerships, integrate external funding, and expand resource stewardship

Scholarship: Connect theory to practice through the integration of teaching, research, and service

Operational Definitions

- Fostering intentional opportunities for interdisciplinary research in all methodologies
- Connecting theory to evidence-based practices through teaching, scientific inquiry, and experiential learning throughout one’s lifespan
- Valuing researchers, teachers, and students as scholars and support staff as integral to success

Innovation: Foster innovation by creating opportunities for enhanced learning experiences and support sustainable practices with integrity

Operational Definitions

- Expanding ideas to create opportunities that provide enhanced knowledge building experiences that transform the settings in which people work, play, live, and learn
- Crafting interdisciplinary solutions to solve problems of practice
- Providing coaching, training, and assessments to support sustainability to foster a more ethical society
- Creating schools for the future guided by the evolution of practices today

East Tennessee State University Diversity Statement

East Tennessee State University recognizes that the pursuit of knowledge and understanding is enriched by an environment in which people of diverse backgrounds learn together and from each other, and participate in free and genuine exchange of views. It recognizes that all members of the University community benefit from diversity and that the quality of learning, research, scholarship, and creative activities is enhanced by a campus climate of inclusion, understanding, and appreciation of differences and the full range of human experience. ETSU must prepare students to function successfully in a diverse society. A university diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

ETSU aspires to be an institution that celebrates diversity by welcoming all students, faculty, administrators, and staff as respected and valued participants in the University's educational mission. Therefore, ETSU welcomes people of different races, ethnicities, religions, creeds, national origins, genders, sexual orientations/gender identity, physical abilities, ages, veteran status, and social, economic, or educational backgrounds. ETSU is particularly committed to welcoming groups that have been traditionally underrepresented or excluded, and also supports and encourages the promotion of diversity in its curricula, programs, faculty research, scholarship, and creative activities.

ADA (Disability Services)

The Americans with Disabilities Act (ADA) was enacted in 1990. The Act prohibits discrimination in employment against qualified persons who have a disability. The ADA also prohibits discrimination against persons with disabilities in State and local government services, public accommodations, transportation, and telecommunications.

Clemmer College of Education and Human Development Conceptual Framework

Teaching is Leading for the Future

The Conceptual Framework specifically guides the Educator Preparation programs within the College, and, where appropriate, also applies to the various non-licensure programs housed within the College. The framework is comprised of nine dimensions that come together to inform the tenth: Leadership. The Conceptual Framework that now guides the unit was developed through a series of faculty retreats, and later revised by the Conceptual Framework Committee. The Conceptual Framework was again formally revisited through a series of meetings that included community representation as well as the faculty in the College. Recommendations were made to clarify, redefine, and reframe the concepts to better reflect the needs and requirements for successful teachers and professionals in the 21st century.

Leadership (The Tenth Dimension). Teacher education graduates possess the personal and professional qualities that enable them to take a leadership role and work constructively within schools and agencies to create learning communities that foster the growth and development of all learners.

Dimension 1: General Knowledge. Teacher education graduates have a strong liberal studies core that develops their understanding of the rich cultural heritage of students, provides an understanding of our global community and develops competence in critical thinking, writing, oral communication, and technology. Students demonstrate general knowledge and skills in professional practice by building subject matter connections across disciplines; adapting relevant subject matter for multiple levels of learners; and communicating orally and in writing using formal, standard English.

Dimension 2: Content Knowledge. Teacher education graduates understand and use the central concepts, tools of inquiry, technological resources, and structures of their discipline(s). Students demonstrate content knowledge by creating relevant and current learning experiences that are meaningful for all students.

Dimension 3: Pedagogical Knowledge. Teacher education graduates are able to plan instruction based upon knowledge of subject matter, characteristics and needs of students, the community, and curriculum goals as expressed in state standards. They understand and use a variety of instructional strategies and tools to encourage student's development of critical thinking, problem solving and performance skills. They are able to document appropriate planning of classroom strategies through the use of high-quality lesson plans. They use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Graduates are able to ethically use technology to enhance the learning of students. They understand and are able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.

Dimension 4: Diversity. Teacher education graduates are committed to serving a rapidly changing, expanding, and increasingly diverse society. They respect and appreciate each person and the unique experiences that influence how an individual understands the world. They establish a welcoming classroom climate. They create instruction in which people honor one another as individuals, value differences and the special gifts each brings to the community, and respect the rights of others as human beings inclusive of race, gender, ethnicity, cultural background, language, sexual orientation, socioeconomic status, age, disability, religion, and national origin. Teacher education graduates are capable of self-examination to overcome prejudice.

Dimension 5: Professional Collaboration. Teacher education graduates can practice shared responsibility and positive professional attitudes in collaborative practice with students, colleagues, families, learning organizations, and the community at large. They recognize value in interdisciplinary learning communities and other professional networking opportunities. They possess the knowledge and skills necessary to build community support and develop trusting and collaborative relationships with the students to enhance learning and well-being.

Dimension 6: Reflective Practice. Teacher education graduates are reflective practitioners who are committed to growth and professional improvement. Reflective practice begins with assessment of self: talent, attitudes, behaviors, patterns, professional practice and follows with peer review. Graduates develop a respect for feedback and continuously seek alternative perspectives for both self-improvements, and the improvement of student learning. Reflective practice is also exercised when building the foundation of theories and philosophies that become the teaching framework of each practitioner. Reflection enables future teachers to raise questions, to critically analyze theory and current research and to evaluate the effects of their own practice on others (students, families and other professionals in the learning community), and to develop creative solutions to educational dilemmas and concerns.

Dimension 7: Self-directed, Lifelong Learning. Teacher education graduates take responsibility for their future and set goals for their personal and professional growth. Through participation in professional organizations, in-service activities, presentations at conferences, interactions with teacher mentors, reading professional literature, and accessing other learning resources, graduates demonstrate a commitment to their own continuing professional development and the development of the profession. As leaders and role models, graduates will communicate the importance of lifelong learning to students, families and colleagues.

Dimension 8: Caring. Teacher education graduates appreciate the talents of all learners, believe that all students can learn, and demonstrate flexibility by using individual strengths to guide student learning. They respond to both character and competence in building caring and trusting relationships. Teacher education graduates encourage such relationships and support the practice of mutual consideration and concern in classroom management strategies, and among all members of the school and community environment.

Dimension 9: Professional and Social Responsibility. Teacher education graduates demonstrate a commitment to active, ethical involvement in the school, community and profession. Graduates demonstrate their citizenship by serving their communities and profession. They are committed to developing opportunities for learners to engage in socially responsible behaviors demonstrated by sustainable classroom practices, a global perspective on history, culture and resources, and local action utilizing methods such as service-learning. Graduates make responsible choices regarding confidentiality of student records and personal use of social media.

InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

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 the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Job-Embedded Overview, Requirements and Licensure

Overview:

East Tennessee State University offers a Job-Embedded Clinical Practice pathway which allows an individual to serve as a teacher of record for the full school year in a Tennessee classroom while completing a required education preparation program (EPP).

To be eligible for the Job-Embedded Pathway a candidate must have a Bachelor's degree or higher and be accepted into a teacher preparation program at the master's level. ETSU Graduate Programs that offer a job-embedded pathway are the Special Education Master's Program, Master of Arts in Teaching Program, Counseling* Program or the Educator Job-Embedded Graduate Certificate. Candidates must have obtained employment as teacher of record in a district which ETSU has a partnership agreement.

A job-embedded candidate is recommended for a teaching license that enables them to carry out and complete all duties and responsibilities of a classroom teacher. The teaching license is valid for three (3) years, during which, the candidate must complete all requirements for teacher licensure and ETSU graduation.

Candidates who are interested in pursuing the Job-Embedded Pathway must contact the Office of Educator Preparation (alternativelicensure@etsu.edu) to obtain a Job-Embedded Application and contact information for the program advisor or coordinator.

Requirements:

To Qualify for the Job-Embedded Clinical Practice:

- Obtain acceptance to an initial teacher licensure program at the master's level
- Provide proof of 3.0 or higher GPA
- Provide copies of transcripts from all colleges and universities previously attended
- Complete [Job-Embedded Application](#)
- Get the [Advisor Sign-Off](#) sheet signed by the advisor or program coordinator. Must have a current Program of Study which indicates a schedule for completing all courses in Degree Works.
- Obtain an Intent to Hire letter from a partnering school system in a position for which the candidate is seeking licensure.
- Complete a background check package
 - Graduate students who participate in a job-embedded clinical practice are required to complete a Background Check Package, which consists of fingerprinting and required documentation. This Background Check Package will be housed in the Office of Educator Preparation (OEP) and on file with Tennessee Bureau of Investigations (TBI).
 - Or documentation from hiring district of a clear background check that is comparable to the ETSU background check completed by TBI. This documentation will be housed in the Office of Educator Preparation (OEP).
- Obtain a passing score on all PRAXIS II exams required for state licensure **or** provide proof of a Bachelor's degree or higher in the content area in which seeking licensure.
- Provide proof of liability insurance (See Appendix E)
 - ETSU requires candidates to obtain Professional Liability Insurance. Proof of liability insurance (evidence must include the effective and expiration dates) must be submitted to the Office of Educator Preparation before a candidate can be recommended to the state for licensure. Submit proof of insurance electronically to the Office of Educator Preparation at alternativelicensure@etsu.edu or bring a printed

copy to the office in Warf Pickel Hall, Room 305. **Job-Embedded students must maintain liability insurance until they have completed their program.**

To Remain Eligible for the Job-Embedded Pathway:

While working as a job-embedded (JE) teacher in a partnering school district, the teacher must enroll in a job-embedded supervision course and be assigned an ETSU supervisor. The supervisor will have frequent contact with the JE teacher, school administrator and ETSU faculty advisor to provide continuous progress monitoring, evaluation, and mentoring.

JE teachers must meet annual requirements set by ETSU's Clemmer College of Education and Human Development for continuation in the Job-Embedded Clinical Practice.

- Maintain employment in a teaching position in the endorsement area of the JE teacher's program of study and submit a verification of employment or rehire letter from the District.**
- Enroll in the repeatable job-embedded supervision course and additional courses as indicated on the approved program of study for each fall and spring semester until completion of the program of study.**
- Provide proof of Liability Insurance at the beginning of each school year.
- Maintain good academic standing each semester.
- Meet with the program coordinator or advisor to review program of study each semester.
- Obtain satisfactory evaluations of teaching by the University Supervisor and School Administrator and remain on track with all program requirements

**If a student has met the clinical practice requirements for job-embedded licensure, but not completed their program of study requirements they may continue on the job-embedded pathway while not currently employed or enrolled in the supervision course.

*From the School Counseling Handbook: Job-Embedded Position Policy

Students who apply for JE will be considered for approval on a case-by-case basis. The faculty will review each request or application for JE and determine whether to approve or deny the request/application. For a student to be considered for a JE position, at minimum the following parameters must be met:

- *The student must be in their second internship.*
- *The Praxis exam must be taken and passed prior to beginning the JE position.*
- *The student must be advised of the potential difficulty and challenges of working a full-time school counseling position while completing any additional degree requirements.*
- *The student is required to attend all class meetings for any current and future courses and should discuss this with the hiring school to ensure they will allow the student to attend courses during school business hours.*
- *The student is required to complete internship hours according to program and CACREP standards.*
- *The student must be in a separate "repeatable" section on internship if awarded JE, but not a separate class. The section can have multiple JE students in it, however it must only be for JE students.*
- *The student must have a licensed supervisor provided by the school (or school district) that meets the requirements of our program, whether it be on campus or off campus. The school district must confirm that they will provide a supervisor to the student with the knowledge of the requirements of that supervisor to our program.*
- *Student(s) in JE positions are not required to uphold the state (TN) standard of the two-area placement (K-8; 9-12) for TN. The JE placement is where the student will collect ALL internship hours because they are the counselor of record. If the student is leaving an internship placement to take a JE position during the semester, the student must notify their internship site as soon as possible and work with their internship supervisor to ensure an ethical transition of their current clients to another school counselor.*

Licensure:

Applying for Job-Embedded Teaching License:

- The completed Job-Embedded Application Packet is submitted to the Educator Preparation Coordinator in the Office of Educator Preparation (Alternativelicensure@etsu.edu or Warf-Pickel Hall Room 305).
- The Certification Coordinator will review the packet to ensure accuracy for state licensure criteria. Then contact the Job-embedded candidate with a request to complete the secure online pre-licensure form.
- Once fully completed the Certification Coordinator will submit the recommendation for job-embedded teacher licensure on TNCompass and notify the candidate.
- The Candidate will be required to set up their TNCompass account and enter the Personal Affirmation to complete the application for a Tennessee teaching license.
- The Educator Preparation Coordinator will notify the candidate and school district that the recommendation has been submitted to the state.

State Assessments for Licensure:

State policy requires all teachers to hold a valid Tennessee State Teaching License prior to beginning their teaching position. For initial licensure as a job-embedded teacher the candidate must have demonstrated competency of the content area in which they are seeking licensure.

One way to demonstrate competency is by successful completion of a Bachelor's degree or higher in the subject area. The other way to demonstrate competency is to pass the state required exams for licensure.

If the JE teacher uses a degree to demonstrate competency and they are endorsed in any area other than middle or secondary core academic or world languages the JE teacher will have to pass the state required licensure exam within the 3-year job-embedded time frame.

For information about ETS Praxis Subject Assessments and to find the exams applicable to your program, visit the [ETS Praxis](#) website. When registering for the Praxis Subject Assessment, candidates should include their **Social Security Number** and request that scores are sent to ETSU (**TEST CODE 1198**) and Tennessee Department of Education (**TEST CODE 8190**). If a Praxis Subject Assessment is taken in a state other than Tennessee, test scores will not be sent to Tennessee Department of Education. ETS/Praxis will charge a fee to send scores after the initial registration.

Job-Embedded Roles and Responsibilities

Job-embedded teachers, administrators and university supervisors are each important members of a professional group focused on student learning. This group will have productive discussions about teaching and learning. To make these conversations productive, it is important to honor the unique perspective of each of the members. All conversations should be honest and focused on student learning as well as supporting job-embedded teachers in professional growth. Job-embedded teachers are most successful when university supervisors work collaboratively with the school-based administrator and give consistent messages to the JE teachers regarding strengths and professional needs. This group must develop and maintain continuous communication to ensure that JE teachers grow as professionals.

Job-Embedded Teacher Responsibilities:

Job-embedded teachers will have many roles and responsibilities as both a graduate student and the teacher of record. JE teachers should ask for copies of the school's and district's teacher and student handbooks. These handbooks will describe school policies, daily schedules, records, reports, and the school calendar which will be vital as the JE teacher plans for classroom management, policies, procedures and routines.

Below are some typical responsibilities and duties JE teachers are expected to demonstrate as the teacher of record.

- Follow the school and/or district curriculum.
- Plan and prepare all materials for daily lessons.
 - Consult and coordinate with mentor teacher and/or grade-level teams.
 - Follow requested lesson plan format (ETSU lesson plan is required for university supervisor observations).
 - Complete and submit written lesson plans on time ("winging it" is not acceptable).
- Teach in dynamic, engaging ways using sound principles of instruction.
- Operate instructional technology (e.g., document cameras, interactive whiteboards).
- Assess student learning (formatively and summatively).
- Administer state or district assessments according to standardized protocols, if appropriate.
- Grade student work in a timely manner.
- Maintain accurate student records (grades, attendance, etc.).
- Help students make up work and/or tests/exams.
- Attend staff meetings and other meetings, (e.g., grade-level team).
- Attend students' IEP meetings with other school faculty members.
- Answer email and voicemail daily.
- Provide supervisory support (e.g., hall, lunchroom, bus, playground, study hall duties).
- Attend parent/guardian-teacher conferences or meet with parents/guardians as requested and appropriate.
- Follow all school building and district policies (e.g., attendance, discipline, grading, communication, safety).

Graduate Student Responsibilities:

In addition to the above responsibilities, JE teachers, as graduate students, may be responsible for activities or tasks for their ETSU courses including:

- Complete lesson plans for lessons taught and/or observed by university supervisor
- Observations by university supervisor
- Complete the EDA self-assessment at the beginning and end of each school year.
- Complete program specific assignments and tasks

Seminar/Meetings:

Seminar is a class that is designed to prepare candidates for experiences they may have in their classroom. Seminar meets regularly and is set by the program of study. Failure to attend the seminars or complete the alternative assignment will affect the candidate's overall grade. This could also impact their ability to remain in the job-embedded licensure pathway as students must maintain good academic standing.

Orientation:

State policy requires that job-embedded teachers attend an orientation prior to beginning their job-embedded clinical practice. These orientations will be offered on a monthly basis to ensure that all job-embedded teachers have the opportunity to attend an orientation. The orientation will provide an overview of the job-embedded handbook, pathway requirements, professionalism, ethics, trauma informed teaching, FERPA, and the evaluation process.

Student Learning and Licensure (Watermark) Information:

Student Learning & Licensure (SLL) is an Internet-based subscription service that allows JE teachers and instructors to create, share, and collaborate on educational curricula. JE teachers will access the SLL System to upload their EDA and CEAP Lesson Plan.

Video/Film Permission Roster:

Federal Law protects student information through FERPA, PPRA, and COPPA. In an event where filming in the classroom for the university supervisor is required JE teachers must receive parent consent for their student to be included in the filming. Often the school district will have a plan in place for parents to give consent. JE teachers need to either use the district form or the Video Permission form (Appendix I) to document consent. If the parent does not provide consent for their child to be filmed, the student should remain in the classroom, but cannot be included in the filming. Job-embedded Teachers should retain these consent forms throughout the year and attach the Video Permission Roster to SLL (Watermark) each semester.

Mandatory Reporting:

As the teacher of record and a member of the University community job-embedded teachers are responsible for compliance with Tennessee laws on mandatory reporting of child abuse and child sexual abuse. Go to the [Tennessee Department of Children's Services](#) website to find out more information on how to identify and report child abuse and child sexual abuse. Please make sure you are aware of the policy for reporting in the school and district in which you are employed.

ETSU Incident Reporting

If an incident occurs where a candidate is injured, the candidate needs to report the injury to the Office of Educator Preparation, alternativelicensure@etsu.edu or 423-439-7597 within 24 hours of the event and complete an ETSU incident report. As an employee of the school district the job-embedded candidate would also need to comply with the school district's policy for reporting incidents.

Additional Responsibilities:

Athletic coaching, after school programs, music programs, and club sponsoring etc. are major time commitments that can require modification of the teaching schedule. As a result, they can also affect planning and preparation in ways that can negatively impact the success of classroom teaching. Job-embedded Teachers must report any additional school responsibilities they accept to the University supervisor while working under a Job-Embedded teaching license. This is to ensure the job-embedded teacher, supervisor and coordinator are aware of obligations above and beyond the responsibility of teaching full time and taking graduate course work.

Job-Embedded Roles and Responsibilities

University Supervisor:

University supervisors may be full-time university faculty members, or adjunct faculty members with many years of teaching and/or school administrative experience. University supervisors fulfill the following responsibilities:

- Visit schools (virtually or in person) and facilitate conversations with the school-based administrator and JE teacher.
- Observe JE teacher using the TEAM Rubric at least one time during the semester and provide specific written feedback on the visit; additional visits may be scheduled, particularly if JE teacher needs additional support.
- Touch base monthly with the JE teacher to ascertain progress toward goal and provide coaching as necessary.
- Hold final conferences with JE teacher and school-based administrator to ensure the Educator Disposition Assessment (EDA) is completed.
- Provide a direct line of communication between the Office of Educator Preparation and the school in which candidate is employed.
- In the event the University Supervisor needs additional support to ensure the success of the job-embedded teacher the university supervisor will notify the Ed Preparation Coordinator who can provide additional support.

Principal or Administrator:

Job-embedded teachers are most successful when university supervisors work collaboratively with the school-based administrator in order to give consistent messages to the JE teachers regarding strengths and professional needs. A collaborative relationship between the administrator and university supervisor helps to ensure the professional growth of the job-embedded teacher.

Administrators are an on-campus supervisor who interacts with the JE teacher. Below are some suggestions of ways Administrators can support job-embedded teachers:

- Participate in initial conference with university supervisor and job-embedded teacher. Providing any input on initial observations. to the supervisor.
- Orient the JE teacher to the school culture and core values.
- Connect the JE teacher to colleagues who will help them as they acclimate to the school.
- Participate in final conference with university supervisor and job-embedded teacher.
- Maintain open lines of communication with the university supervisor

Mentor Teacher:

Mentor teachers work on a voluntary basis with job-embedded teachers. They possess qualifications including a recommendation by the principal or other appropriate supervisors, are interested in working with novice teachers, and will be willing to collaborate with the school and university to help the job-embedded candidate grow as a professional.

Mentor teachers are an on-campus colleague resource to support the JE teacher. Below are some suggestions of ways mentors can support job-embedded teachers:

- Orient the JE teacher to the school, community and building culture, students, classroom routines and policies, curriculum, and instruction and assessment practices.
- Through collaborative conversations share effective teaching practices and make their thinking transparent (share the why behind choices made).
- As schedules allow, support JE teachers with questions related to topics such as planning, classroom management etc.

Professionalism

Professional Dispositions:

Job-embedded teachers should present themselves as a professional educator and conduct themselves in a manner that adheres to the Model Code of Ethics for Educators. If JE teachers are unsure of appropriate professional behavior or encounter a problematic situation, they should consult their university supervisor, principal or other school personnel as soon as possible for guidance and assistance.

In all actions and interactions, JE teachers should demonstrate the highest level of professionalism. Job-embedded teachers are hired on a year-to-year basis. JE teachers should view this experience as an opportunity to develop and demonstrate their teaching skills.

Job-embedded teachers agree to follow the rules of the school district as well as policies of Clemmer College of Education and Human Development and East Tennessee State University, including those pertaining to the professional dispositional skills located below.

Job-embedded teachers' professional dispositions will be measured throughout the school year on the ***Educator Disposition Assessment (EDA)***. Job-embedded teachers complete the EDA self-assessment at the beginning of each school year, and then again at the end of each school year. University supervisors complete the EDA at the end of each Semester using information gathered from the administrator.

Professional Dispositions	Performance Expectations
Demonstrates Effective Oral Communication Skills	JE teachers use professional language, grammar, and word choice and encourage participatory behaviors. All interactions are respectful, demonstrating sensitivity for the feelings and thoughts of others.
Demonstrates Effective Written Communication Skills	JE teachers communicate respectfully with colleagues, parents/guardians, or with k-12 students (e.g., email, letters, assignments); that is, the text maintains a relatively formal tone/word choice and almost never includes errors in punctuation and usage.
Demonstrates Professionalism	JE teachers arrive early and are prepared to contribute meaningfully to all teaching responsibilities, school-related commitments, and collaborative meetings. JE teachers communicate in a timely and appropriate manner if an emergency arises. JE teachers respond to email requests for information within 24 hours. All lesson plans are submitted by school required deadline. JE teachers' dress is professional and models' appropriate attire for a safe and focused professional learning environment, and is in accordance with school policy.

<p>Demonstrates a Positive and Enthusiastic Attitude</p>	<p>JE teachers try new ideas and activities and actively seek solutions to problems without complaint. JE teachers consistently accept responsibility for the outcomes of their actions, and are responsive to feedback. JE teachers have a positive affect with students using verbal/nonverbal cues.</p>
<p>Demonstrates Preparedness in Teaching and Learning</p>	<p>JE teachers consistently demonstrate drive, initiative, determination, and a commitment to hard work. JE teachers show steady effort and a desire to produce high quality products or performance. JE teachers treat setbacks as opportunities to learn. JE teachers do not give up when things do not go as planned or when there is uncertainty about a task or situation; instead, JE teachers try again. JE teachers are able to problem-solve and complete multiple complex tasks independently.</p>
<p>Exhibits an Appreciation of and Value for Cultural and Academic Diversity</p>	<p>JE teachers embrace diversity through inclusive activities and behaviors and create a safe classroom with zero tolerance of negativity.</p>
<p>Collaborates Effectively with Stakeholders</p>	<p>JE teachers are engaged and supportive colleagues. JE teachers demonstrate flexibility and maintains a respectful tone during difficult situations and accepts decisions. JE teachers proactively share teaching strategies through collaboration.</p>
<p>Demonstrates Self-Regulated Learner Behaviors and Takes Initiative</p>	<p>JE teachers recognize their own weaknesses and actively seek solutions to problems before consulting with others. JE teachers research and implement effective teaching styles.</p>
<p>Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability</p>	<p>JE teachers demonstrate appropriate maturity and self-regulation when discussing sensitive issues. JE teachers are compassionate and empathetic with social awareness. JE teachers are sensitive to the school's policy on confidentiality as related to the children/schools/school districts in which they are placed. JE teachers follow the school districts' policies on photographing or video recording students in the classroom, and understands that disclosing student information (e.g., academic progress, student records, private personal issues) violates the student's right to privacy.</p>
<p>Workplace Policies & Codes of Conduct</p>	<p>JE teachers follow all state and local school/district policies that govern the ethical, moral and legal practices of teachers. JE teachers request and review faculty and student handbooks (if available). JE teachers follow district and school policies related to attendance,</p>

	discipline, crisis management, emergency, and evacuation procedures, and mandatory reporting.
Social Media & Technology	JE teachers manage social media presence and communication in a professional manner and refrain from posting information, photos, or personal commentary on social networking sites. JE teachers are comfortable learning new technologies and troubleshooting technology breakdowns. The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

Code of Ethics:

The Model Code of Ethics for Educators (MCEE) serves as a guide for future & current educators faced with the complexities of K-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision making, setting the groundwork for self-regulation and self-accountability. The establishment of this professional code of ethics by educators and for educators honors the public trust and upholds the dignity of the profession.

Professionalism Concerns:

If JE teachers consistently fail to adhere to the job-embedded guidelines, university supervisors or administrators should contact the Program Coordinator or Department Chair and the Educator Preparation Coordinator to schedule a meeting to discuss their concerns. If necessary, a Student Support Meeting with the JE teacher, program coordinator, Ed. Preparation Coordinator, Director of Field Experience and Residency and any other applicable stakeholders will be scheduled to develop a **Student Support Initiative** to improve their professional dispositions. A follow-up meeting to review JE teachers' progress should be held in two to four weeks. During the follow-up meeting, JE teachers' progress and/or additional concerns will be discussed, and a recommendation will be made for how to proceed with the Job-embedded teacher.

Termination or Resignation:

In the event the school or school district has to terminate employment for a job-embedded teacher due to poor performance or professional dispositions, a meeting will be scheduled with the Director of Field Experiences and Residency, university supervisor, program coordinator and/or department chair to discuss concerns and determine next steps. A termination of employment may result in removal from the Job-embedded pathway, and may result in removal from the program and/or a failing grade.

In the event the job-embedded teacher considers resigning from their teaching position this must be discussed with the Advisor/Program Coordinator, Educator Preparation Coordinator, and any other applicable stakeholders and the school district prior to submitting a resignation. After this meeting if the JE teacher decides to move forward with the resignation, the following responsibilities must be met.

- Provide at least 2 weeks' notice
- Provide substitute plans if requested

Failure to meet the following requirements may result in the job-embedded teacher's change in status to 'Off track' or 'no longer affiliated' with the Educator Preparation Program:

- Satisfactory progress through the planned program of studies
- Minimum GPA of 3.0/Maintain Good Academic Standing
- Satisfactory evaluations of teaching by the university supervisor and administrator
- Maintain employment within the school system
- Demonstration of ethical and professional dispositions and practice

Evaluation

The Job-Embedded Pathway is a clinical practice just as a residency placement or internship would be. Job-embedded teachers will be assessed based on their performance and achievement of goals. The university supervisor with input from the school administrator will collaboratively support job-embedded teachers' development during the job-embedded clinical practice.

Observation by the University Supervisor:

University supervisors are advocates and liaisons between the university and the job-embedded teacher. The university supervisor will contact the Job-embedded teacher monthly.

Fall Semester Job-Embedded Observations		Spring Semester Job-Embedded Observations	
August	Initial Meeting with Job-Embedded Teacher, University Supervisor and Administrator	January	Initial Meeting with Job-Embedded Teacher, University Supervisor and Administrator
September	Responsive Supervision and Support-check-in with JE teacher establish refinement/growth goal, discuss supports needed and provide coaching as needed	February	Responsive Supervision and Support-check-in with JE teacher establish refinement/growth goal, discuss supports needed and provide coaching as needed
October	TEAM Observation with CAEP Lesson Plan Rubric to be completed and entered in SLL (Watermark)	March	TEAM Observation with CAEP Lesson Plan Rubric to be completed and entered in SLL (Watermark)
November	Responsive Supervision and Support-check-in with JE Teacher address progression toward goal (Coaching as needed) Complete Educator Disposition Assessment	April	Responsive Supervision and Support-check-in with JE Teacher address progression toward goal (Coaching as needed) Complete Educator Disposition Assessment
December	Final Meeting, with Job-Embedded Teacher, University Supervisor and Administrator. End of Semester update on professional growth goal and provide feedback from EDA.	May	Final Meeting, with Job-Embedded Teacher, University Supervisor and Administrator. End of Semester update on professional growth goal and provide feedback from EDA.

At the beginning of each school year the JE teacher, university supervisor, and administrator will meet. As a team, they will discuss the expectations for the semester, share contact information, and collect data/reflect on how the school year has started.

In September, the JE teacher will suggest an area based on the TEAM Observation Rubric in which they would like to grow. This information will be used to establish a measurable professional growth/refinement goal and they will begin the Responsive Support & Supervision document.

At each supervisor contact the supervisor and job-embedded teacher will reflect on the JE teacher's progression toward their professional growth/refinement goal and coaching and support will be provided as necessary. After each contact the Responsive Support & Supervision document will be updated to include the date(s) and Support(s)

provided. At the end of the semester the student will submit this document to the instructor in D2L. If the goal is achieved prior to the end of the semester, another professional growth/refinement goal will be established.

The University Supervisor will complete at least 2 observational visits during the school year, one per semester. The observational visit will require completion of the TEAM observation rubric and CAEP lesson plan rubric with the data entered into Student Learning & Licensure (Watermark). JE teachers MUST use the ETSU lesson plan template for TEAM observations completed by their university supervisors and submit lesson plans a minimum of 2 days before scheduled observations. The monthly support may be done in person, virtually via zoom or GoReact, or through a phone call or email depending on the needs of the job-embedded teacher.

University supervisor visits will be scheduled in advance and supervisors will collaborate with JE teachers to schedule visits and share their expectations for pre- and/or post-conferences.

University supervisors will complete the ***Educator Disposition Assessment (EDA)*** at the end of each semester of the Job-Embedded Clinical Practice. The results of the Educator Disposition Assessment will be gone over with the job-embedded teacher during the final meeting.

The Tennessee Educator Acceleration Model (TEAM)

Job-embedded teachers will be observed and receive thorough feedback using the TEAM evaluation model, a teacher evaluation tool used throughout districts in Tennessee. JE teachers will be evaluated by their university supervisor using the TEAM evaluation model at least once per semester. This assessment tool can be found in the resources section of the handbook.

The Educator Disposition Assessment (EDA)

Job-embedded teachers' professional dispositions will be measured throughout the year. JE teachers complete the EDA self-assessment at the beginning of the school year, and then again at the end of the school year. University supervisors complete the EDA at the end of the semester, using feedback from Administrator. (The EDA can be sent to the Administrator prior to the end of the year meeting so that they can be prepared to provide any applicable feedback.)

Getting Off to the Right Start

Adapting to the School Culture

Mentors or other colleagues can act as guides to the school's culture (e.g., values, assumptions, norms, and routines). Failure to accept the school's culture may be interpreted by colleagues as not wanting to be a part of the school family. It is possible that job-embedded teachers may not philosophically accept certain aspects of a school's culture or sub-cultures. Remember that not all schools are alike. Job-embedded teachers please avoid criticism of the school, the teachers, the students, and their parents. JE teachers should learn and follow the rules, regulations and philosophy of the school.

Here are some general guidelines to ensure a smooth transition into the schools' culture:

- Be prompt, courteous, and dependable to both students and other school staff. If JE teachers show colleagues and students respect and courtesy, they should respond in kind.
- Take Initiative! JE Teachers should ask how to be of help and get involved in the school and community.
- Find out and follow school and district policies and calendars.
- Find out who support staff are (e.g., special education specialists, literacy specialists) and how to communicate most effectively with them.
- Find out where and when to eat, make phone calls, and perform other personal business.
- Determine copying and materials use policies: don't "give" work to secretaries or aides until you know this acceptable and standard practice. For JE teachers who teach secondary school and have student workers/aides, find out the expectations for delegating tasks to them and appropriate forms of feedback to provide them about their performance.

Knowing and Working with Students

It is a teacher's job to get to know the students they are working with (it is in the educator standards) --learn their names, their needs, their quirks, and their prior experiences with the concepts that are being taught. Knowing students helps to support their learning and development. Job-embedded teachers should access students' files and understand and provide the accommodations for students on IEP and 504 plans. JE Teachers should understand the overall student body and context at the school, as well as the school's climate. Some schools set improvement goals around school climate/community: JE Teachers should ask whether this is the case at the school in which they will be teaching and what theory of action and/or specific practices the school is pursuing to enhance school climate/community and students' experiences at school.

Job-embedded teachers will be in close and extended contact with children and youth. While effective teaching is based on warm, mutually respectful relationships between teachers and students, a growing concern in our society about inappropriate and exploitative adult relationships with children places the relationship between teachers or and children into close scrutiny by parents, colleagues, administrators, and even other children. The Administrator at the school may advise candidates of additional local school guidelines; do not hesitate to raise any concerns with university supervisors or the administrator.

The following guidelines are suggested to protect JE teachers and students.

- Uphold obligations as a Mandatory Reporter.
- Adhere to professional ethics regarding the student-teacher relationship by not pandering to the affections of students. JE teachers should be friendly and affirming without becoming a "buddy" to the students.

- Never permit students to discuss other teachers in front of you. Be ethical in discussions about the students and the school.
- Be aware that some styles of communication with students and parents (i.e., requiring eye contact, handshakes, use of first names) may be sensitive for cultural reasons. Some interactions could be misconstrued as offensive, inappropriate, or even confrontational.
- Avoid being alone with a student of either sex, if possible. When JE teachers need to meet individually with a student ensure that it is in sight of other adults.
- If JE teachers need to provide first aid or personal care to a student (i.e., a young student or a student with a disability), they need to be accompanied or seen by another staff member or adult, whenever possible.
- Do not administer any medications, including over-the-counter medications.
- Avoid transporting students in your car. Personal phone calls between students and JE teachers are also inappropriate.
- Avoid visiting or meeting students outside the school environment or after school hours unless it is part of an approved school activity or excursion, and other faculty or staff are present.
- Never use corporal punishment. Do not strike, restrain, push, or physically discipline a student.
- Avoid making physical contact with students in a way that might make them uncomfortable. Hugging a student or touching a student's face or head as a greeting or gesture of encouragement or familiarity may be misinterpreted. A handshake or an encouraging pat on the back, arm, or shoulder is generally acceptable as a sign of approval or support from the teacher. Teachers always need to be sensitive to children's individual reactions to being touched.
- Discourage affectionate touching from students as well, while acknowledging their kind intentions.
- Do not friend students on Facebook or other sites. Do not email, telephone, or send phone messages to students for non-essential or personal purposes. Where any of these activities are essential, make sure that they occur with the knowledge and approval of the mentor teacher, principal, and the parents. Use official school email accounts or communication platforms and be professional in communication.
- Do not single out an individual student for preferential treatment, gifts, treats, etc.

Planning

Job-embedded teachers will be expected to understand the school's and district's established curriculum, along with school-wide, department, or grade-level academic policies or practices, JE teachers will be expected to follow (e.g., late work policies, communication of standards and expectations, length of literacy block, etc.). Mentors or other colleagues may have this information as well as routines around use of time, space, student behavioral expectations, etc. that they will share with the candidate to implement in their own classroom.

JE teachers should have opportunities to plan with a colleague or grade level team. The job-embedded teacher has the primary responsibility for teaching their students and should be fully prepared to teach each lesson. When JE teachers are being observed by university supervisors, they must use the ETSU lesson plan format.

Planning involves preparing all instructional materials, knowing how to use technology efficiently, and reserving space or other material resources necessary for the lesson(s). Job-embedded teachers should work with colleagues to find out what support materials or resources are available in departments/schools and how to access them (e.g., text sets, software available on classroom computers or school computer lab, supplementary curriculum materials, consumable lab materials, globes, microscopes, etc.). Job-embedded teachers should learn how to make copies, what policies are in place about number of copies made, and use of copy machines, etc.

Job-embedded teachers should learn as much as possible from colleagues and experienced teachers about their systems to design coherent, engaging lessons and units of study that are responsive to students' needs and district curriculum.

Assessment

Assessing the quality of student work is a crucial part of a teacher's role as a professional. Not only is it important to evaluate students' work accurately, but it is also vital to offer students feedback so they can improve their academic skills and performance.

Job-embedded teachers may want to discuss with colleagues or their university supervisor the types of assessments they use, other assessments which would be acceptable, and grading standards and procedures. JE teachers should be prepared to evaluate student progress and be responsible for assessing the lessons that are taught. JE teachers should use standards-based assessments in order to identify the desired results necessary for student success. JE teachers will more than likely assess their students on a district and/or state assessment they may want to communicate with their school-administrator on any required training and their role in preparing students for the assessments.

Classroom Management

Effective classroom management is a critical component to student learning. Classroom management is mostly about being organized and developing engaging activities. Job-embedded teachers should have a detailed plan of how students will express their learning and making this clear to students is key. In order to create an inclusive and productive classroom community, JE teachers should communicate to students that they know them as learners and they intend for all to be successful. Good management is active, and includes time management, lessons, and materials.

In addition to careful lesson planning, task analysis, and observation of colleagues with sound management skills, the following ideas may help JE teachers to avoid some management problems when student teaching:

- Become familiar with the district and/or school handbook including behavior policies.
- Understand that management and discipline within the classroom are part of the JE teacher's responsibility. Avoid passing behavior concerns off to others.
- Make few rules (3-5). The fewer the better. JE teachers should be certain they can enforce the ones that are established, and be equally certain the rules are permissible in the school. JE teachers should involve students in any "rulemaking" for the classrooms in aim to establish student responsibility for behavior in the class.
- Ensure the physical and emotional safety of all students within the classroom and school. One example of emotional safety is that students feel safe enough to take risks by asking or answering questions.
- Avoid threats.
- Be consistent. Show no favoritism to any student.
- JE teachers should make decisions after they have gathered all the facts. Don't jump to conclusions.
- JE teachers should have students address them by their surname (not first name, unless this is counter to the school's culture). This usually helps provide some "social distance;" it does not prevent students from feeling close to you.
- JE teachers should be in the classroom before class begins, stay until the end of the contract day, and never leave students unsupervised.
- JE teachers should be friendly and fair, but FIRM. JE teachers should use logical consequences and always follow through.
- JE teachers should use person first language that places the focus on the person, not the disability. (Ex. "an individual with epilepsy" is a person-focused phrase, while "an epileptic person" is disability-focused.)
- Begin class promptly. Routine matters should be handled as quickly and unobtrusively as possible. Maximizing time-on-task is a major characteristic of classes that have few management problems. Insist that students be in the class promptly when the period begins and be prepared to begin working.

- Praise in public. Reprimand in private.
- Make learning exciting and enjoyable. Make classes ones which students want to attend. This can do more for promoting positive behavior than imposing strict rules.
- Always be prepared with something extra. When lessons run short, have something prepared which will be interesting. This may be a reading, a set of pictures, an intellectual riddle, or an interesting podcast.
- Avoid over-reacting and stay in control. Try not to take student behavior personally.
- Help each student, each day, achieve some degree of success (both you and the students need this). It is all too easy for some students to experience nothing but failure in school.
- Listen to students!



CLEMMER COLLEGE *of*
EDUCATION *and*
HUMAN DEVELOPMENT

EAST TENNESSEE STATE UNIVERSITY

JOB-EMBEDDED CANDIDATE RESOURCES

Clemmer College of Education and Human Development Administrative Office Directory

Appendix A

Central Offices	Administration	Location	Contact Information
Office of the Dean	Dr. Janna Scarborough <i>Dean of Clemmer College of Education and Human Development</i>	319 Warf-Pickel Hall	423-439-7616
	Dr. Pamela Mims <i>Associate Dean for Research Grants</i>	323 Warf-Pickel Hall	423-439-7516
	Dr. Cynthia Chambers <i>Associate Dean of Educator Preparation</i>	323 Warf-Pickel Hall	423-439-7586
	Jessica Wang <i>Assistant Dean of Student Success and Access</i>	321 Warf-Pickel Hall	423-439-7514
	Margie Naylor <i>Assistant to the Dean</i>	319 Warf-Pickel Hall	423-439-7616
Student Advisement	Kimberly Ferrell <i>Executive Aide</i>	201 Warf Pickel Hall	423-439-7626
Office of Educator Preparation Alternativelicensure@etsu.edu	Laura Click <i>Director of Field Experiences and Residency</i>	314 Warf-Pickel Hall	423-439-4200
	Amanda Chandler <i>Educator Preparation Coordinatior</i>	305 Warf-Pickel Hall	423-439-4256
	Thomma Grindstaff <i>Certification Coordinator</i>	305 Warf-Pickel Hall	423-439-7562
Educational Technology Resources Center	Tami Baker <i>ETRC Coordinator</i>	209L Warf-Pickel Hall	423- 439-7128
	Nick Papworth <i>Technology Support Office Manager</i>		
Student Support Services	Chris Strode <i>Associate Director, Student Support Services</i>	318 D.P. Culp Center	423-439-6451
Office of Disability Services	Mary Little <i>Director and ADA/504 Coordinator</i>	390 D.P. Culp Center	423-439-8346
Office of the Registrar		101 Burgin Dossett	423-439-6744 registra@etsu.edu
Division of Student Life and Enrollment		302 Burgin Dossett Hall	423-439-4210 studentlife@etsu.edu
Information Technology Services Help Desk		1 st floor Sherrod Library	423-439-4648 itshelp@etsu.edu

Clemmer College of Education and Human Development Field Supervisors

Appendix C

Departments and Programs	Supervisor
Job-Embedded MAT students	Rebecca Champion Deidre Brown Lauren Summar Gale Collett Liv Detwiler Michelle Treece William 'Bud' Hazelwood Doris Willis Christian Zembower
Job-Embedded Educational Foundations & Special Education	Angela Livingston
Job-Embedded School Counselor	Christine Lewis
edTPA Coordinator	Angela Shelton

Background Check Package

Appendix D

All graduate students who participate in a clinical practice, including job-embedded positions, are required to complete a new background check package, which consists of fingerprinting and required documentation. This background check package will be housed in the Office of Educator Preparation and on file with Tennessee Bureau of Investigations. If the hiring district has completed a background check and is willing to provide the documentation to the Office of Educator Preparation, the background check for ETSU may be waived.

If completing a Background Check Package for ETSU the Job-embedded teacher will need to follow the steps below:

Step 1: Fingerprinting Directions:

1. Using your web browser, go to <https://tn.ibtfingerprint.com/workflow/28TY72> and click "Schedule a New Appointment."
2. Enter Service Code 28TY72 (if applicable). Click Continue with Child-Related Worker Volunteer (Private) service code.
3. Enter ORI number TNCC90028 and select go. Then click yes to confirm that East Tennessee State University is correct.
4. You will have to read an acknowledgment/ release form. Check I agree and select go.
5. Enter a zip code to determine the closest fingerprinting location.
6. Click on the word "Schedule" across from the location you want, under the day you wish to be fingerprinted. If you want a date further in the future, select the Next Week>> link to display more dates.
7. Once you select the location/date combination, select the time for your appointment and select go.
8. Complete the demographic information page. Required fields are indicated by a red asterisk (*). When complete, select "Submit" Information.
9. Confirm the information. Follow the on-screen directions to make any necessary changes. Once you see the data is correct, select "Go."
10. If you are required to pay for your own fingerprinting, then you will be presented with payment options. Complete your payment process and select "Go."
11. Print your confirmation page.
12. Bring approved identification documents with you to the appointment. These approved document options are identified on your confirmation page of your appointment.
13. Arrive at the facility at your appointed date and time.
14. The Enrollment Officer at the site will check your ID, verify your information, verify or collect payment, capture your fingerprints, and submit your data.

Background Check Package

Step 2: Background Check Package Documentation

After you completed fingerprinting fill out and submit the following 3 documents to the Office of Educator Preparation using the instructions below:

[VECHS Waiver Agreement and Statement Form](#) – Authorizes Clemmer College of Education and Human Development access to fingerprinting results from anyone requiring a background check through the college.

[Noncriminal Justice Applicant's Privacy Rights Form](#) – Prevents Clemmer College of Education and Human Development from releasing background check history and/or information to any outside agencies.

[ETSU Authorization for Background Check Entry Form](#) - Enforces background check guidelines from Tennessee Bureau of Investigation.

1). Print out and complete all three authorization forms linked above. **(Must have actual signature-no electronic signatures will be accepted.)**

2). Email the forms to the Office of Educator Preparation at: alternativelicensure@etsu.edu

Or place completed forms in a sealed envelope. Mail the sealed envelope to the following address:

East Tennessee State University
Clemmer College of Education and Human Development
Office of Educator Preparation
PO Box 70685
Johnson City, TN 37614

Or drop off in a sealed envelope to:

East Tennessee State University
Clemmer College of Education and Human Development
Warf-Pickel Hall, room 305

***Any student arrested AFTER submitting a background check package (fingerprinting and paperwork) must notify their School District and the Director of Field Experience and Residency within 5 days or prior to entering a school setting. Failure to do so could result in dismissal from the program.**

Professional Liability Insurance

Appendix E

Proof of Insurance

ETSU requires Job-embedded teachers to obtain Professional Liability Insurance before entering the school. Job-embedded Teachers should turn in Proof of liability insurance (evidence must include the effective and expiration dates) to the Office of Educator Preparation with their job-embedded application. Proof of insurance can be submitted electronically to the Office of Educator Preparation at alternativelicensure@etsu.edu or bring a printed copy to the office in Warf Pickel Hall, Room 305. Proof of insurance must be on file in this office before you will be recommended for licensure. Job-Embedded students must maintain liability insurance until they have completed their program.

There are several ways to procure professional liability insurance:

- I. STEA – <http://teateachers.org/student-tea-stea>. – You may obtain STEA/NEA student insurance online. Coverage is from September 1 to August 1, however, if this is your first time purchasing, membership begins from the date of purchase. Cost is approximately \$35.00. Purchasing STEA also provides you membership to NEA (National Education Association).
- II. Professional Educators of Tennessee – <http://www.proedtn.org/?Students>. Coverage begins immediately and lasts for 12 months; therefore, students need to purchase after May 31st so coverage will remain in effect the duration of the year. Cost is approximately \$25.00.
- III. Forrest T. Jones – <http://www.ftj.com/index.php> – To be eligible, you must be a member of a participating organization. Some examples are National Art Education Association (NAEA), National Association for Music Education (NafMe), and National Association for the Education of Young Children (NAEYC). A full list of participating organizations can be found on the website. Cost and coverage will vary by organization.
- IV. Rider on a homeowner’s insurance policy – Check with the company that provides your homeowner’s insurance to inquire about adding a Professional Liability Insurance rider. If you choose this option, verify that the coverage will be good for the entire clinical practice experience.

**If you have another insurance option available, please check with the Office of Educator Preparation to ensure that it meets the requirements.

Student Learning & Licensure (Watermark) Information

Appendix F

Access to the Student Learning & Licensure system will be provided to all job-embedded teachers. Job-embedded teachers will complete assessments and attach documents to the shared space for candidate, instructor, and supervisor.

Please use the following links to access Student Learning and Licensure by Watermark.

Student Login to SLL: <https://sll.watermarkinsights.com>

Reset Password: <https://support.watermarkinsights.com/hc/en-us/articles/4414783596443-How-do-I-reset-my-Student-Learning-Licensure-password->

Navigation in SLL: <https://support.watermarkinsights.com/hc/en-us/articles/4414759815579-Student-Navigation-Overview-Video>

Submitting an Activity (Assessment): <https://support.watermarkinsights.com/hc/en-us/articles/4414775179163-Submitting-an-Activity>

Entering Time Log Data: <https://support.watermarkinsights.com/hc/en-us/articles/4414775576475-Submitting-a-Time-Log-Entry>

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

- A. The professional educator demonstrates responsibility to oneself as an ethical professional by:*
1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
 2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
 3. Holding oneself responsible for ethical conduct;
 4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
 5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
 6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
 7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.
- B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*
1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
 2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
 3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
 4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
 5. Cooperating fully during ethics investigations and proceedings.
- C. The professional educator promotes and advances the profession within and beyond the school community by:*
1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
 2. Engaging in respectful discourse regarding issues that impact the profession;
 3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
 4. Actively participating in educational and professional organizations and associations; and
 5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

- A. *The professional educator demonstrates commitment to high standards of practice through:*
 - 1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
 - 2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
 - 3. Advocating for equitable educational opportunities for all students;
 - 4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
 - 5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
 - 6. Committing to ongoing professional learning.
- B. *The professional educator demonstrates responsible use of data, materials, research and assessment by:*
 - 1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
 - 2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 - 3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 - 4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 - 5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
 - 6. Using data, data sources, or findings accurately and reliably.
- C. *The professional educator acts in the best interest of all students by:*
 - 1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
 - 2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
 - 3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

- A. *The professional educator respects the rights and dignity of students by:*
 - 1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
 - 2. Interacting with students with transparency and in appropriate settings;
 - 3. Communicating with students in a clear, respectful, and culturally sensitive manner;
 - 4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
 - 5. Considering the implication of accepting gifts from or giving gifts to students;
 - 6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
 - 7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
 7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
 8. Working to ensure a workplace environment that is free from harassment.
- C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*
1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
 2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
 3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.
- D. *The professional educator promotes effective and appropriate relationships with employers by:*
1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
 2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
 3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
 4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.
- E. *The professional educator understands the problematic nature of multiple relationships by:*
- Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
 - Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
 - Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
 - Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

- A. *The professional educator uses technology in a responsible manner by:*
1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
 2. Staying abreast of current trends and uses of school technology;
 3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;

4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
 5. Understanding and abiding by the district's policy on the use of technology and communication;
 6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
 7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.
- B. The professional educator ensures students' safety and well-being when using technology by:*
1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
 2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
 3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.
- C. The professional educator maintains confidentiality in the use of technology by:*
1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
 2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
 3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.
- D. The professional educator promotes the appropriate use of technology in educational settings by:*
1. Advocating for equal access to technology for all students, especially those historically underserved;
 2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
 3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Model Code of Ethics for Educators (MCEE). National Association for State Directors of Teacher Education and Certification. (2018, August 8). Retrieved from https://www.nasdtdec.net/page/MCEE_Doc

ETSU Code of Professional and Ethical Behaviors

By becoming a member of the campus community, students agree to live by the standards of the honor code and thereby pledge the following:

"I pledge to act with honesty, integrity, and civility in all matters."

-Honor Code and Pledge

Mandatory Reporting

Appendix H

All members of the university community are responsible for compliance with Tennessee laws on mandatory reporting of child abuse and child sexual abuse. Go to the [Tennessee Department of Children's Services](http://www.tn.gov/youth/childsafety.htm) website to find out more information on how to identify and report child abuse and child sexual abuse. Please go to the following website to find detailed information from the Tennessee Department of Children's Services on how to identify and report child abuse and child sexual abuse: <http://www.tn.gov/youth/childsafety.htm>

Job-embedded candidates as employees of the school and district need ensure they are aware of the school and district reporting policies.

View full Mandatory Reporting protocol [here](#).

The following is a summary of key provisions of Tennessee law on mandatory reporting of child abuse and child sexual abuse.

Who Must Report

Tennessee law mandates reporting by **any person** who has knowledge of physical or mental harm to a child if: (1) the nature of the harm reasonably indicates it was caused by brutality, abuse, or neglect; or (2) on the basis of available information, the harm reasonably appears to have been caused by brutality, abuse, or neglect.

Tennessee law also mandates reporting by **any person** who knows or has reasonable cause to suspect that a child has been sexually abused, regardless of whether it appears the child has sustained an injury as a result of the abuse. The Tennessee mandatory reporting laws define a child as a person under 18 years of age.

How to Report

External Steps for Reporting

Call 911 if the situation is a life-threatening emergency. In other cases, a report of child abuse or child sexual abuse must be made immediately to one of the following four authorities:

- The Tennessee Department of Children's Services (reports can be made by calling the Central Intake Child Abuse Hotline at 1-877-237-0004);
- The sheriff of the county where the child resides;
- The chief law enforcement official of the city where the child resides; or
- A judge having juvenile jurisdiction over the child.

Please note that University police departments are not included in the list of authorities. Reporting to University police, a supervisor, or any other University official or employee does not satisfy and individual's duty to report child abuse or child sexual abuse to one of the authorities listed above.

Internal Steps for Informing

The following steps should be followed internally to keep all parties abreast of the reporting status:

- The university student should inform their immediate *University supervisor* or *department chair* of the intended report.
- The *university supervisor* or *department chair* should inform the Office of Educator Preparation of the intended report.
- The Office of Educator Preparation should inform the Associate Dean of Educator Preparation of the intended report.
- The Mandatory Reporting Team will determine next steps regarding any change in the student's placement given the context of the report.
- **Should the student need assistance in making the report, the student will work directly with the Mandatory Reporting Team.**



OFFICE OF EDUCATOR PREPARATION
P.O. Box 70685
Johnson City, TN 37614

Dear Parent/Guardian,

In addition to working as your child's teacher, I am also a graduate student at East Tennessee State University. Part of my graduate school requirements include applying what I am learning in a classroom setting. I am excited to have the opportunity to grow as a professional while providing the students I teach with a high-quality education.

During this semester, I will need opportunities to record lessons with students as part of the requirements of my program. These recordings will only be used to evaluate my teaching and will not be shared in any other capacity. While the video recording will involve both the teacher and various students, the primary focus is on teacher instruction, not on the students in the class.

In order to complete these assignments, I need your permission to video while your child is in the classroom. By signing below, you give your permission for these recordings.

Sincerely,

Teacher/ETSU Graduate Student

Student's Name

School

Parent Signature

Date



Estimados Padres/Tutores,

Además de ser el/la maestro(a) de su hijo(a), también soy estudiante de postgrado en East Tennessee State University. Aplicar en el salón de clase lo que aprendo durante mis estudios de postgrado es parte de los requisitos de mi programa. Me alegra poder tener la oportunidad de crecer como educador(a) profesional mientras facilito una educación de alta calidad a mis estudiantes.

Durante este semestre, tengo que grabar lecciones con los estudiantes como parte de los requisitos del programa de postgrado. Estas grabaciones se usarán exclusivamente para evaluar mis habilidades como maestro(a) y no se compartirán fuera de este salón de clase. Aunque la grabación involucrará tanto al maestro como a varios estudiantes, se centrará en la enseñanza y no en los estudiantes.

Para poder llevar a cabo estas grabaciones, le pido su permiso para grabar cuando esté presente su hijo(a) en el salón de clase. Al firmar abajo, usted da su consentimiento para que se hagan dichas grabaciones.

Atentamente,

Estudiante de pedagogía de ETSU

Nombre de estudiante (hijo/a)

Nombre de la escuela

Firma de los padres/tutores

Fecha



In order to support the professional growth of job-embedded teachers, opportunities for frequent and ongoing reflection and support between supervisors and job-embedded teachers is necessary and expected. Supervisors and job-embedded teachers should set aside a scheduled time to reflect on progress, strengths and areas of refinement to focus on. To show evidence of this responsive supervision and support this document is to be updated throughout the semester.

Responsive Supervision and Support			
Job-Embedded Teacher:		University Supervisor:	
Content Area and Grade:		Dates (record each date this goal is supported):	
Teacher Identified Strengths/Reinforcement :		Supervisor Clarification:	
Teacher Identified Needs/Refinement:			
Professional Growth Goal (measurable):			
TEAM Criteria Addressed by Goal:			
Research Based Strategy(s) for Improvement:			
Data to be Collected (they type of data and what it will measure):			
Plan (include how baseline data is collected, any pre- or post- conversations, observations, and next steps):			
End of Semester feedback:			

Job-Embedded Supervision & Support Schedule				
**Required initial visit for Job-Embedded Teacher, University Supervisor, and Administrator prior to first Check-In in September. **				
Month	Contact	Job-Embedded Teacher	University Supervisor	Administrator
Complete in August	Initial Meeting	<ol style="list-style-type: none"> 1) Meet with University Supervisor and Administrator to establish expectations, share contact information, and reflect on how the school year has started. 2) Complete the self-evaluation using the Educator Disposition Assessment (EDA) and upload to SLL. 	<ol style="list-style-type: none"> 1) Invite JE Teacher and Administrator to the meeting. 2) Facilitate Initial Meeting Job-Embedded Teacher and Administrator 	<ol style="list-style-type: none"> 1) Meet with the Job-Embedded Teacher and University Supervisor.
Complete in September	Responsive Supervision and Support	<ol style="list-style-type: none"> 1) With university supervisor reflect on EDA, how teaching is going and any feedback to determine an area in which you would like to refine or grow professionally. 	<ol style="list-style-type: none"> 1) With JE teacher establish a refinement/growth goal and begin the Responsive Support & Supervision document. 2) Provide any coaching or support as needed. 	<ol style="list-style-type: none"> 1) If applicable provide any concerns or feedback to university supervisor so they can support the job-embedded teacher.
Complete in October & Upload to SLL (Watermark)	Observation	<ol style="list-style-type: none"> 1) Submit ETSU lesson plan to university supervisor at least 2 days prior to observation. (attend pre-conference) 2) Attach lesson plan to SLL at least 2 days prior to observation. 3) Schedule observation or record lesson. 4) Teach lesson during visit or submit recording to university supervisor. 	<ol style="list-style-type: none"> 1) Complete the CAEP Lesson Plan Rubric in SLL. (Pre-conference) 2) Observe teaching of lesson and complete TEAM Rubric in SLL 3) Post Conference/ Provide coaching feedback to teacher on lesson plan and instruction using rubrics. 4) Check with Administrator about teacher performance 	<ol style="list-style-type: none"> 1) If applicable provide any concerns or feedback to university supervisor so they can support the job-embedded teacher.
Complete in November	Responsive Supervision and Support	<ol style="list-style-type: none"> 1) Implement strategies or complete next steps toward achievement of refinement/growth goal. 2) Participate in check-in with university supervisor to reflect on practice and refinement/growth goal and establish any next steps. 	<ol style="list-style-type: none"> 1) Check-in with the job-embedded teacher to reflect on their progress towards achievement of refinement/growth goal. 2) Provide support or coaching as needed to job-embedded teacher. 3) Complete the Educator Dispositions Assessment in SLL 	<ol style="list-style-type: none"> 1) If applicable provide any concerns or feedback to university supervisor so they can support the job-embedded teacher. May also provide feedback for the EDA to university supervisor.
Complete in December	Final Meeting	<ol style="list-style-type: none"> 1) Meet with university supervisor (and administrator) to reflect on practice and refinement/ growth goal. 2) Determine if goal was met or needs to continue. Receive feedback from university supervisor on EDA. 	<ol style="list-style-type: none"> 1) Schedule and facilitate meeting with job-embedded teacher (and administrator) review refinement/ growth goal. 2) Determine if goal was met or needs to continue. 3) Provide feedback on the EDA. 	<ol style="list-style-type: none"> 1) If able attend meeting with university supervisor and job-embedded teacher to review goal and provide any applicable feedback.

TEAM Educator Observation Form

Observer _____ Announced Unannounced

Teacher Observed _____ School Name _____

Observation Number _____ Date: ____/____/____ Time: _____

Designing and Planning Instruction	Observer Score	Self Score
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		
Learning Environment	Observer Score	Self Score
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Instruction	Observer Score	Self Score
Standards and Objectives ((SO)		
Motivating Students (MS)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing ((LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		

Reinforcement Objective:
Indicator: _____ **Notes:**

Refinement Objective:
Indicator: _____ **Notes:**

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Adapted from National Institute for Excellence in Teaching. Do not duplicate without permission.

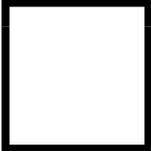
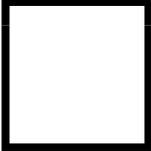
Observer Signature _____

Date _____

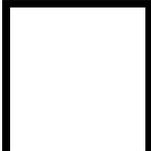
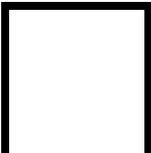
Teacher Signature _____

Date _____

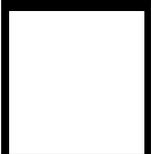
General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to state standards and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to state standards and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
Motivating Students 	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.

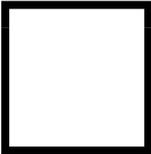
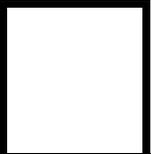
General Educator Rubric: Instruction

<p>Presenting Instructional Content</p> 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information.
<p>Lesson Structure and Pacing</p>	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. 	<ul style="list-style-type: none"> • The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements.
	<ul style="list-style-type: none"> • The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions. 	<ul style="list-style-type: none"> • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

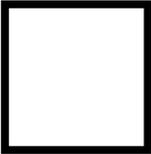
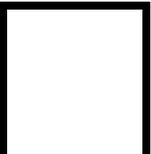
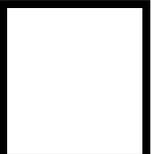
General Educator Rubric: Instruction

<p>Activities and Materials</p> 	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; <ul style="list-style-type: none"> ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <ul style="list-style-type: none"> • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. • The preponderance of activities demand complex thinking and analysis. • Texts and tasks are appropriately complex. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; <ul style="list-style-type: none"> ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <p>□ Texts and tasks are appropriately complex.</p>	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student to student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).
<p>Questioning</p>	<p>Teacher questions are varied and high-quality, providing a balanced mix of question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation.</p> <ul style="list-style-type: none"> • Questions require students to regularly cite evidence throughout lesson. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., 	<p>Teacher questions are varied and high-quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions usually require students to cite evidence • Questions are usually purposeful and coherent. □ A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided.

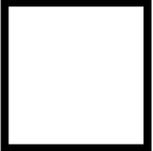
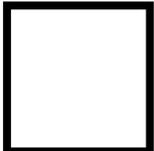
General Educator Rubric: Instruction

	<p>whole class signaling, choral responses, written and shared responses, or group and individual answers).</p> <p>Wait time (3-5 seconds) is consistently provided.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. <input type="checkbox"/> Students generate questions that lead to further inquiry and self-directed learning. <input type="checkbox"/> Questions regularly assess and advance student understanding <input type="checkbox"/> When text is involved, majority of questions are text based 	<ul style="list-style-type: none"> <input type="checkbox"/> group and individual answers). <input type="checkbox"/> Wait time is sometimes provided. The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. <input type="checkbox"/> When text is involved, majority of questions are text based 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher mostly calls on volunteers and highability students.
<p>Academic Feedback</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations <input type="checkbox"/> Feedback is frequently given during guided practice and homework review. <input type="checkbox"/> The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. <input type="checkbox"/> Feedback from students is regularly used to monitor and adjust instruction. <input type="checkbox"/> Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral and written feedback is mostly academically focused, frequent, and mostly high-quality. <input type="checkbox"/> Feedback is sometimes given during guided practice and homework review. <input type="checkbox"/> The teacher circulates during instructional activities to support engagement, and monitor student work. <input type="checkbox"/> Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> The quality and timeliness of feedback is inconsistent. <input type="checkbox"/> Feedback is rarely given during guided practice and homework review. <input type="checkbox"/> The teacher circulates during instructional activities, but monitors mostly behavior. <input type="checkbox"/> Feedback from students is rarely used to monitor or adjust instruction.

General Educator Rubric: Instruction

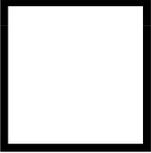
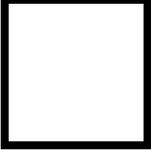
<p>Grouping Students</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. <input type="checkbox"/> All students in groups know their roles, responsibilities, and group work expectations. <input type="checkbox"/> All students participating in groups are held accountable for group work and individual work. <input type="checkbox"/> Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. <input type="checkbox"/> Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. <input type="checkbox"/> Most students in groups know their roles, responsibilities, and group work expectations. <input type="checkbox"/> Most students participating in groups are held accountable for group work and individual work. <input type="checkbox"/> Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. <input type="checkbox"/> Few students in groups know their roles, responsibilities, and group work expectations. <input type="checkbox"/> Few students participating in groups are held accountable for group work and individual work. <input type="checkbox"/> Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
<p>Teacher Content Knowledge</p> 	<ul style="list-style-type: none"> • Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subjectspecific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> • Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> • Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
<p>Teacher Knowledge of Students</p> 	<ul style="list-style-type: none"> • Teacher practices display understanding of each student’s anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

General Educator Rubric: Instruction

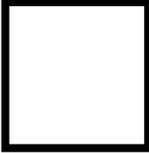
<p>Thinking</p> 	<p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; <u>and</u> ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.
<p>Problem-Solving</p> 	<p>The teacher implements activities that teach and reinforce three or more of the following problemsolving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

General Educator Rubric: Instruction

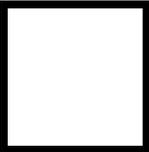
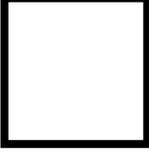
General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. <ul style="list-style-type: none"> build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> goals aligned to state content standards; □ activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. <ul style="list-style-type: none"> provide appropriate time for student work, and lesson and unit closure; □ evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> few goals aligned to state content standards; □ activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. <ul style="list-style-type: none"> rarely build on prior student knowledge. inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work 	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing; and connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing; and rarely connect what they are learning to prior learning or life experiences.

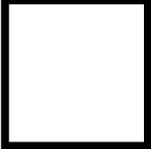
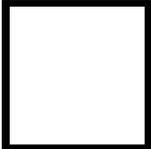
General Educator Rubric: Instruction

Assessment 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.
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General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes an failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.

General Educator Rubric: Instruction

		<ul style="list-style-type: none"> The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	
Environment 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students. supplies, equipment, and resources are all easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher, and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

General Educator Rubric: Instruction

Category	Below Expectation (1.000pt)	Meets Expectation (2.000 pts)	Exemplary (3.000 pts)	Feedback to Candidate
<p>CURRICULUM STANDARD(S) - Candidate identifies one or more state curriculum standard(s).</p> <p>CAEP 1.4 INTASC 7</p>	<p>No state standard(s) is/are identified.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>One or more state standard(s) are identified, but one or more parts is missing (i.e., subject, number, wording, underlined language/vocabulary words)</p>	<p>One or more state standard(s) are identified; standard(s) is/are fully presented (i.e., subject, number, and wording) with the language/vocabulary words underlined.</p>	
<p>ESSENTIAL QUESTION(S) (or I CAN STATEMENTS) - Candidate constructs an essential question(s) (OR I can statements) that is/are in student friendly terms, aligned to the objective(s) of the lesson and identified curriculum standard, written as a question or big idea to drive the instruction.</p> <p>CAEP 1.4 INTASC 7</p>	<p>Inaccurate statement of the essential question(s), I-can statement, or big idea, not aligned to objective(s)/standard(s), and not written in student friendly terms.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard.</p>	<p>Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard AND written in student friendly terms.</p>	
<p>LESSON OBJECTIVE(S)/STUDENT LEARNING OUTCOME(S) - Candidate writes objective(s) to show what students will do using active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge (DOK), state measurable criteria (if applicable), link to standard(s), and incorporate multiple domains of learning.</p> <p>CAEP 1.4 INTASC 7</p>	<p>Objective(s) are not written for what students will learn or be able to do and/or do not use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, do not state measurable criteria (if applicable), and do not link to standard(s).</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Objective(s) are written to show what students will learn or be able to do. Uses active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), and link to standard(s).</p>	<p>Objective(s) are written to show what students will learn and be able to do Use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), link to standard(s), AND incorporates multiple domains of learning.</p>	

General Educator Rubric: Instruction

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
<p>KNOWING YOUR LEARNERS - Candidate analyzes students' pre-requisite skills (i.e. pre-assessment data; student personal, cultural or community assets; etc.) used to design learning tasks to meet lesson objective(s) grounded in evidence.</p> <p>CAEP 1.1 INTASC 2, 9 TETC 5</p>	<p>Candidate discusses students' pre-requisite skills (including pre-assessment data, student personal, cultural or community assets) to design learning tasks to meet lesson objectives is missing OR represents a deficit view of students and their backgrounds.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Candidate discusses students' pre-requisite skills including pre-assessment data OR student personal, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences.</p>	<p>Candidate discusses students' pre-requisite skills including pre-assessment data AND student personal, cultural, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences, Is supported by multiple pieces of evidence AND with connections to research/theory.</p>	

<p>ASSESSMENTS/EVALUATION Candidate creates and plans for a variety of appropriate assessments (e.g., formative, summative, formal, and/or informal) and provides evidence of how that will be used to monitor all student progress to meet lesson objectives and aligns with state standards.</p> <p>CAEP 1.1 INTASC 6 TETC 6</p>	<p>The assessment(s) is/are missing OR does not align with the lesson objectives/state standards OR is not appropriate for the student age/grade level.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>The assessments are appropriate and provide evidence of monitoring whole class learning during the learning experience AND aligns with lesson objectives and state standards.</p>	<p>The assessments appropriate and provide evidence of monitoring learning AND are strategically designed for addressing individuals or small groups of students with specific needs considered during the learning experience AND aligns with lesson objective(s) and state standards.</p>	
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General Educator Rubric: Instruction

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
<p>ASSESSMENTS – ACADEMIC FEEDBACK Candidate selects points within the lesson to provide academic feedback that promotes student understanding of learning objectives.</p> <p>CAEP 1.1 INTASC 6</p>	<p>The plan for academic feedback does not describe teacher actions and/or unrelated to learning objectives OR is developmentally inappropriate.</p> <p>OR</p> <p>The plan for academic feedback contains inaccuracies.</p> <p>OR</p> <p>The plan for academic feedback is not provided.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by:</p> <p>Providing a strategy to address individual learning need(s) OR making connections to prior learning or experiences to improve learning.</p>	<p>The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by:</p> <p>Providing a strategy to address individual learning need(s) AND making connections to prior learning or experiences to improve learning AND plans for student-to-student feedback (when appropriate).</p>	
<p>ASSESSMENT/ – MODIFICATIONS Candidate makes modifications to assessments that align with the instructional needs of identified students.</p> <p>CAEP 1.1 INTASC 1 TETC 5 TETC 6</p>	<p>Modifications to assessments are missing or do not align with the instructional needs of identified students (i.e. IEP or 504 plan); modified assessment(s) is/are not included with plan.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Modifications to assessments are planned AND align with the instructional needs of individual students (i.e., ELLs, struggling learners, IEP or 504 plan, Advanced Students, etc.); AND modified assessment tool(s) is/are included with plan.</p>	<p>Modifications to assessments are planned AND align with the instructional needs of individual students (i.e., ELLs, Struggling learners, IEP or 504 plan, Advanced Students, etc.); AND modified assessment tool(s) is/are included with plan AND a justification for the design is based on observations of previous learning and/or assessment data.</p>	

General Educator Rubric: Instruction

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
<p>ACADEMIC LANGUAGE-IDENTIFYING AND SUPPORTING LANGUAGE DEMANDS- Candidate identifies vocabulary and language demands and designs methods to support general, targeted, and individuals to help students learn the academic/content vocabulary and language demands</p> <p>CAEP 1.1 INTASC 4</p>	<p>Language demands by the candidate are not consistent with the selected language function OR learning task</p> <p>OR</p> <p>Language supports are missing or not aligned with the language demands for the learning task</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand.</p> <p>AND</p> <p>Language supports are planned and described and directly support learners understanding and use of language demands</p>	<p>Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand.</p> <p>AND</p> <p>Language supports are planned and described and directly support learners understanding and use of language demands, with an explanation about how one or more of the language supports are designed or differentiated to meet the needs of students with differing language needs.</p>	
<p>INSTRUCTION – SET/MOTIVATOR Candidate creates a set/motivator that restates and addresses the essential question and engages student interest in the content of the lesson, relates to previous learning, and uses knowledge of students' academic, social, and cultural characteristics. It includes what the teacher will do and what students are expected to do.</p> <p>CAEP 1.1 INTASC 7 TETC 1 TETC 2 TETC 3</p>	<p>Set/Motivator is missing or does not raise interest toward essential question, I can statement, objective(s), unclear what teacher and/or students will do.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Set/Motivator engages student interest and connects with the essential question (I can statement), or objective(s), explaining what teachers will do and what students are expected to do.</p>	<p>Set/Motivator engages student interest and connects with the essential question, I can statement, objective(s), explaining what teachers will do and what students are expected to do, AND plans for prompting links to previous learning and uses that knowledge of students' academic, social, and cultural characteristics.</p>	

General Educator Rubric: Instruction

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
<p>INSTRUCTION – INSTRUCTIONAL PROCEDURES/LEARNING TASKS Candidate designs instructional procedures/learning tasks that illustrate step-by-step details of lesson content aligned with objectives and utilizing a variety of teaching strategies (e.g. guided practice, independent practice, think-pair-share, think aloud, QAR, etc.). It includes what the teacher will do and what students are expected to do.</p> <p>CAEP 1.1 INTASC 8 TETC 1 TETC 2 TETC 3</p>	<p>Does not align with the objective(s) or addresses <u>only part</u> of objective(s) listed; step-by-step sequencing of lesson is undefined; unclear what teacher and/or students will do; inappropriate teaching strategies used; inaccurate content.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step-by-step instructions for what the teacher will do and what students are expected to do.</p>	<p>Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step-by-step instructions for what the teacher will do and what students are expected to do; utilizing a variety of teaching strategies beyond guided practice & independent practice (e.g., think-pair-share, think aloud, QAR, etc.).</p>	
<p>INSTRUCTION – QUESTIONS AND/OR ACTIVITIES FOR HIGHER ORDER THINKING – Candidate plans opportunities for questions that are open ended and cannot be answered by yes/no and are asked at throughout the lesson and guide, rather than direct student thinking.</p> <p>CAEP 1.1 INTASC 5</p>	<p>No open ended questions are included in lesson plan, or questions direct student thinking.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Questions are open ended, planned throughout the lesson.</p>	<p>Questions are open ended, planned throughout the lesson, and guide, rather than direct student thinking.</p>	
<p>INSTRUCTION – CLOSURE – Candidate proposes closure activities/activity that makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression. It includes what the teacher will do and what students are expected to do.</p> <p>CAEP 1.1 INTASC 5</p>	<p>No plans for closure; unclear what teacher and/or students will do during closure. OR</p> <p>Plans do not include opportunities for students to connect to real-world situations and/or reflect and apply their learning through verbal or written expression.</p> <p>OR</p> <p>Fails to meet the level of 'Meets Expectation'</p>	<p>Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own knowledge to the content.</p>	<p>Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own abilities to apply their knowledge to the content AND discusses how today's learning supports/ relates to tomorrow's learning.</p>	

General Educator Rubric: Instruction

Category	Below Expectation	Meets Expectation	Exemplary	Feedback to Candidate
<p>INSTRUCTION – MEETING INDIVIDUAL NEEDS & GROUP NEEDS– Candidate makes adaptations tied to the learning objective(s) that support specific individual or group learning, including requirements in IEP and 504 plan(s).</p> <p>CAEP 1.1 INTASC 1 TETC 5</p>	<p>No evidence of planned supports. OR No plans for any instructional requirements stated in IEPs and/or 504 plan(s). OR Fails to meet the level of ‘Meets Expectation’</p>	<p>Adaptations are planned that tie to the learning objectives AND support specific individuals, specific groups, and/or whole group learning.</p>	<p>Adaptations are planned that tie to the learning objectives AND support individuals or specific groups, and/or whole group learning, AND the supports are justified based on observations of previous learning and/or assessment data.</p>	
<p>MATERIALS/RESOURCES– Candidate develops plans that incorporate specific and appropriate materials and resources including how these will be used and modeled to engage students and add value to and improve students’ learning.</p> <p>CAEP 1.5 INTASC 4</p>	<p>Materials/ Resources not included in lesson plan; OR Not appropriate for content or level of students; OR is not modeled for student use, rather is teacher centered. OR Fails to meet the level of ‘Meets Expectation’</p>	<p>Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use.</p>	<p>Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use AND describes how materials/resources add value, depth, and extend students’ learning.</p>	
<p>TECHNOLOGY Candidates identify technology within the learning task to improve student learning and their own professional growth as teachers. Candidates provide an explanation as to how the technology will improve: (a) student learning environment, (b) support a variety of learning needs, and (c) enhance the design and implementation of formative and summative assessments to inform instruction.</p> <p>ISTE Standards 1, 5, & 6 INTASC 9 TETC 1, 2, 3, 5, 6, & 10</p>	<p>Technology is not identified and explained in the lesson plan; OR Not appropriate for content or level of students with diverse learning needs and the student learning environment OR Does not include a description of how technology is used to support formative and/or summative assessment to inform instruction OR Fails to meet the level of ‘Meets Expectation’</p>	<p>Technology is adequately identified and explains how the technology will improve student learning. AND is appropriate for content or level of students with diverse learning needs and the student learning environment.</p>	<p>Technology is adequately identified and explains how the technology will improve student learning. AND is appropriate for content or level of students with diverse learning needs and the student learning environment. AND Includes a description of how technology is used to support formative and/or summative assessment to inform instruction</p>	

