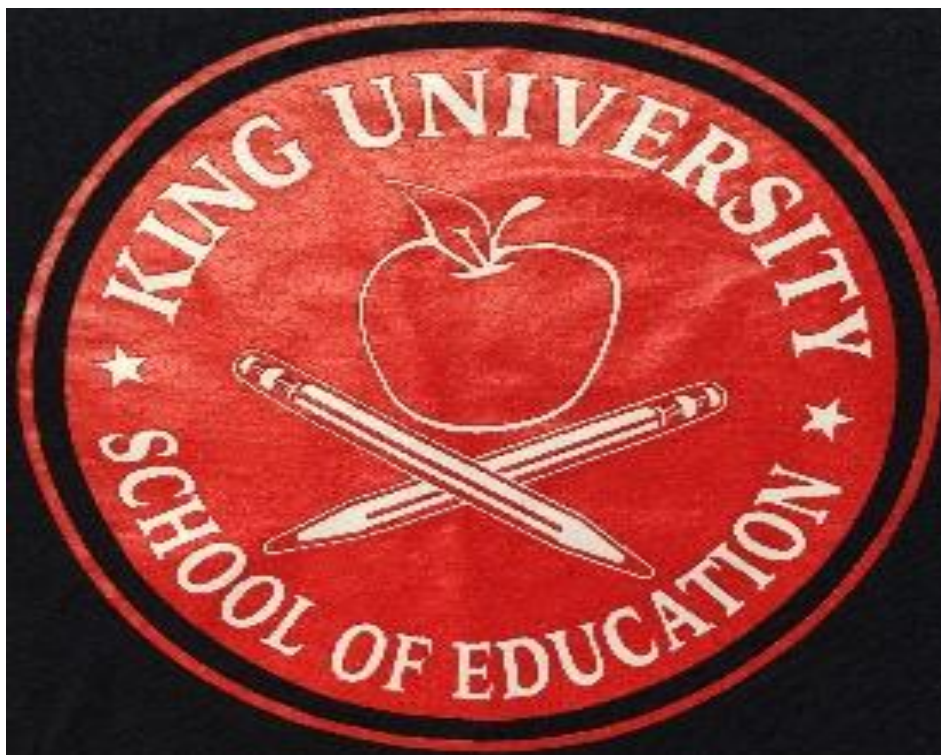# SCHOOL OF EDUCATION
Department of Teacher Education

Handbook 2019-2020

SCHOOL OF EDUCATION
Department of Teacher Education
Faculty and Staff

Donna H. Watson, Ph. D.
Professor of Education
Dean, School of Education
(423) 652-4843
dhwatson@king.edu

Sandra L. Sanders, Ed. D.
Associate Dean
Coordinator, M. Ed. Program
(423) 652-6355
ssanders@king.edu

Randall Gilmore, Ed. S.
Assistant Professor of Education
Director of Teacher Education
(423) 652-4731
ragilmore@king.edu

Tammy R.H. Harosky, Ed. D.
Assistant Professor of Education
ESL Program Coordinator
(423) 652-4845
trharosky@king.edu

Jennifer N. O'Neil, MSS
Assistant Professor of Physical Education
Program Coordinator of Physical Education
(423) 652-6375
jnoneil@king.edu

Wendy M. Gauthier, M. Ed.
Compliance Officer, School of Education
(423) 652-4821
wgauthier@king.edu

Table of Contents

Section 1

King University Mission Statement

School of Education Mission Statement

Conceptual Framework

Professional Dispositions

THE MISSION OF KING UNIVERSITY

We prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

THE MISSION OF THE DEPARTMENT OF TEACHER EDUCATION

To prepare highly qualified entry-level educators who model Christian faith and service, academic and technical competence, and appreciation for diverse abilities and cultures in school, community, and other professional settings.

CONCEPTUAL FRAMEWORK

Faculty members in the School of Education find that constructivism, reflective practice, and critical perspective merge to inform this department's conceptual framework. We find value in constructivism because we believe that students should and do create their own knowledge by connecting new information with prior knowledge. Such knowledge is created through active inquiry, discussion, and collaboration with others. In this setting, the teacher is a facilitator, not the dispenser of knowledge.

We find value in the reflective teaching model because we believe that the practice of teaching can and should be informed by reflection on practice. In this setting, the teacher becomes a life-long learner, one who is continuously analyzing reasons for success and disappointments, so that future practice can be improved.

We find value in employing a critical perspective. We believe that teachers can only serve as advocates for students if they have been exposed to the social and political facts of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students. We believe that the framework for best professional practice incorporates elements of each. With the constructivism, we emphasize active inquiry as essential to the learning process. With reflective practice, we emphasize reflective inquiry as essential to the teaching process. With critical perspective, we emphasize ideological inquiry as essential to advocate process.

PROFESSIONAL DISPOSITIONS

The National Council for Accreditation of Teacher Education (NCATE, 2008) defines professional dispositions as the "*professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.*"

The following nine values and commitments are embodied in our program. They summarize the professional dispositions we expect our teacher candidates to demonstrate:

I. Integrity
II. Responsibility
III. Self-Efficacy
IV. Open-Mindedness
V. Reflexivity
VI. Collaboration
VII. Flexibility
VIII. Caring
IX. Social Justice

I. Integrity. We envision teaching as a profession where practitioners demonstrate integrity. We define integrity as the adherence to a moral code that includes a positive attitude, dependability, honesty, and respect for others. Faculty in the unit value integrity because they understand that practitioners do not merely dispense knowledge, but serve as trustees of children's lives. Moreover, faculty value integrity because, as Trusty and Brown (2005) remind us, "ethical principles and laws" are necessary for effective problem solving.

II. Responsibility. We envision teaching as a profession where practitioners demonstrate responsibility. We define the responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability. We value responsibility because it serves to acknowledge the impact teachers have on their students and in their community. We value responsibility because it points to the importance of understanding the professional scope of one's practice, the policies and procedures of the local school system, and the legal rights of individuals and families.
We also value responsibility because when practitioners model responsibility, students are encouraged to model responsibility and apply responsibility to problem solving.

III. Self-Efficacy. We envision teaching as a profession where practitioners exhibit the quality of self-efficacy. We define self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development. We value self-efficacy because, as Caprara and Scabini (2009) remind us, self-efficacy promotes the belief that the practitioner has the capacity to benefit others through prosocial behaviors (e.g. sharing, donating, caring, comforting, and helping). Self-Efficacy serves as a proactive response to the needs of all learners, diverse as they may be. We believe that the practitioner who possesses the disposition of self-efficacy believes that he/she is capable through his/her own initiative of "conferring unity, continuity, and directness to the actions of individuals" (Caprara and Scabini, 2009).

IV. Open-mindedness. We envision teaching as a profession where practitioners demonstrate open-mindedness. We define open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others. We value open-mindedness because we are aware that belief systems may differ from individual to individual. We value open-mindedness because it emphasizes the importance of being open and sensitive to ideas and perspectives of others to promote positive relationships (Trusty and Brown, 2005). The open-minded practitioner listens thoughtfully and responsively, increasing the capacity to understand the points of view and feelings of others. We also believe that open-mindedness offers the practitioner the opportunity to learn from multiple perspectives. It also points to one's capacity for acknowledging and valuing human diversity.

V. Reflexivity. We envision teaching as a profession where practitioners employ reflexivity. We define reflexivity as the willingness and capacity to reflect on one's practice for the purpose of improvement. We value reflexivity because it properly emphasizes active inquiry and self-instruction. We value reflexivity because it offers new perspectives and opportunities for revision when efforts are not initially successful. We value reflexivity because it improves instructional practice. We value reflexivity because it develops students' skills as problem solvers as they progress toward becoming independent, self-directed learners. We value reflexivity because it promotes life-lone learning, as well as the opportunity for growth through personal reflection. We value reflexivity because it promotes a positive response to professional feedback from supervisors and others.

VI. Collaboration. We envision teaching as a profession where the practitioners value collaboration. We define collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies, and others to accomplish common goals. We value collaboration because it promotes the importance of making decisions using a variety of resources. We value collaboration because it acknowledges that resources can exist in various forms (e.g. people, programs, institutions, agencies, and community groups) (Trusty and Brown, 2005) and that others may offer stronger solutions from time to time. We value collaboration because it promotes the building of positive relationships with students, colleagues, and parents. We value collaboration because it acknowledges the role of advocate that parents and guardians play (Trusty and Brown, 2005). We also value collaboration because it assists the practitioner in the development of listening skills and empathy skills, as well as the constructive expression of positive emotions, opinions and view – all signs of friendliness and sociability. It also promotes the importance of accepting constructive criticism and the need, at times, to modify one's own behavior because of the input of others.

VII. Flexibility. We envision teaching as a profession where practitioners demonstrate flexibility. We define flexibility as adaptability. We value flexibility because it acknowledges that agreeableness and empathy are far more constructive traits than hostility and neuroticism (Trusty and Brown, 2005). We value flexibility because it acknowledges that teaching is not an isolated event, but takes place in a community where others have important roles. We value flexibility because it places proper emphasis on the importance on the patient, adaptive personality. The following examples demonstrate these kinds of traits.

VIII. Caring. We envision teaching as a profession where practitioners demonstrate caring. We define caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them. We value caring because it promotes the positive and stable growth and well-being of students in the practitioner's care. It also properly acknowledges that the welfare of others may take precedence over personal preferences.

IX. Social Justice. We envision teaching as a profession where practitioners engage in efforts that promote social justice. Social justice is defines as the recognition of "inequalities and barriers" (Trusty and Brown, 2005) that affect all people and the desire to lessen the effects, so as to provide equitable opportunities for all students to learn and develop. We value social justice because it emphasizes the importance of community responsibility and promotes the role of practitioner as professional advocate. We value social justice because it promotes an awareness of class differences among students and parents, but properly emphasizes the moral obligation to provide equitable learning opportunities for all students. Awareness of social justice issues fosters an appreciation for diversity, as well as sensitivity to the legitimate needs and concerns for others. Those practitioners who have developed a strong sense of social justice understand that negative stereotypes must be addressed and bigotry is not tolerated.

References

Caprara, G., & Scabini, E. (2009). Exploring the interface between personality
        Psychology and economics. *Rivista Internatzionale Di Scienze Sociali, 117 (3/4),*
        419-443. Retrieved from https://www/jstor.org/stable/41625237

Trusty, Jerry; Brown, Duane (2005). Advocacy competencies for professional school
        counselors. *Professional School Counseling, 8 (3),* 259-266.

Section 2

Teacher Education, Undergraduate Program

Course Requirements for the minor

Admission Requirements

Observation/Field Experience Requirements

Endorsement Areas and Licensure

Elementary Education K-5
Interdisciplinary Studies

Secondary Education, Licensure 6-12

Biology	History-Government
Chemistry	Mathematics
English	Physics
History	Spanish

Elementary & Secondary K-12

Exercise Science/Physical Education
Music-Vocal
Music-Instrumental

Add-on Endorsements
English as a Second Language (ESL)

Elementary Education and Secondary Education Courses to Fulfill the Minor

Elementary Education Minor	Secondary Education Minor
EDUC: 2100 Survey of Exceptional Children	EDUC: 2100 Survey of Exceptional Children
EDUC: 2800 Fundamentals of Pedagogy & EDUC: 1500 Foundations of Lesson Planning OR EDUC: 2030 Introduction to Teaching & EDUC: 2031 Field Experience & EDUC: 2370 Reflective Teaching	EDUC: 2800 Fundamentals of Pedagogy & EDUC: 1500 Foundations of Lesson Planning OR EDUC: 2030 Introduction to Teaching EDUC: 2031 Field Experience & EDUC: 2370 Reflective Teaching
EDUC: 2900 Foundations of Education	EDUC: 2900 Foundations of Education
EDUC: 2950 Technology for Teachers	EDUC: 2950 Technology for Teachers
EDUC: 3170* Literacy Development and Reading Instruction in Elementary & Middle Grades	EDUC: 3390* Secondary Curriculum and Methods **OR** EDUC: 4390* Secondary Methods for English Teachers
EDUC: 3180* Adaptive Process in Reading Instruction	EDUC: 3590* Content Area Reading
EDUC: 3360* Introduction to Linguistics	EDUC: 3600* Assessment & Evaluation
EDUC: 3530* Language Art & Social Studies Methods	**Secondary Education Licensure**
EDUC: 3540* Math & Science Methods	EDUC: 4490 Student Teaching Grades 6-12
EDUC: 3550 Related Arts Curriculum	EDUC: 4950 Capstone Seminar Grades K-12
EDUC: 3600* Assessment & Evaluation	**Other Required Courses**
EDUC: 4360* ESL Methods and Materials	ICST: 2120 Cultural Diversity in America
Elementary Education Licensure	PSYC: 3320 Adolescent Development
EDUC: 4470* Student Teaching: Grades K-5	
EDUC: 4910* Capstone Seminar: Grades K-5	
Other Required Courses	
ENGL: 3140 Children's Literature	
ICST: 2120 Cultural Diversity in America	
PSYC: 3310 Child Development	

Undergraduate Teacher Education Program

Students with an Elementary Education Minor will complete a Bachelor of Arts in Interdisciplinary Studies.

Students with a Secondary Education Minor will complete a Bachelor of Arts or Bachelor of Science in the content major of their teaching endorsement.

Admission to the Teacher Education Program, Undergraduates

Students seeking admission to the Teacher Education Program must submit the following:

➢ Complete Application
➢ Background Check
➢ Writing Sample - must have a passing score of 20/32
➢ Resume
➢ Three Recommendations – (Student Academic Advisor, Education Faculty Member, and a full-time faculty member of King University (Non-King faculty and staff may be approved by the Dean, Teacher Education Program Coordinator, or the Compliance Officer)
➢ ACT – Score of 22 or higher
   OR
➢ SAT – Score of 1080 or higher (Math & Reading)
   OR
➢ Praxis I Core Academic Skills Assessments
   o 5712 – Reading
   o 5722 – Writing
   o 5732 - Math

Students seeking admission to the Teacher Education Program must receive a passing score of at least a 20/32 on the writing sample. The Teacher Education Candidate must submit three recommendations from the following: Student Academic Advisor, Education Faculty Member, a full-time faculty member of King University, work study supervisor, and/or King University coach. In the event the student transferred from another institution, they may request permission to obtain a recommendation from a faculty member of that institution. The request must be approved by the School of Education Dean, Teacher Education Program Coordinator, or the Compliance Officer for the School of Education.

Candidates must maintain a minimum GPA of 3.00 throughout the Teacher Education Program. Teacher Education candidates must also pass an interview conducted by the Teacher Education Committee and a background check.

In addition, students seeking admission must take the following courses and pass with a **C** or higher:

EDUC 2030: Introduction to Teaching
EDUC 2031: Field Experience
EDUC 2370: Reflective Teaching
OR
EDUC 2800: Fundamentals of Pedagogy &
EDUC 1500: Foundations of Lesson Planning

All field experience/observation hours required by the above courses must be completed and an evaluation from the mentor teacher(s) must be on file. Evaluations received that reflect negatively on the Teacher Education candidate will be reviewed by the Dean and the Teacher Education Program Coordinator and may result in consultation with the candidate as to a proper response.

Back Ground Check

Student's entering King University, Department of Teacher Education Program are required by state law to be fingerprinted and have a criminal history background check.

TENNESSEE CODE ANNOTATED 49-5-5610 REQUIREMENTS FOR ENTERING TEACHER TRAINING PROGRAMS:

All students wishing to enter approved teacher training programs shall be required to:

Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI) and the Federal Bureau of Investigation (FBI): and

Agree that the TBI may send information indicating the results of the criminal history records check to King University Security Office. The results will indicate whether the applicant has a criminal conviction that would result in automatic revocation of a teacher's license pursuant to this chapter and under Tennessee Rules of State Board of Education.

To request fingerprinting and criminal background check contact the security office.

Observation/Field Experience Hours

Courses throughout the Teacher Education Program require candidates to complete observation/field experience hours. Observation/field experience hours allow the teacher education candidate to attain firsthand knowledge of everyday classroom needs. Observation/field experience hours are crucial to the candidate's growth.

Candidates must record their observation/field experience hours on the Field Experience Time Sheet. The mentor teacher must initial each day and sign at the end of each week. Time sheets are to be turned into the professor and forwarded to the Compliance Officer.

Students must complete half of their observation/field experience hours by midterm. In the event the student cannot meet this requirement, arrangements must be made with the professor and approved by the Dean prior to midterm.

Teacher candidates participating in observation/field experience are a reflection of King University and are required to demonstrate professional dispositions as outlined by King University, School of Education. Students must adhere to the following:

- ➢ Promptly contact the mentor teacher and develop a schedule
- ➢ Arrive promptly, ready to assist
- ➢ Willingly accept responsibilities
- ➢ Demonstrate a professional and respectful attitude towards mentor teacher, staff, and students at all times
- ➢ Dress professionally

Expectations and Guidelines

Candidates are guests in the classroom. They must be respectful and professional at all times. The candidate is responsible for communicating and developing a schedule with the mentor teacher.

Teacher candidates should avoid absences except in extreme situations. In the event of an absence, the candidate must notify both the mentor teacher and the professor. Notification to the teacher mentor and professor should be communicated in a timely manner.

The mentor teacher has legal responsibility for students. Therefore, teacher candidates may assume only the authority delegated to them by the mentor teacher. Any information obtained during observations is confidential and may not to be disclosed.

Teacher candidates are expected to dress professionally and be well groomed at all times. Please follow these guidelines:

Gentlemen: Dress pants or nice khakis
        Polo   **or**
        Dress shirt with or without a tie

Ladies: Dress, skirt (appropriate length)
        Dress pants
        Dress shirt or blouse

The following is **NOT** to be worn:
Jeans
Low cut blouses/shirts
Leggings
Flip Flops

If you have visible tattoos, they are to be covered
If you have multiple piercings, make sure they are not distracting

In addition to these guidelines, candidates must follow the dress code of the cooperating school system.

REMEMBER: When you are completing observation/field experience hours, you are representing King University, School of Education and yourself. Your mentor teacher is a great ASSET! Think about your future as a teacher. Dress to impress, go in with a good, positive attitude, and always be willing to go above and beyond. People are **ALWAYS** watching. Your actions could or could not lead to a future job!!!

Email, Social Networking, and Other Internet Sites

UNDER NO CIRCUMSTANCES ARE CANDIDATES TO PLACE PHOTOGRAPHS OR COMMENTS ABOUT STUDENTS, TEACHERS, STAFF, OR THE SCHOOL IN GENERAL ON ANY INTERNET SITE. DO NOT POST inappropriate comments or photographs of yourself or any about student actions/sayings that you consider "funny" or "cute." Student teachers and education students must **NOT** share personal email address or social media accounts with students. **DO NOT** "friend" students on social media or allow them to follow you on social networking accounts.

Observation Hour Requirements
Undergraduate

Course	Observation Hour Requirements
EDUC 2030/31 Introduction to Teaching EDUC 2800 Fundamentals of Pedagogy	50 Hours General Observation
EDUC 2100 Survey of Exceptional Children	15 Hours Observing/Tutoring students with special needs
EDUC 2370 Reflective Teaching	6 Hours General Observation
EDUC 2900 Foundations of Education	Attend a School Board or PTA Meeting
EDUC 3170 Literacy Development & Reading Instruction	15 Hours Observation/Assisting with literacy instruction
EDUC 3180 Adaptive Processes in Reading Instruction	15 Hours
EDUC 3390 Secondary Curriculum and Methods & EDUC 4390 Secondary Methods for English Teachers	30 Hours
EDUC 3530 Language Arts & Social Studies Methods	15 Hours
EDUC 3540 Math & Science Methods	15 Hours
EDUC 3590 Content Area Reading	15 Hours
EDUC 3600 Assessment & Evaluation	Interview a Classroom Teacher

Section 3

Master of Education Program, Curriculum and Instruction

Course Requirements

Admission Requirements

Observation/Field Experience Requirements

Job Embedded Candidates

Master of Education in Curriculum and Instruction Course Requirements

EDUC: 5000 Designing Instruction for Exceptional Learners	EDUC: 5080 Elementary Methods & Materials **OR** EDUC: 5085 Secondary Methods & Materials **OR** EDUC: 4390 Secondary Methods for English Teachers
EDUC 5010: Research Methods in Education	EDUC: 5090 Theory and Practice in Literacy and Reading Instruction
EDUC:5015 Instructional Planning	EDUC: 5100 Action Research Project
EDUC: 5020 Instructional Design	EDUC: 5110 Action Research Seminar
EDUC: 5030 Human Relations in the Classroom	EDUC: 5990 Comprehensive Exam
EDUC: 5040 Advanced Assessment and Evaluation	EDUC: 4470 Student Teaching Grades K-5
EDUC: 5060 Social Foundations of American Education	EDUC: 4490 Student Teaching Grades 6-12
EDUC: 5070 Advanced Psychology	EDUC: 4950* Capstone Seminar

Admission Requirements for the Master of Education Program, Curriculum & Instruction

Students seeking admission to the Master of Education program must submit the following:

- ➢ Application, available at www.king.edu
- ➢ Professional Information Sheet
- ➢ Official transcripts for all undergraduate and graduate course work to date
- ➢ Minimum GPA of 3.00
- ➢ Research based Writing Sample- must have a passing score of 22/32
- ➢ Resume
- ➢ Two letters of recommendation
- ➢ Complete and pass an interview with School of Education, Graduate Admissions Committee
- ➢ Pass a Background Check

Graduate Student Observation/Field Experience Requirements

Courses throughout the Master of Education Program require candidates to complete observation/field experience hours. Observation/field experience hours allow the teacher education candidate to attain firsthand knowledge of everyday classroom needs. Observation/field experience hours are crucial to the candidate's growth.

Candidates must record their observation/field experience hours on the Field Experience Time Sheet. The mentor teacher must initial each day and sign at the end of each week. Time sheets are turned into the professor and forwarded to the Compliance Officer.

Students must complete half of their observation/field experience hours by midterm. In the event the student cannot meet this requirement, arrangements must be made with the professor and approved by the Dean prior to midterm.

Teacher candidates participating in observation/field experience are a reflection of King University and are required to demonstrate professional dispositions as outlined by King University, School of Education. Students must adhere to the following:

➢ Promptly contact the mentor teacher and develop a schedule
➢ Arrive promptly, ready to assist
➢ Willingly accept responsibilities
➢ Demonstrate a professional and respectful attitude towards mentor teacher, staff, and students at all times
➢ Dress professionally

Expectations and Guidelines

Candidates are guests in the classroom. They must be respectful and professional at all times. The candidate is responsible for communicating and developing a schedule with the mentor teacher.

Teacher candidates should avoid absences except in extreme situations. In the event of an absence, the candidate must notify both the mentor teacher and the professor. Notification to the teacher mentor and professor should be communicated in a timely manner.

The mentor teacher has legal responsibility for students. Therefore, teacher candidates may assume only the authority delegated to them by the mentor teacher. Any information obtained during observations is confidential and may not to be disclosed.

Teacher candidates are expected to dress professionally and be well groomed at all times. Please follow these guidelines:

Gentlemen: Dress pants or nice khakis
        Polo   **or**
        Dress shirt with or without a tie
Ladies: Dress, skirt (appropriate length)
     Dress pants
     Dress shirt or blouse

The following is **NOT** to be worn:
Jeans
Low cut blouses/shirts
Leggings
Flip Flops

If you have visible tattoos, they are to be covered
If you have multiple piercings, make sure they are not distracting

In addition to these guidelines, candidates must follow the dress code of the cooperating school system.

REMEMBER: When you are completing observation/field experience hours, you are representing King University, School of Education and yourself. Your mentor teacher is a great ASSET! Think about your future as a teacher. Dress to impress, go in with a good, positive attitude, and always be willing to go above and beyond. People are **ALWAYS** watching. Your actions could or could not lead to a future job!!!

Email, Social Networking, and Other Internet Sites

UNDER NO CIRCUMSTANCES ARE CANDIDATES TO PLACE PHOTOGRAPHS OR COMMENTS ABOUT STUDENTS, TEACHERS, STAFF, OR THE SCHOOL IN GENERAL ON ANY INTERNET SITE. DO NOT POST inappropriate comments or photographs of yourself or any about student actions/sayings that you consider "funny" or "cute." Student teachers and education students must **NOT** share personal email address or social media accounts with students. **DO NOT** "friend" students on social media or allow them to follow you on social networking accounts.

Observation/Field Experience Requirements, Graduate

Course	Observation Hour Requirements
EDUC 5000 Designing Instruction for Exceptional Learners	15 Hours Observing/Tutoring Students with Special Needs
EDUC 5010 Research Methods in Education	Interview with School Personnel
EDUC 5020 Instructional Design	15 Hour Diversity Observations in the Community
EDUC 5030 Human Relations in the Classroom	Analyze videos of Teaching Episodes
EDUC 5040 Advanced Assessment and Evaluation	Interview Classroom Teachers
EDUC 5070 Advanced Educational Psychology	15 Hours in an Instructional Setting
EDUC 5080 Elementary Curriculum Design	10 Hours Tutoring
EDUC 5085 Secondary Methods and Materials OR EDUC 4390 Secondary Methods for English Teachers	10 Hours Tutoring
EDUC 5090 Theory & Practice of Literacy & Reading Instruction	15 Hours Observing students in Literacy & Reading

Job Embedded Candidates

Job embedded candidates hold a bachelor's degree in the appropriate academic major and serve as a teacher of record for a school system. These candidates are granted a 3-year Practitioner's License by the Department of Education for the State of Tennessee. During the M. Ed. program, embedded candidates will enroll in EDUC 4700 Clinical Teaching Practicum for two consecutive semesters. During this time, candidates will be assigned a University Supervisor and a Mentor Teacher. The candidate will be observed by the University Supervisor three times per semester. Observations completed by the University Supervisor are in addition to Principal/School System Observations. Embedded candidates are required to complete 30 hours of observations in a different subject area within their endorsement and/or a different grade level. Embedded candidates are to log the hours on the Field Experience Time Sheet, have the mentor teacher initial and sign off. The log will be turned into the professor and forwarded to the Compliance Officer.

Job embedded candidates must successfully complete two semesters of Clinical Teaching, complete all coursework requirements and all state mandated assessments for licensure. Candidates must maintain a 3.00 GPA. A grade of C or higher must be earned in M. Ed. courses throughout the program. Only two Cs may be earned

throughout the M. Ed. program. Upon successful completion, the M. Ed. degree will be conferred.

To be admitted to the M. Ed. program as Job-Embedded, Candidates must complete the following:
- ➢ Submit a completed application
- ➢ Complete a Professional Information Sheet
- ➢ Submit evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling
- ➢ Submit official transcripts from all colleges/universities attended
    - o A minimum cumulative grade point average of 3.25 on a 4.00 scale in undergraduate work is required OR a minimum of 3.5 in the academic major for the related teaching endorsement.
- ➢ Submit score on Praxis II: Content Knowledge in the teaching endorsement
- ➢ Submit names and email address of two professional or academic recommenders for an automated reference request
- ➢ Receive a passing score on a research-based writing sample
- ➢ Interview with the School of Education Graduate Admissions Committee
- ➢ Pass a Background Check

Section 4

Literacy Assignments

Literacy Assignments

EDUC: 3170* Literacy Development and Reading Instruction in Elementary & Middle Grades	Candidates plan a unit of study and describe literacy block engagements that integrate skill and knowledge based competencies
EDUC: 3180* Adaptive Process in Reading Instruction	Candidates will develop a Response to Intervention program for a student or small group in which the teacher candidate will monitor the student for the entire semester.
EDUC: 3360* Introduction to Linguistics	The culminating assessment for this course is an action research project in which candidates collect data on language development and write a paper which analyzes the role of language development and literacy development.
EDUC: 3530* Language Art & Social Studies Methods	Teacher candidates work collaboratively with a licensed classroom teacher to see how the social studies and literacy standards are implemented simultaneously. The teaching episode in the classroom provides the teacher candidates with the opportunity to use their content knowledge (standard 3) to incorporate instructional strategies. The candidates complete the semester by writing a unit plan in which they incorporate both language arts and social studies with an extensive text set. Candidates develop a text set that includes an annotated bibliography of books, conceptually related paired texts/media that give multiple and varied sources of information (books, magazine articles, newspaper articles, videos, TV/movie clips, YouTube, etc.).
EDUC: 4360* ESL Methods and Materials	Candidates will complete a language development plan for a specific student.
ENGL 3140 Children's Literature	Candidates complete a focus study connected to both content area and ELA standards. Candidates develop a text set that includes an annotated bibliography of books, conceptually related paired texts/media that give multiple and varied sources of information (books, magazine articles, newspaper articles, videos, TV/movie clips, YouTube, etc.).

EDUC: 4390* Secondary English Methods & Materials	Candidates will complete a 5 day Middle School Unit Plan project in our Secondary English Methods & Materials course.
EDUC: 3590* Content Area Reading	Candidates develop a text set that includes an annotated bibliography of books, conceptually related paired texts/media that give multiple and varied sources of information (books, magazine articles, newspaper articles, videos, TV/movie clips, YouTube, etc.). Candidates plan a unit of study and describe five days of literacy lessons that include both skills based and knowledge based competencies. Candidates complete a Common Core literacy project.
EDUC: 3390* Secondary Curriculum and Methods	Candidates will demonstrate their ability to select vocabulary for a study of a text (book or chapter within their endorsement field) and analyze it according to tiers.
EDUC 5090 Theory and Practice in Literacy Instruction	Candidates access an individual student's writing sample and develop an appropriate teaching response. Candidates plan a unit of study and describe five days of literacy block engagements that include both based and knowledge based competencies. The unit of study also requires a text set.
EDUC 5080 Elementary Methods & Materials	Candidates design a sequence of integrated lessons that develop a concept from simpler to more complex understanding that includes vocabulary to cover a 3 day period.
EDUC: 5085 Secondary Methods & Materials	Students in the graduate Secondary Methods course study research-based strategies for teaching vocabulary. They also develop a unit of study using the same guidelines as the Literacy Instruction course which includes selecting text and determining vocabulary learning needs within the unit of study

Section 5

LiveText

*L*iveText is an electronic portfolio used by the King University, Teacher Education program. The electronic portfolio is a repository that documents the developing knowledge, skills, and dispositions of King's teacher education candidates. The portfolio consists of eleven sections. Section 11 is a standard that reflects the mission, vision, and Core Values of the University. The remaining 10 sections are based on INTASC Model Core Teaching Standards and Learning Progressions for Teachers.

Each section requires teacher education candidates to complete a series of questions related to the standard and upload supporting artifacts. Sections are assigned as a part of coursework throughout the Teacher Education Program. Students are required to submit four artifacts for each section. A score of **88** or higher must be attained for each section.

In order for students to be successfully enrolled in *LiveText* sections each semester, the student must email the Compliance Officer their username **Only**. The Compliance Officer will be responsible for uploading and enrolling classes/students at the beginning of each semester.

LiveText **Portfolio Assignments**

Portfolio Assignment	Name of Course	INTASC Standard
1. Learner Development	EDUC 3170 Literacy & Reading Instruction EDUC 3590 Content Area Reading EDUC 5070 Advanced Educational Psychology	1. Learner Development
2. Learning Differences	EDUC 2100 Survey of Exceptional Children EDUC 5000 Designing Instruction for Exceptional Learners	2. Learning Differences
3. Learning Environments	EDUC 2030/31 Into to Teaching EDUC 2800 Fundamentals of Pedagogy EDUC 5030 Human Relations in the Classroom	3. Learning Environments
4. Content Knowledge	EDUC 4950 Capstone Seminar	4. Content Knowledge
5. Application of Content	EDUC 3590 Content Area Reading EDUC 3540 Math & Science Methods EDUC 5080/85 Methods & Materials	5. Application of Content
6. Assessment	EDUC 3600 Assessment & Evaluation EDUC 5040 Advanced Assessment & Evaluation	6. Assessment
7. Planning for Instruction	EDUC 2370 Reflective Teaching EDUC 5015 Instructional Planning	7. Planning for Instruction
8. Instructional Strategies	EDUC 3530 Language Arts & Social Studies EDUC 3390 Secondary Curriculum Methods EDUC 4390 Secondary Methods for English Teachers EDUC 5020 Instructional Design	8. Instructional Strategies
9. Professional and Ethical Collaboration	EDUC 4950 Capstone Seminar	9. Professional and Ethical Collaboration
10. Leadership and Collaboration	EDUC 2900 Foundations of Education EDUC 5060 Social Foundations of American Education	10. Leadership and Collaboration
11. Service to Others	EDUC 2030/31 Intro to Teaching EDUC 2800 Fundamentals of Pedagogy EDUC 5010 Research Methods	

LiveText Portfolio Questions

Learner Development: Portfolio Section 1

Course Connections: EDUC 2030/31, 2800, 3590, & 5070

InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4. You will put your responses below the questions by using the edit button on this section.

1. How would you determine the developmental levels (cognitive, linguistic, social, emotional and physical) of a class you are teaching? (Choose two to discuss.)
2. Describe a lesson or activity (within your endorsement area) that would be developmentally appropriate for one age or grade but inappropriate for a higher or lower age.
3. How does Vygotsky's Zone of Proximal Development relate to creating lesson plans that you can differentiate for different learners?
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Learning Differences: Portfolio Section 2

Course Connections: EDUC 2100 & 5000

InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. How could you incorporate your students' language, culture, family, or community assets into a lesson in your endorsement area?
2. What strategies could you use to provide background knowledge for your students so that all of them could achieve high standards?
3. What role do you as the classroom teacher play in Response to Intervention (RTI)?
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Learning Environments: Portfolio Section 3

Course Connections: EDUC 2030/31, 2800 & 5030

InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. Explain how teacher collaboration with learners, families, and colleagues helps engage student learning.
2. What are three strategies that the teacher can employ in order to effectively demonstrate respect for diverse cultural backgrounds and differing perspectives that learners bring to the classroom?
3. How do classroom management techniques, utilizing technology, and effective communication support both social interaction and motivation?
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Content Knowledge: Portfolio Section 4

Course Connections: EDUC 4910

InTASC Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. Name and explain ways the teacher can enhance student content knowledge by using multiple representations and explanations, scaffolding, or multiple intelligences theory.
2. How can you integrate culturally relevant and meaningful content in a manner that engages students' application and increases conceptual understanding?
3. How can you integrate culturally relevant and meaningful content in a manner that engages students' application and conceptual understanding?
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Application of Content: Portfolio Section 5

Course Connections: EDUC 3590, 3540 & 5080/85

InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. Why is it important for the teacher to engage learners in applying content knowledge to real world problems through the lens of an interdisciplinary themes?
2. Why is it important for the teacher to understand critical thinking processes and to be able to help learners develop high level questioning skills to promote their independent learning?

3. How will you use digital or interactive technologies to engage learners in critical thinking, creativity, or collaborative problem solving relating to authentic local or global issues?
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard**.**

Assessment: Portfolio Section 6

Course Connections: EDUC 3600 & 5040

InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. Explain the differences between formative and summative assessments AND how each can enhance learner progress.
2. Why is it important to create multiple assessments that not only minimize sources of bias but also identify all students' learning needs? Be specific in your answer.
3. How will you ensure that descriptive feedback will engage learners in analyzing their own progress? Refer to research in your answer.
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Planning for Instruction: Portfolio Section 7

Course Connections: EDUC 2370 & 5015

InTASC Standard 7: Instructional Planning

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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. Why is it important for the teacher to develop appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill in the classroom?
2. How should a teacher's understanding of the strengths and needs of individual learners influence his/her planning for instruction?
3. What are evidenced-based instructional strategies? Describe three of them for your endorsement area.
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Instructional Strategies: Portfolio Section 8

Course Connections: EDUC 3530, 3390 & 5020

 InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. Why is it important for the teacher to use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners?

2. Why is it important for the teacher to know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks?
3. How would you use Bloom's taxonomy to ask different levels of questions? Give three examples in your answer.
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Professional Learning and Ethical Practice: Portfolio Section 9

Course Connection: EDUC 4910

InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. How will you deepen your understanding of your own biases in order to build stronger relationships and create more relevant learning experiences?
2. How will you use assessment data to evaluate the outcomes of your teaching practices? How will the results relate to your professional learning?
3. How will you model and practice ethical character? Give three examples.
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

Leadership & Collaboration: Portfolio Section 10

Course Connection: EDUC 2900 & 5060

InTASC 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.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. Incorporate and cite two sources (overall, not two per question) to support your answers. You must answer number 4.

1. How does a classroom teacher demonstrate leadership?
2. How can collaboration with learners, families, colleagues, other school professionals, parents, and community members contribute to ensuring learner growth?
3. How could you contribute to a common culture that supports high expectations for student learning?
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard

Service to Others: Portfolio Section 11

Course Connection: EDUC 2030/31, 2800 & 5010

King University: Mission Statement
We prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

Show your understanding of the standard above by answering two of the three questions below, each in a complete paragraph. You must answer number 4.

1. How do you demonstrate passion for serving God, the Church, and the world?
2. How do you serve the world by answering the call to be a teacher?
3. How is service to others related to the professional dispositions of open-mindedness, caring, and social justice?
4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting the mission statement.

Upload 3 different artifacts that demonstrate your understanding of the standard above. Each artifact should be clearly labeled with a caption that identifies the artifact in one or two complete sentences. Following the artifacts, write one paragraph that explains how the artifacts relate to the standard.

	Exceeded Expectations (10.000 pts)	Met Expectations (8.000 pts)	Approached Expectations (6.000 pts)	Mimimal Effort Toward Expectations (4.000 pts)	Attempting to Meet Expectations (2.000 pts)	No Attempt (0.000 pt)
1. Guiding Question Responses (1.000, 10.0%)	The candidate answers each question in a complete well-written college-level paragraph demonstrating a thorough and thoughtful interpretation of the standard. (3 paragraphs total)	The candidate answers each question in a complete well-organized college-level paragraph with a reasonable analysis and explanation of the standard. (3 paragraphs total)	The candidate answers each question in a paragraph with a brief explanation of the standard. (3 paragraphs total)	The candidate answers each question in a brief paragraph with an interpretation of the standard but lacks details and clear connections. (3 paragraphs total)	The candidate responds to each question in an incomplete paragraph and omits important information.	The candidate did not answer the guiding questions.
2. Connection to Research (1.000, 10.0%)	Within the question responses, the candidate correctly cites two sources connecting the response to research.	Within the question responses, the candidate correctly cites at least one source connecting the response to research.	Within the question responses, the candidate cites one source, but without a clear connection to the response or the standard.	Within the question responses, the candidate incorrectly cites a source or sites one that is not relevant.	Within the question responses, the candidate mentions a source, but does not cite it correctly.	The candidate did not cite or incorporate any sources into the question responses.
3. Application to Teaching (1.000, 10.0%)	In each question response, the candidate effectively and clearly relates the standard to effective teaching practice with a strong and logical narrative.	In each question response, the candidate relates the standard to effective teaching practice.	In each question response the candidate attempts a connection between the standard and effective teaching, but it is neither strong nor logical.	The connection between the standard and effective teaching practice is implied but not addressed directly.	The candidate unsuccessfully attempts to relate the standard to good effective teaching practice.	The candidate did not incorporate any applications of effective teaching into the question responses.
4. Artifacts Required (1.000, 10.0%)	The candidate includes 3 or more artifacts in separate uploads in proper format.	The candidate includes 3 artifacts that are not in separate uploads.	The candidate provides 2 artifacts.	The candidate provides 1 artifact.	The candidate provides an inappropriate artifact.	The candidate did not upload any artifacts.
5. Artifact Description (1.000, 10.0%)	The candidate provides one well-written college level paragraph in essay format describing each artifact and how each artifact demonstrates understanding of the standard. (1 paragraph including all artifacts)	The candidate provides one college level paragraph in essay format describing each artifact and how each artifacts demonstrates understanding of the standard. (1 paragraph including all artifacts)	The candidate provides one paragraph but it doesn't connect all the artifacts. (1 paragraph including all artifacts)	The candidate provides one paragraph but it doesn't relate to the standard or the artifacts.1 paragraph including all artifacts. (1 paragraph including all artifacts)	The candidate provides a paragraph but it is too limited in details. (1 paragraph including all artifacts)	The candidate does not provide a paragraph describing the artifacts.

6. Artifact Captions (1.000, 10.0%)	Each of 3 artifacts contains a caption (one or two sentences) that is succinct, and clearly identifies and explains the evidence.	Each of three artifacts contains a caption of no more than two sentences.	Each of two artifacts contains a caption. Or, all captions are too lengthy/short.	Not all artifacts contain a caption.	Not all artifacts had captions, or all captions need revision to meet expectations.	None of the artifacts had a caption.
7. Relates to Standard (1.000, 10.0%)	Each of the three artifacts is well-chosen evidence of knowledge of the standard.	Each of the three artifacts relates to the standard.	Two of the artifacts relate to the standard.	One of the artifacts relates to the standard.	None of the artifacts relate to the standard.	No artifacts were presented.
8. Variety of Artifacts (1.000, 10.0%)	Three or more artifacts demonstrate a unique and varied experience.	Three artifacts mostly demonstrate a variety of experiences.	Two artifacts demonstrate a lack of variety of experiences.	One appropriate experience is demonstrated by an artifact.	The candidate includes inappropriate artifacts.	No artifacts were presented.
9. Use of Appropriate Vocabulary (1.000, 10.0%)	The candidate uses exemplary terminology and correct academic vocabulary throughout the explanation.	The candidate primarily uses appropriate terminology and academic vocabulary throughout.	The candidate uses some terminology in the narratives.	The paragraphs are brief, making little use of academic vocabulary and appropriate terminology.	The candidate uses fewer than one or two terms to address questions.	No examples of academic vocabulary or appropriate terminology were present.
10. Quality of Writing (1.000, 10.0%)	All of the writing clearly communicates ideas and contains no grammatical or spelling errors.	The writing is mostly clear and understandable. Any grammatical or spelling errors do not interfere with the message of the writing.	The writing contains minor errors in grammar or spelling which interfere somewhat with understanding the message.	The writing contains some spelling, grammatical, and sentence structure errors and needs moderate editing.	The writing contains egregious spelling, grammatical, and sentence structure errors and needs comprehensive editing.	Writing was too brief, lacked details, and contained errors. Responses need to be completely re-done.
Total (100 points possible)	Revised by Dr. Watson, July 31, 2019					

School of Education
Department of Teacher Education

LiveText Guide

Creating Your Account

1. Go to: www.livetext.com
2. Click on "register."
3. Purchase the "basic edition" and create your account.
4. Make sure that you choose "King College" as your affiliation.
5. Make sure that you enter your King email as well as you student ID number (A00000…..). You will be enrolled in your classes in *Livetext* based on this information.

NOTE: I do not believe our affiliation has been changed to King University

Creating Your Portfolio

1. Click on "*Livetext* Docs" tab at the top of the page.
2. Under the "My Work" tab, click the green plus sign ("new").
3. Click on the "Portfolios" tab under the "King College" header.
4. Choose your template (2019 Student Teacher).
5. The portfolio will display on the right-hand side of the screen. Scroll to the bottom of the page and click "create."
6. A box will appear that allows you to name your portfolio. You should name it in this format: Last Name, First Name, Fall 2018 (ex. Smart, Ina, Fall 2018).

Working on Your Portfolio

Most of your classes will require at least one portfolio section as an assignment that correlates with that particular course. In order to work on that assigned portfolio section, you will need to access it from the "*Livetext* Docs" tab. After you create your portfolio, it will appear under the "My Work" section. Click on the portfolio section name on the left-hand side. This will open that particular assignment. The name of the section will appear at the top. You will see the name of the section again with a brief description. Under Supporting Explanation, you will find a series of guiding questions. Each question is to be answered in paragraph form and placed below the list of questions.

To answer the questions, Click the Edit button. This will allow you to go in and complete your paragraphs. (**NOTE:** it is suggested that you complete your answers in a word document and copy and paste them into the *LiveText* Portfolio. In order to copy and paste in *LiveText* you must use Control **C** to copy and Control **V** to paste). Below the answers to each question, you will write a brief description of each of your Artifacts, listed in order of appearance in your portfolio section. You will then go to Artifact One: Write a one-sentence caption and attach your Artifact. (**NOTE**: Artifacts will be attached separately). To do so, Click the Edit button.

Submitting an Assignment (Portfolio Section)

1. Click on the assignment in the course in which you want to submit your assignment.
2. At the bottom of the page, click on the "attach" button.
3. Click "browse" and select "*Livetext* Docs" (the middle tab)
4. Attach your entire portfolio (ex. Smart, Ina Fall 2018)
5. Click "submit assignment" Your assignment should now be listed in the "awaiting assessment" column under the assignments tab. When your portfolio section has been graded, it will appear in the "assessed" column on the right and a green box will appear next to your name.

Share your portfolio (all candidates should complete this step):

➢ Go to *LiveText* Docs
➢ Click on your portfolio
➢ Click on the "**Sharing**" button, which is the second button on the toolbar.
➢ Type the following user names into the "Search Viewers" dialog box:
   o dhwatson
   o ragilmore
   o slsanders
   o TRHarosky

➢ Click on the **"Add to Share"** button.

Directions for Adding Artifact #5 in Livetext (For licensed teachers)

- Open your portfolio in Livetext Docs
- Click on Section One: Service to Others
- Scroll down to Artifact #5
- Click on the 'Copy' icon next to the "Edit" button (blue icon)
- Enter "Artifact 5" in the box at the top entitled "Enter title of new section"
- Click on the boxes next to portfolio sections 2 through 11
- Scroll to the bottom and click "Copy"
- Artifact 5 will now appear in all of your portfolio sections
- Email, call, or stop by my office for help (wgauthier@king.edu) (423-652-4821) Kline 221

Section 6

Student Teaching Guidelines & Requirements

Job Embedded Candidates Guidelines & Requirements

Student Teacher Responsibilities and Forms

edTPA

SWIVL Use Policy

Student Teaching

S tudents **MUST** pass **ALL** Praxis II requirements before they will be allowed in the classroom. In the event the student has not passed **ALL** Praxis II prior to their student teaching semester, their student teaching will be postponed until **ALL** Praxis II requirements have been met. Students needing to postpone student teaching are to stay in contact with the Director of the Teacher Education Program and check their King email on a regular basis.

When completing the paperwork for Praxis II exams, **YOU MUST** have your scores sent to the Tennessee Department of Education (Code: R8190) and King University (Code: 1371). If you fail to send your scores to the Tennessee Department of Education, **YOU WILL NOT** receive a teaching license.

Student Teaching Requirements

Students seeking licensure are required to have the following on file prior to student teaching:

- ➢ Complete Application for Student Teaching
- ➢ All coursework must be completed
- ➢ A degree audit must be conducted by the Registrar's Office
- ➢ A passing score must be obtained for **ALL** Praxis/Required Exams
- ➢ A copy of CPR/First Aid Certification (American Red Cross or the American Heart Association)
- ➢ Proof of Liability Insurance (STEA-KE)
- ➢ Proof of Student Teacher ID Badge (Issued by King University)
- ➢ Candidate Information Sheet (Information for TNCompass)
- ➢ Signed Transcript Release form

Students seeking a teaching license are required to complete a minimum of 500 hours student teaching. The Teacher Education Program Coordinator will work with the cooperating school system to place students with a mentor teacher. Once the candidate is placed, they will receive a schedule for that school system. Candidates will follow the schedule for the school system and mentor teacher. For example, the mentor teacher has bus duty for the first three weeks, the student teacher has bus duty for the first three weeks also.

The first day Student Teacher candidates are to report to their school will be determined by the Teacher Education Program Coordinator and the school district and/or principal.
.

Student Teachers/Embedded Guidelines

Student teachers/embedded candidates and University Supervisors are professional guests in the classrooms. The mentor teacher has the legal responsibility for K-12

students. Embedded candidates with contractual relationships may have legal responsibility for K-12 students.

The student teacher is not eligible to substitute teach during this time and may not be hired by the school district for this purpose.

Students will be enrolled in Capstone Seminar during the student teaching semester. No other courses from King University or any other University may be taken for academic credit during this time, without written permission from the Teacher Education Program Coordinator. State regulations prohibit students taking other University courses while student teaching; however, under certain circumstances an additional class may be permitted.

Employment for pay in any form during student teaching/internship is strongly discouraged. Commitments to substantial extracurricular activities, or volunteer activities (coaching, clubs, etc.) are also strongly discouraged. Should employment/ participation in extracurricular activities be necessary, the Teacher Education Program Coordinator must be notified in the initial meeting between the student and the Teacher Education Program Coordinator.

Absences

You are not to be absent from your placement. Absences may be permitted for fully justifiable reasons only (i.e. unexpected emergency, or illness**). In the event the student teacher needs to be absent, they must notify their university supervisor and mentor teacher prior to the beginning of the school day.** Missed time must be made up by the student teacher and communicated to the university supervisor. Embedded candidates who have contractual relationships with their cooperating school should follow school procedures, as well as contacting their university supervisor. Excessive absences which negatively impact the mentor or the students in the classroom will result in removal from the program.

In the event you must be absent, it is your responsibility to make arrangements for lesson plans and materials needed for instruction on the day you are absent.

Student Teacher Responsibilities in the Classroom

The student teacher is a guest in the mentor teachers' classroom and must be respectful and professional at all times.

It is suggested that the student teacher become acquainted with the mentor teacher and other school personnel prior to the first scheduled day. During the first week, the student teacher should acclimate himself/herself to the school environment. The student teacher will begin their experience by observing the mentor teacher, assisting and monitoring students when necessary. During this time the student teacher should assume support and supervision roles along with other teachers and instructional personnel. The student teacher will assume limited teaching responsibilities during this time, such as working with an individual student or small groups.

Student teachers should assume the teacher role, one class and one subject at a time. By the second week, the student teacher will have assumed one-third of the mentor teacher's responsibilities. By the third week, the student teacher will have assumed two-thirds of the teaching schedule and will have assumed required mentor teacher responsibilities. Mentor teachers should participate in collaborative planning with the student teacher, observe, and evaluate teaching performance. The mentor teacher should add responsibilities to the mentor teacher, until the student teacher has assumed full responsibility for the class.

Thirteen (13) to fifteen (15) full days of teaching responsibility must be planned and implemented for each placement. The 13 to 15 days may not be over consecutive days or weeks. At times, it may be necessary for the mentor teacher to work with the students. However, major responsibility for instruction and classroom management should rest with the student teacher. Planning and evaluation should continue between the student teacher and mentor teacher.

During the final week, the student teacher will gradually return all responsibilities to the mentor teacher. As the student teacher relinquished responsibility, this time should be used to bring closure to the classroom experience and students involved. The mentor teacher should make arrangements for the student teacher to observe in other departments and grade levels of the school.

Evaluation of Classroom Performance

Effective supervision is essential to the continual growth of the candidate. This supervision is shared between the mentor teacher and the university supervisor. King University procedures and forms are aligned with the Tennessee TEAM standards, and INTASC standards.

Evaluation of the student teachers performance is ongoing and must be accompanied by regular oral and written feedback. Student teachers will be observed by their supervisor three times per placement. The mentor teacher will be responsible for completing and submitting a mid-point evaluation. A summative evaluation will be completed by the supervisor, mentor teacher, and the student teacher candidate. The supervisor will conduct a summative conference near the end of the placement to discuss the results. Supervisors and mentor teachers will assess weekly lesson plans. Supervisors will be responsible for reviewing candidate reflections for each observation. After each observation, the candidate will have 48 hours to submit their reflection.

If concerns arise regarding the candidate or mentor teacher, it is the responsibility of the University Supervisor to immediately notify the Dean and Teacher Education Program Coordinator. In the event the candidate's classroom performance is unsatisfactory, a decision regarding the candidate's continuation of the placement will be made by the Dean and the Teacher Education Program Coordinator.

Student Teacher Time Records

Student teachers will be responsible for maintaining a log of their clocked hours during each placement of student teaching. All non-teaching and teaching activities are to be documented on the time sheet. Hours are to be recorded on the Teacher Candidate Weekly Time Sheet. At the end of each week the mentor teacher must sign off on the log. The student teacher will turn in the log each week during Capstone Seminar. Student teachers must acquire a minimum of **500** clocked hours.

In the event of an emergency or sickness that requires you to leave school early or miss the entire school day, you must notify the following:

Emergency Telephone List

University Supervisor	
Mentor Teacher	

Student Teacher Candidate Responsibilities and Forms

Student Teacher placements are determined by the Teacher Education Program Coordinator and the cooperating school system. For each placement, the student teacher candidate will be assigned a Mentor Teacher and a University Supervisor. The student teacher candidate is responsible for having the mentor teacher complete and return the Mentor Information Sheet. This is given to the mentor teacher at the beginning of the placement. The candidate is to return this form to the Compliance Officer during their first Capstone Seminar. Mentor teachers complete a Mid-Point Evaluation. The mentor teacher is encouraged to share the Mid-Point Evaluation with the teacher candidate. The candidate is to turn the Mid-Point Evaluation in to the Compliance Officer during capstone seminar. Dates for completion, will be determined by the Teacher Education Program Coordinator and communicated to the mentor teacher and teacher candidate.

The candidate will be responsible for completing a Summative Assessment. The University Supervisor will meet with the candidate and mentor teacher to review the forms and discuss any issues and/or concerns. The University Supervisor will collect these forms at the end of the meeting and return them to the Compliance Officer.

Candidates are also responsible for completing three Reflection Journals each placement (one per observation). After each observation, the candidate has 48 hours to complete and turn in the reflection to their University Supervisor.

The candidate is responsible for completing daily lesson plans. Lesson plans are turned in to the mentor teacher and university supervisor for review.

Dress and Appearance

Student teaching placements are conducted in a professional school setting. Student teachers must be appropriately dressed at all times, conforming to or exceeding the faculty dress code of the school district. Student teacher ID badges must be worn and visible at all times **(NO EXCEPTIONS)**. Body piercings and tattoos should not

interrupt the learning process. No jeans or colored denim is permitted, except on days designated by the principal. No hats are to be worn in the building. Males are required to wear dress pants, a collared shirt with or without a necktie, or a polo shirt and appropriate footwear (No sandals or flip-flops). Females are required to wear dress pants or a skirt/dress of the appropriate length. Acceptable tops include shirts, blouses, or sweaters that are appropriately sized and do not show under garments. Appropriate shoes are to be worn at all times, **no** flip-flops.

Students respect a well-groomed, appropriately dressed teacher. Be sure you are worthy of their admiration, respect, and even emulation at all times. Remember, you are on a long-term job interview, principals and school personnel are observing you. Therefore, you should present yourself as a professional at all times.

Personal Email, Cell Phone Use, and Text Messaging

You are not to use school computers for personal email, or your cell phone for personal phone calls or text messaging at anytime when students are present. Cell phones should be turned off and out of sight when students are present. You are not to use the school phone to receive or make personal phone calls, except for an emergency (illness or accident). Friends and family members may not visit you at the school for any reason other than an emergency.
You are not to give your cell phone number to any student for any reason. You are not to "friend" or follow students on social media site.

Confidentiality

Often times, students will confide information to their teacher and to a student teacher. If a student does entrust a student teacher with confidential information, you are **NOT** to betray his/her confidence unless it threatens the student's welfare or welfare of others. Consult your mentor teacher for policies regarding school and school district policies and procedures for reporting indications of abuse, neglect, pregnancy, suicide, harassment, or other welfare-threatening conditions.

UNDER NO CIRCUSTANES ARE YOU TO PLACE PHOTOGRAPHS OF OR COMMENTS ABOUT STUDENTS, TEACHERS, STAFF, OR THE SCHOOL IN GENERAL ON ANY INTERNET SITE.

Mentor Teacher Absences

In the event the mentor teacher must be absent, a substitute teacher must be present in the classroom. The student teacher should assist the substitute in ongoing classroom activities and should continue with planned lessons under the supervision of the substitute teacher.

If the mentor teacher is expected to be absent for an extended amount of time, the University Supervisor must be contacted to determine whether alternate arrangements need to be made.

Mentor Teacher Responsibilities and Forms

Mentor teachers are a vital part of the student teaching experience. Mentor teachers help prepare the student teacher for their own classroom by providing feedback addressing areas of strength and areas of refinement. Mentor teachers are responsible for completing the following:

- Mentor Information Sheet (State of Tennessee Purposes)
- Mid-Point Evaluation (Date determined by T. Ed. Program Coordinator)
- Weekly Lesson Plan Assessment
- Summative Assessment
- Sign off on Weekly Time Sheets
- Mentor Evaluation of Program (completed at the end of the placement)

edTPA Requirements

As of January 1, 2019, the Tennessee Board of Education is requiring initial license applicants to submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. Candidates completing job-embedded clinical practice must submit the qualifying score before renewing or advancing the teaching license. edTPA is completed throughout student teaching and is sent to Pearson for scoring.

Candidates who completed and passed the Principles of Learning and Teaching by December 31, 2018 are exempt from submitting edTPA to Pearson. Candidate scores are good for a period of 5 years. If a student has not completed his/her student teaching requirements within this timeframe, the candidate will be required to complete and pass edTPA.

Swivl Use Policy

As of January 1, 2019, the State of Tennessee, Department of Education requires all Teacher Education candidates complete and pass edTPA. This requirement led King University, School of Education personnel to purchase *Swivl* devices to assist candidates with the video recording segments as required by edTPA.

Swivl devices were purchased with grant money and are property of King University, School of Education. Due to the limited number, candidates will be given the opportunity to check out a *Swivl* for a period of one week. A request for the *Swivl* is to be completed and received by the Compliance Officer prior to checkout. To ensure all candidates are provided an opportunity, the Compliance Officer will develop a schedule for checkout and returns.

Swivl Checkout and Returns:

Students will be provided a checkout date and a return date. Typically, the checkouts and returns will occur during Capstone Seminar. The *Swivl* **must** be returned at the **beginning** of Capstone Seminar on **Tuesday**. The *Swivl* will be checked in at the beginning of Capstone Seminar on the due date, so it may be checked out at the end of Capstone Seminar by the next candidate.

Candidate Responsibilities for the *Swivl*:

Upon checkout the candidate is responsible for the following:
- Ensuring the *Swivl* is used properly
- Ensuring the *Swivl* is maintained properly (i.e. putting it in the box when not in use)
- Ensuring the prompt return to the Compliance Officer on the due date
- Keeping the *Swivl* in a safe and secure place
- In the event the device is damaged, lost and/or stolen, the candidate must report it to the Compliance Officer, Program Director, or the Dean immediately

During the time of checkout, candidates should be diligent and complete assignments and/or activities which require the use of the *Swivl*. In the event the student does not complete and/or needs more time, the *Swivl* **MUST** be returned on the due date and a new request for checkout is required.

Section 7

TNCompass

State of Tennessee Teacher Licensure

TNCompass Requirements for Licensure and Student Responsibilities

The Tennessee Department of Education is currently using an online system for teacher licensure applications. In order for the teacher candidates license application to be processed, the teacher candidate must create an account on the TNCompass website.[1] (Be sure to use **king email address** when creating the account). Once the account has been created, Praxis scores will automatically load into the TNCompass system from the ETS website. [2]

The Tennessee Department of Education requires official transcripts from each institution attended by the candidate. Master of Education students will need to submit official transcripts for undergraduate work, in addition to any coursework completed during tenure at King. Teacher candidates will be required to complete a Request for Transcript of Academic Record form at the beginning of their student teaching semester. The form will remain on file in the Compliance Department for the School of Education.

Once the candidate has completed all licensure requirements and the registrar's office has conferred the degree, the Compliance Officer for the School of Education will upload all official transcripts to the TNCompass website. At this time, the teacher candidate's licensure application will be submitted. The teacher candidate will receive an email from TNCompass requesting the "Personal Affidavit" form be completed. The Tennessee Department of Education will not process the application or issue a teaching license **until** this has been done. Teacher candidates will not receive a paper copy of their license; however, the candidate may log into their TNCompass account and print a copy of their license at any time.

Instructions for Creating a TNCompass Account

➤ Log into the TNCompass website (http://tdoe.tncompass.org)
➤ Click "Register"
➤ Enter your personal information and institutional affiliation (King University)
➤ Be sure to use your King University email when setting up the account
➤ Finish by making sure that your account was officially created (you should receive a confirmation email)

**If you have any questions please call or email Wendy Gauthier, Compliance Officer for the School of Education. (423) 652-4821   wgauthier@king.edu

It is imperative you **continue** to check your King email once you have graduated. TNCompass notifications will be sent to your King email; therefore, you should continue to check it regularly.

---

[1] See instructions for creating an account below.
[2] In order for Praxis scores to automatically upload from ETS to TNCompass, be sure to list the Tennessee Department of Education when asked where you want your scores to be delivered. This is crucial when taking Praxis in another state.

Section 8

English as a Second Language Endorsement

ESL Course Requirements

ESL

King University has approval from the state of Tennessee to offer a teacher preparation program through the Department of Teacher Education for an additional endorsement in English as a Second Language, K-12, which may be added to any current King University initial licensure program of study or to any current Tennessee teaching license.

Teacher candidates or current teachers interested in pursuing an additional endorsement in English as a Second Language, ESL (K-12), complete an individualized program of study, followed by a supervised practicum (2 semester hours of additional credits in the form of on-site filed experience). Teacher candidates enrolled in ESL Practicum will complete a minimum of 50 hours of practice or training in public and/or private accredited institutions. Candidates must also take and pass the required Praxis examination for English as a Second Language (#5362, min. score of 155).

ESL Course Requirements

ENGL 3170 Literacy Development & Reading Instruction in grades K-8 **or** EDUC 3590 Content Area Reading
EDUC 3120 Principals of Grammar & Writing: ESL
EDUC 3360 Introduction to Linguistics
EDUC 4110 ESL Assessment
EDUC 4120 Principles of a Second Language
EDUC 4360 ESL Methods & Materials
EDUC 4380 Practicum in ESL Instruction

ESL Handbooks are available upon request. Please email Dr. Harosky at trharosky.king.edu

Section 9

University Supervisors

Supervisor Responsibilities and Forms

University Supervisor Responsibilities & Forms

U niversity Supervisors for student teachers are assigned by the Teacher Education Program Coordinator. The role of the University Supervisor is to observe, support, and guide the student teacher throughout each placement. The University Supervisor will work closely and communicate often with the Mentor Teacher to provide feedback, including reinforcement and refinement areas to the candidate. If concerns arise regarding the candidate or mentor teacher, it is the responsibility of the University Supervisor to immediately notify the Dean and Teacher Education Program Coordinator.

The University Supervisor is responsible for:

- A minimum of three Lesson Observations per placement
- Assess Lesson Plan Reflection Assignment from Student Teacher Candidate using the Lesson Plan Reflection Assignment Rubric (one per observation)
- Weekly Lesson Plan Assessment
- Summative Evaluation conference conducted with the Mentor Teacher and Candidate
- Collection of Summative Evaluations from the Mentor Teacher and Candidate

At the end of each placement, the University Supervisor is to forward **ALL** the above to the Compliance Officer for the School of Education. It is imperative these forms be turned in to the Compliance Officer, as for the information is used for data analysis purposes for state reports.

Forms:

- **INTASC Standards:**
    - Standard # 1: Learner Development
    - Standard # 2: Learning Differences
    - Standard # 3: Learning Environments
    - Standard # 4: Content Knowledge
    - Standard # 5: Application of Content
    - Standard # 6: Assessment
    - Standard # 7: Planning for Instruction
    - Standard # 8: Instructional Strategies
    - Standard # 9: Professional Learning & Ethical Practice
    - Standard #10. Leadership & Collaboration

- Undergraduate Application
- Student Recommendation Form
- Field Experience Weekly/Monthly Time Sheet
- School of Education, Candidate Information Sheet
- School of Education, Graduate Candidate Information Sheet
- Candidate Information (TNCompass Purposes)
- Student Teaching Grade Rubric
- Course Syllabus
- Transcript Release Request Form
- Unit Format
- Unit Rubric
- Mentor Teacher Evaluation of Program
- Mentor Information Sheet
- Midpoint Evaluation By Mentor Teacher
- Weekly Lesson Plan Assessment
- Lesson Plan Rubric
- Summative Evaluation of Teaching Performance
- Candidate Lesson Observation Report
- Supervisor, Optional Feedback Form
- Student Teacher Data Collection Samples
- Lesson Plan Template

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.

PERFORMANCES
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE
1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
1(e)   The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS
1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
1(j) The teacher takes responsibility for promoting learners' growth and development.
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

The Learner and Learning
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.

PERFORMANCES

2(a)   The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b)   The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c)   The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d)   The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e)   The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f)   The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g)   The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h)   The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i)   The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j)   The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k)   The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l)   The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m)   The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n)   The teacher makes learners feel valued and helps them learn to value each other.

2(o)   The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

The Learner and Learning
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.

PERFORMANCES
3(a)   The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
3(b)   The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3(c)   The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
3(d)   The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
3(e)   The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
3(f)   The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
3(g)   The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
3(h)   The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE
3(i)   The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
3(j)   The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3(k)   The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
3(l)   The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
3(m)   The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS
3(n)   The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
3(o)   The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3(p)   The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
3(q)   The teacher seeks to foster respectful communication among all members of the learning community.
3(r)   The teacher is a thoughtful and responsive listener and observer.

Content Knowledge
Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

4(a)   The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b)   The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c)   The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d)   The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e)   The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f)   The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g)   The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h)   The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i)   The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

4(j)   The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k)   The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l)   The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m)   The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n)   The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

4(o)   The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p)   The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q)   The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r)   The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Content Knowledge
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.

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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.

PERFORMANCES

6(a)   The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b)   The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c)   The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d)   The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e)   The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f)   The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g)   The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h)   The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i)   The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

6(j)   The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k)   The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l)   The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m)   The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n)   The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o)   The teacher knows when and how to evaluate and report learner progress against standards.

6(p)   The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q)   The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r)   The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s)   The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t)   The teacher is committed to using multiple types of assessment processes to support, verify, & document learning.

6(u)   The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v)   The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Instructional Practice
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.

PERFORMANCES

7(a)   The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b)   The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c)   The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d)   The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e)   The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f)   The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g)   The teacher understands content and content standards and how these are organized in the curriculum.

7(h)   The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i)   The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j)   The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k)   The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l)   The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m)   The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n)   The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o)   The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p)   The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q)   The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Instructional Practice
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.

PERFORMANCES

8(a)   The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b)   The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c)   The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d)   The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e)   The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f)   The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.

8(g)   The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h)   The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i)   The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j)   The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k)   The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l)   The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m)   The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n)   The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o)   The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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.

PERFORMANCES

9(a)   The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b)   The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c)   Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d)   The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e)   The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f)   The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g)   The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h)   The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i)   The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j)   The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k)   The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l)   The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m)   The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n)   The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o)   The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Professional Responsibility
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.

PERFORMANCES

10(a)   The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b)   The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c)   The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d)   The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e)   Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f)   The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g)   The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h)   The teacher uses and generates meaningful research on education issues and policies.

10(i)   The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j)   The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k)   The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l)   The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m)   The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n)   The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o)   The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p)   The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q)   The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r)   The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s)   The teacher takes responsibility for contributing to and advancing the profession.

10(t)   The teacher embraces the challenge of continuous improvement and change.

King University Mission
We prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

Standard #11: Service to Others

The King teacher candidate and graduate demonstrates service to students, school staff, and community through altruistic and inspiring words and deeds.

PERFORMANCES
1(a)   The teacher regularly demonstrates kindness and helpfulness at all times without thought of reward or notoriety.
1(b)   The teacher advocates for students and their families, as well as their school, colleagues, and profession.
1(c)   The teacher leads or takes part in programs and events that work to meet the needs of the poor and other marginalized groups of all ages.
1(d)   The teacher serves the church with his/her gifts, talents, and time.

ESSENTIAL KNOWLEDGE
1(e)   The teacher understands how service honors God.
1(f)   The teacher understands that helping others enriches our own lives.
1(g)   The teacher values those who differ in income level, educational level, race, culture, religion, ethnicity, and lifestyle and seeks to learn more from people who differ.
1(h)   The teacher works for understanding and peace within their community and the world.

CRITICAL DISPOSITIONS
1(i)   *The greatest among you will be your servant.* Matthew 23:11 NIV
1(j)   *Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.* I Peter 4:10 NIV
1(k)   *Feed the hungry, and help those in trouble. Then your light will shine out from the darkness, and the darkness around you will be as bright as noon.* Isaiah 15:10.NIV
1(l)   *The King will reply, "Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me."* Matthew 25:40. NIV

Ideas for Artifacts. (Service implies non-compensated activities.)

School	Church	Local Community	Global Community
Reading Buddies Coats for Kids After school Tutoring Back Pack Projects Christmas Projects Reading Projects	Sunday School Vacation Bible School Church Camp Christmas Caroling at Nursing Homes Transporting people to church Music Ministry	Blood Drive Food Pantry Soup Kitchen Good Will/Haven Habitat for Humanity Animal Shelter Meals on Wheels Outdoor Projects to beautify a park or other public area.	Mission Trip Christmas Shoe Box Flood Buckets

Undergraduate Application for Admission to the Teacher Education Program	Page 1.

Application Semester	Application Date

Candidate Information	
First Name	Date of Birth
Middle Name	Social Security Number
Last Name	King ID#
Maiden Name	Gender: Female__ Male__
Home Street Address	Ethnicity:
Home City and State	____Non-Resident Alien
Home County	____African American, Non-Hispanic ____American Indian or Alaskan Native
College Address	____Asian or Pacific Islander ____Hispanic
College P.O. Box	____White, Non-Hispanic
Off-Campus Mailing Address	Home Country

Scores	
SAT Math Score	Praxis CORE 5712 Reading Score
SAT Reading Score	Praxis CORE 5722 Writing Score
SAT Composite (Reading + Math)	Praxis CORE 5732 Math Score
ACT Score	

Classification		
— Senior — Junior — Sophomore — Freshman — Transfer — AA degree — AS degree — AST degree — AAS degree — Bachelor's Degree	**Major:** — Interdisciplinary Studies (K-5) — Biology (6-12) — Chemistry (6-12) — English (6-12) — Exercise & Sports Science (K-12) — Government/History (6-12) — History (6-12) — Mathematics (6-12) — Music (K-12) — Physics (6-12) — Spanish K-12)	**Minor:** — Elementary Education (K-5) — Secondary Education (6-12) — Education Music General (K-12) — Education Music Instrumental (K-12) — Education Physical Education (K-12) **Additional Endorsement:** — ESL (English as a Second Language)

Anticipated Student Teaching Semester (Fall or Spring) and Year:	Declaration of Minor: Yes___ No___

Undergraduate Application for Admission to the Teacher Education Program Page 2.	
Field Experience	
Field Experience 1:	**Field Experience 2:**
School or Agency and School Grade Level	*School or Agency and School Grade Level*
Mentor Name	*Mentor Name*
Grade Observed	*Grade Observed*
Number of Field Experience Hours	*Number of Field Experience Hours*

Please list any additional Field Experiences on a separate paper and attach to the application.

Required Items to be submitted as part of the Application to the Teacher Education Program:

- ✓ **Printed Copy of Application**
- ✓ **Printed Copy of Resume**
- ✓ **Writing Sample**
- ✓ **3 Recommendations Required from among the following:**
    - ▪ **King Faculty Advisor**
    - ▪ **Teacher Education Faculty Member**
    - ▪ **King Faculty**
    - ▪ **King Work Study Supervisor**
    - ▪ **Other Supervisor or Faculty (Must be approved by Dean, Director, or Compliance Officer)**

_____   _____

Signature   **Date**

Student Name: _____

Faculty Name: _____ **email**: _____
SCALE: **1: Rarely** **2: Seldom (2days/week)** **3: Regularly (Most Days)** **4: Daily (Every Day)**
5: Daily & Exemplary **N/O: Not Observed**

	1	2	3	4	5	N/O
A. Open-Mindedness - We define open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others. The open-minded practitioner listens thoughtfully and responsively, increasing the capacity to understand the points of views and feelings of others.						
Demonstrates respect for other cultures						
Understands and appreciates individuals with special needs						
Listens and responds to others with respect						
Shows interest in new ideas						
B. Responsibility/Self-Efficacy - We define the responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability. We define self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development. When practitioners model responsibility, students are encouraged to model responsibility and apply responsibility to problem solving activities. Self-efficacy serves as a proactive response to the needs of all learners, diverse as they may be.						
Responsible, attends to necessary work, makes no excuses except under dire distress						
Works independently needing a minimum of help						
Demonstrates commitment to achieve professional or program of study goals						
Reaches beyond the minimum and does excellent work						
Turns in work on time						
Prioritizes tasks to achieve short and long term goals						
Meets attendance requirements						
Arrives at required time						
Demonstrates civility (Does not disrupt class or use cell phone, etc.)						
Remains until required departure time						
C. Reflection - We define reflection as the willingness and capacity to reflect on one's practice for the purpose of improvement. When practitioners model reflection as a process, it promotes life-long learning, as well as the opportunity for growth through personal reflection.						
Poses thoughtful questions						
Distinguishes between relevant and irrelevant material						
Demonstrates effective critical thinking skills						
Values critical thinking and self-directed learning as habits of mind						
Realizes subject matter knowledge is not a fixed body of facts but is complex and evolving						
	1	2	3	4	5	N/O

D. Collaboration - We define collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies and others to accomplish common goals. Collaboration assists the practitioner in the development of listening skills and empathy skills, as well as the constructive expression of positive emotions, opinions, and view.						
Works well on a team while encouraging, assisting, and inspiring peers to excel						
Listens thoughtfully and responsively						
Gives and receives help willingly						
Demonstrates pro-social behavior						
E. Integrity - We define integrity as the adherence to a moral code that includes a positive attitude, dependability, honesty and respect for others. Practitioners serve as role models for their students, and integrity is necessary for effective problem solving.						
Behaves according to the King College Honor Code						
Avoids sharing information that is confidential						
Demonstrates strong work ethic						
F. Oral Communication Skills						
Shares, volunteers ideas in discussion						
Uses standard English grammar						
Expresses opinions constructively						
Communicates with competence and confidence						
G. Written Communication Skills						
Organizes writing clearly						
Uses standard English grammar without colloquial expressions						
Produces work of good legible quality						

Please comment on the following qualities of the applicant. Use an additional sheet for remarks if needed.
Areas of Strength:

Areas of Concern:

Potential as a Teacher:

Signature of Faculty:_____ **Date: _____**

KING
UNIVERSITY
ESTABLISHED IN 1867

SCHOOL OF EDUCATION
Department of Teacher Education

Field Experience Time Sheet
Record of Clock Hours in Classroom Activities
Hours should be recorded using 15-minute increments

Name: _____   Course Name/Number: _____

Semester: _____   Course Faculty: _____

School: _____ _____   Grade Level/Subject: _____

Mentor Teacher Name: _____   Number of Hours Required for Course: _____

Date	Grade Level/Subject	Activities Such as: Observe, Tutor Individual, Tutor Small Group, Assist Teacher, Teach a Class, Prepare Teaching Materials, Grade Papers	Daily Hours	Mentor Initials

VERIFIED BY MENTOR TEACHER:	**Total Weekly Hours:**
_____ _____ Signature Date	

Last Name, First Name	Date Entered King	Projected ST Semester
College Address (If Applicable)	Cell Phone	
Home Address	Email	
Teaching Endorsement	Degree Major/Minor and Academic Advisor	

I understand that I must maintain a 3.00 GPA, pass all required PRAXIS assessments, and complete all required courses prior to student teaching. I understand that student teaching is a semester-long, all day (according to the mentor's teacher schedule) requirement with mandatory attendance at the weekly capstone seminar.

Signature: Date:

To Be Completed by the School of Education

For Admission to the Program:	Date/Initial
Enroll in and successfully complete EDUC 2030/2031 OR EDUC 2800 with a C or higher.	
Complete and submit a declaration of major/minor.	
Provide recommendations from three individuals (e.g. professors, advisor, coach).	
Achieve a minimum passing score on an expository writing exercise.	
Submit a professional resume.	
Complete a state-required background check.	
Praxis Core Academic Skills for Educators Assessment Reading Code: 5712 TN Min. Score: 156 Writing Code: 5722 TN Min. Score: 162 Mathematics Code: 5732 TN Min. Score: 150 *Applicants with ACT composite **scores of 22** or higher or SAT math/verbal **scores of 1080** or higher are exempt.*	
Attain a King cumulative GPA of at least 3.0, with no grade below C in the major or minor field, English composition, professional education courses, and courses in the major or minor field, which are part of the Core Curriculum Requirements for Teacher Education candidates.	
Complete and submit the application for Admission into the Teacher Education Program.	
Complete a successful interview with the Teacher Education Admissions Committee.	
Provide proof of student membership in the Tennessee Education Association.	
Secure a Live Text Account	
For Student Teaching Placement	Date/Initial
Submit a completed electronic and print application for clinical experience with attachments.	
Submit an electronic portfolio with competencies, 6 sections complete with at least 4 artifacts each	
Provide evidence of CPR and First Aid Certification and proof of student membership in TEA	
Complete all academic coursework and attain a King cumulative GPA of at least 3.0	

EDTPA Performance-based Subject Specific Assessment
    Pearson   *Qualifying Score 42*
Elementary Education: Content Knowledge **(Aug. 31, 2019)**
    Code: 5018   TN Min. Score: 163
After August 31, 2019
Multi-Subject Test
5001 – All Test taken at once   5004 - Science
5002 – Reading & Language Arts   5005 – Social Studies
5003 – Mathematics
Teaching Reading: Elementary Education
    Code: 5203   TN Min. Score: 162
 	
EDTPA Performance-based Subject Specific Assessment
    Pearson   *Qualifying Score 42*
 	
Praxis II Content Knowledge Test 7-12 or K-12 for the Secondary Endorsement
Principles of Learning & Teaching Elementary:
Code: 5622   TN Min. Score 160
Principles of Learning & Teaching Secondary:
Code: 5624   TN Min. Score 157
ALL PLT Test must be passed by December 31, 2018 to be exempt from EDTPA Requirement	

Elementary Education Minor	Sem./Grade
EDUC 2100 Survey of Exceptional Children	
GPS Students Take: EDUC 2800 Fundamentals of Pedagogy & EDUC 1500 Foundations of Lesson Planning OR **Traditional Students Take**: EDUC 2030 Introduction to Teaching & EDUC 2031 Field Experience & EDUC 2370 Reflective Teaching	
EDUC 2900 Foundations of Education	
EDUC 2950* Technology for Teachers	
EDUC 3170* Literacy Development and Reading Instruction in the Elementary and Middle Grades	
EDUC 3180* Adaptive Process in Reading Instruction	
EDUC 3360* Introduction to Linguistics	
EDUC 3530* Language Arts & Social Studies Methods.	
EDUC 3540* Math and Science Methods	
EDUC 3550* Related Arts Curriculum: PreK-8	
EDUC 3600* Assessment and Evaluation	
EDUC 4360* ESL Methods and Materials	
ICST: 2120 Cultural Diversity in America	
PSYC 3310 Child Development	
Elementary Education Licensure	**Sem./Grade**
EDUC 4470* Student Teaching: Grades K- 5	
EDUC 4910* Capstone Seminar: Grades K-5	

ESL Add-On to Elementary K-5 (Option)

EDUC 4110 ESL Assessment	
EDUC 4120 Principles of Second Language Acquisition	
EDUC 3120 Principles of Grammar and Writing: ESL	
EDUC 4380 Practicum in ESL Instruction* Praxis II* must be passed to enroll.	
Praxis II* Assessment: English to Speakers of Other Languages Code: 5362 Passing Score155	

Secondary Education Minor	Sem./Grade
EDUC 2100 Survey of Exceptional Children	
EDUC 2800 Fundamentals of Pedagogy & EDUC 1500 Foundations of Lesson Planning OR EDUC 2030 Introduction to Teaching & EDUC 2031 Field Experience & EDUC 2370 Reflective Teaching	
EDUC 2900 Foundations of Education	
EDUC 2950* Technology for Teachers	
EDUC: 3390* Secondary Curriculum and Methods OR EDUC: 4390 Secondary Methods for English Teachers	
EDUC: 3590* Content Area Reading	
EDUC 3600* Assessment and Evaluation	
ICST: 2120 Cultural Diversity in America	
PSYC: 3320 Adolescent Development	
Secondary Education Licensure	**Sem./Grade**
EDUC 4490* Student Teaching: Grades 6-12	
EDUC 4950* Capstone Seminar: Grades 6-12	

*You must be admitted to the Teacher Education to take these courses.

To Be Certified In	You Need to Take The Content Knowledge Test For	Test Code	Score
Biology 6–12	Biology	5235	148
Chemistry 6–12	Chemistry:	5245	152
English 6–12	English Language Arts	5038	167
Government 6–12	Government/Political Science	5931	149
History 6–12	World and U.S. History	5941	157
Mathematics 6–12	Mathematics:	5161	160
Physics 6–12	Physics: Content	5265	144
Physical Education	Physical Education Content and Design	5095	169
Spanish 6–12	Spanish: World Language	5195	163

School of Education
Graduate Candidate Information Sheet

Last Name, First Name	Date Entered King	Projected ST Semester
Place of Work, if applicable	Cell Phone	
Home Address	Email	
Teaching Endorsement	Undergraduate Major	

I understand that I must maintain a 3.00 GPA, pass all required PRAXIS assessments*, and complete all required courses prior to student teaching. I understand that student teaching is a semester-long, all day (according to the mentor's teacher schedule) requirement with mandatory attendance at the weekly capstone seminar.

Signature: Date:

To Be Completed by the School of Education

For Admission to the Program:	Date/Initial
Submit an Application to the Graduate Education Program	
Complete a Professional Information Sheet	
Provide recommendations from three individuals (e.g. professors, employers).	
Achieve a minimum passing score on an assigned written essay	
Complete a successful interview with the Graduate Faculty	
Complete a state-required background check.	
Have a GPA of at least 3.0, with no grade below C in the major or minor field.	
Secure a Live Text Account	
For Student Teaching Placement	Date/Initial
Submit a completed application for clinical experience	
Submit an electronic portfolio with competencies, 6 sections complete with at least 4 artifacts.	
Provide evidence of CPR and First Aid Certification and proof of student membership in TEA.	
Complete all academic coursework and attain a King cumulative GPA of at least 3.0	
Log on and complete the information on your TN Compass Account	

Elementary Education	Sem./Grade
Additional Content Courses as determined by transcript evaluation	
EDUC 5015 Instructional Planning	
EDUC 5020 Instructional Design	
EDUC 5080 Elementary Methods and Materials	
EDUC 5000 Designing Instruction for Exceptional Learners	
EDUC 5010 Research Methods in Education	
EDUC 5040 Advanced Assessment and Evaluation	
EDUC 5030 Human Relations in the Classroom	
EDUC 5060 Social Foundations of American Education	
EDUC 5070 Advanced Educational Psychology	
EDUC 5090 Theory and Practice Literacy and Reading Instruction	
EDUC 5100 Action Research Project	
EDUC 5110 Research Seminar	
EDUC 5990 Comprehensive Assessment	
EDUC 4470 Student Teaching: Grades K-5	
EDUC 4950* Capstone Seminar: Grades K-5	

Secondary Education	Sem./Grade
Additional Content Courses as determined by Transcript Evaluation.	
EDUC 5015 Instructional Planning	
EDUC 5020 Instructional Design	
EDUC 5085 Secondary Methods and Materials OR 4390 Secondary Methods for English Teachers	
EDUC 5000 Designing Instruction for Exceptional Learners	
EDUC 5010 Research Methods in Education	
EDUC 5040 Advanced Assessment and Evaluation	
EDUC 5030 Human Relations in the Classroom	
EDUC 5060 Social Foundations of American Education	
EDUC 5070 Advanced Educational Psychology	
EDUC 5090 Theory and Practice Literacy and Reading Instruction	
EDUC 5100 Action Research Project	
EDUC 5110 Research Seminar	
EDUC 5990 Comprehensive Assessment	
EDUC 4490 Student Teaching: Grades 6-12	
EDUC 4950* Capstone Seminar: Grades K-12	

Add-on Endorsement Option

ESL Teaching English to Speakers of other Languages

EDUC 3360 Introduction to Linguistics	
EDUC ESL Materials and Methods	
EDUC 4110 ESL Assessment	
EDUC 4120 Principles of Second Language Acquisition	
EDUC 3120 Principles of Grammar and Writing: ESL	
EDUC 4380 Practicum in ESL Instruction* Praxis II* must be passed to enroll.	
Praxis II* Assessment: English to Speakers of Other Languages Code: 5362 Passing Score155	

PRAXIS CONTENT TESTS

To Be Certified In	You Need to Take The Content Knowledge Test For	Test Code	Score
Biology 6–12	Biology	5235	148
Chemistry 6–12	Chemistry:	5245	152
English 6–12	English Language Arts	5038	167
Government 6–12	Government/Political Science	5931	149
History 6–12	World and U.S. History	5941	157
Mathematics 6–12	Mathematics:	5161	160
Physics 6–12	Physics: Content	5265	144
Spanish 6–12	Spanish: World Language	5195	163

KING
UNIVERSITY
ESTABLISHED IN 1867
SCHOOL OF EDUCATION
Department of Teacher Education

Student Teaching Information Sheet
For Licensure Application in TNCompass

Name

Last — _First_ — _Middle_ — _Maiden_

Future Address
**if known**
Permanent Address

Future Telephone # if known

City

State — **Zip** — **County (Not country)**

Permanent land Telephone # — **Cell phone #**

King E-mail — **Personal E-mail (_required_)**

Social Security #
(TN Compass Required)

Date of Birth

Enter Test Scores		Praxis Core Academics Skills for Educators tests taken	
	ACT-Composite and 4 Subject Areas		Math
	SAT-Composite and 3 Subject Areas		Reading
			Writing

Praxis II Tests taken

List test number for each test taken (Example-Teaching Reading Elementary - #5203)

Principles of Learning and Teaching-Date Taken:		Subject Area: Test 3 Date Taken:	
Subject Area: Test 1 Date taken:		Subject Area: Test 4 Date taken:	
Subject Area: Test 2 Date taken:		Subject Area: Test 5 Date taken:	

State Licensure Plans: Tennessee
Are you considering teaching in another state (if so, where)?

I understand federal guidelines mandate that King University follow graduates of the King University Teacher Education Program for five years, and that I will be contacted for employment, educational, and professional development information during this period, as well being asked to participate in follow-up interviews during my first, third, and fifth years of teaching. I understand that principals and assistant principals of schools where I am employed may be contacted for information and/or an interview. I agree to contact the Department of Teacher Education if information on this form changes and to provide current contact information.

Signature: _____ **Date**: _____

KING UNIVERSITY

ESTABLISHED IN 1867

SCHOOL OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION

Student Teacher Weekly Time Sheet
Record of Clock Hours in Classroom Activities
Hours should be recorded using 15-minute increments

Name: _____

Week of: _____

School: _____

Course Name/Number: _____

University Supervisor: _____
(Student Teachers)

Grade Level/Subject: _____

Date	Number of Hours Non-Teaching Activities*	Number of Hours Individual Assistance and Small Group Types of Activities	Number of Hours Actual Teaching (Whole Group)	Number of Hours Extra Curricular*	Number of Hours Planning Time On Site	Total Hours Per Day On Site

VERIFIED BY MENTOR TEACHER:

_____
Signature   Date

TOTAL WEEKLY HOURS: _____

Non-teaching activities include: observation, conferences, bus or hall duty, lunchroom duty, and study hall.
**Extra Curricular activities include: clubs, assistance in athletics, PTA, in-service meetings, other extra-curricular activities in which the student teacher has a leadership role with pupils.*

Student Teaching Grade Rubric

Student Teacher Name: **First or Second Placement Grade:**   **Semester:**

	A	B	C	Below C
Weekly Lesson Plans	• Candidate submits complete and high-quality lesson plans and teaching materials on time to Mentor and Supervisor. • Final Score all 3's or better	• Candidate submits complete lesson plans and teaching materials to Mentor and Supervisor. • Submissions are rarely late. • Final Scores majority 3's.	• Candidate does not submit all lesson plans on time and/or submits incomplete plans. • Final Scores majority 2's.	**Removal from Student Teaching**
Candidate Lesson Reflections	• Candidate completes the lesson reflection essay following a lesson observation and submits it to Supervisor next day by midnight. • Final Score all 3's or better.	• Candidate completes the lesson reflection essay following a lesson observation and submits it to Supervisor no more than 1 day late. • Final Score 2's or better.	• Candidate does not submit all lesson reflection lesson and submits it 2 or 3 days late to the Supervisor. • Final Score majority 2's.	
TEAM Scores on Supervisor Evaluation	• Candidate receives an average of 3 or better on Supervisor's TEAM ratings on last observation of each placement.	• Candidate receives an average of 2.75 on Supervisor's TEAM ratings on last observation of each placement.	• Candidate receives an average 2.5 Supervisor's TEAM ratings on last observation of each placement.	
Summative Evaluation Mentor and Supervisor	• Candidate's summative evaluation is all 3's or above. • Candidate demonstrates positive response to feedback.	• Candidate's summative evaluation are 3's with no more than four 2's. • Candidate demonstrates some response to feedback.	• Candidate's summative evaluation are two's or higher. • Candidate demonstrates little response to feedback.	
Unit Plan (one required)	• Candidate presents a 3-5 day unit to supervisor by the due date. • Rubric score majority 3's.	• Candidate presents a 3-5 day unit to supervisor no more than 3 days late. • Rubric score 3's and 2's.	• Candidate presents a 3-5 day unit to the supervisor up to a week late. • Rubric scores majority 2's.	
Dispositions: Summative Evaluation	• Performance on Dispositions are 4's and 5's.	• Performance on Dispositions are 3's and 4's.	• Performance on Dispositions are 2's and 3's.	
Professional Behavior Mentor Midpoint Evaluation	• Candidate demonstrates professional behavior at all times. • Majority 5's.	• Candidate demonstrates professional behavior most of the time. • Majority 4's.	• Candidate demonstrates professional behavior but not consistently. • Majority 3's.	

Documented Evidence for Exemplary Performance (Record description, date, location, use back if needed.)
Evidence of efforts to establish positive relationships with students, faculty, staff, and/or community.	
Evidence of outstanding leadership or initiative in the classroom or at the school.	

College Supervisor Signature: _____ Recommended Grade: _____ Date:_____

Information from Course Syllabus

Course Name: Student Teaching, K-5; 6-12; or K-12

Course Number: EDUC 4470; EDUC 4490; EDUC 4500

Credits: 5 student hours each placement.
Prerequisites: All courses in the academic major, all professional level Teacher
Education courses, overall GPA of 3.0, and successful completion of all licensure assessments required by the
Tennessee Board of Education

Co-requisites:

Capstone Seminar EDUC 4950 (2 hours)
EDUC 4470, 4490, 4660

Catalog Course Description: This course includes discussions of issues related to student teaching and
induction into the profession. Students are required to present their final electronic portfolios and to pass all
state-mandated PRAXIS II tests to successfully complete this course.

Required Texts:
Active *Live Text* Subscription

Evaluation Methods:
- Weekly Lesson Plans (TEAM Rubric for Lesson Plans)
- Mentor Midpoint Evaluation
- Unit Plan
- Lesson Reflections (Rubric)
- Professional Behavior Scale
- Lesson Observations (TEAM Rubric)
- Dispositions
- Summative Evaluation (TEAM Rubric)

Attendance Policy:
Candidates are to report to their assigned mentor and school every day that their school is in session and to
afterschool meetings required of the faculty. If a candidate is ill and cannot attend school, the candidate should
notify the mentor and supervisor as soon as possible by text or email. If a candidate is absent more than 2 days
then he/she should present a doctor's note to the mentor and supervisor.

Grading Scale: (Based on Grading Rubric)

Grade	As	Bs	Cs
A	6	1	0
A-	5	2	0
B+	4	3	0
B	3	3-4	1 or less
B-	1 or 2	5-3	2 or less
C+	0	5-4	3 or less
C	0	2-3	5 or less
C-	0	0-2	7 or less

Student Teaching Application

Intent to Student Teach

Application Date:	Intended Student Teaching Semester:

Candidate Information

First Name:	Date of Birth:
Middle Name:	King ID#
Last Name:	King Email:
Maiden Name:	Gender: Female _____ Male _____
Phone Number:	

Housing Information

Where do you plan to live during your student teaching semester?

_____ On Campus   Address: _____

_____ Off Campus   _____

_____ With Parents   _____

_____ Other: _____

Emergency Contact Information

Name:	Phone Number:	Relationship:
Name:	Phone Number:	Relationship:

Employment

Place of Employment:	Number of hours worked per week: _____
Phone Number:	Location:

During your student teaching semester, it is recommended you work NO MORE than 10 hours per week.   I have read and understand my paid/unpaid employment must not interfere with my student teaching responsibilities, which are full-day and based upon my mentor teacher's schedule.

Candidate Initials: _____

To be completed by the Department of Education
Student Teaching Required Documents

☐ Signed Application for Student Teaching

☐ Proof of Liability Insurance (STEA-KE)

☐ Proof of Current CPR/First Aid Certification

☐ Signed Request for Official Transcripts to be sent to Education Dept.

☐ Copy or Receipt for King Issued Student Teaching ID Badge

☐ Copy of ALL Praxis II Score Reports

☐ Candidate Information Sheet

Praxis Exam Requirements

In order to student teach in the Spring **ALL** Praxis II **MUST** be passed by **November 15**, of the prior semester. In order to student teach in the Fall **ALL** Praxis II **MUST** be passed by **May 15**, of the prior semester.

Elementary Requirements K-5	Secondary Requirements 6-12
	Biology: Content Knowledge Code: 5235 TN Min. Score: 148
Elem. Ed. Content Knowledge (**By Aug. 31, 2019**) Code: 5018 TN Min. Score: 153	Chemistry: Content Knowledge Code: 5245 TN Min. Score: 152
Teaching Reading: Elem. Ed. Code: 5203 TN Min. Score: 163	English: Content Knowledge Code: 5038 TN Min. Score: 167
As of Sept. 1, 2019 Elementary Ed..Multiple Subjects (4 Part Test) **Code: 5001 If taken all at once** Elem. Ed. Reading & Language Arts Subtest Code: 5002 TN Min. Score: 157 Elem. Ed. Mathematics Subtest Code: 5003 TN Min. Score 157 Elem. Ed. Social Studies Subtest Code: 5004 TN Min. Score: 155 Elem. Ed. Science Subtest Code: 5005 TN Min. Score: 155	History: Content Knowledge Code: 5941 TN Min. Score: 157 Government: Content Knowledge Code: 5931 TN Min. Score: 149 Mathematics: Content Knowledge Code: 5161 TN Min. Score: 160 Physics: Content Knowledge Code: 5265 TN Min. Score: 144 Spanish: World Language Code: 5195 TN Min. Score: 163
Elementary & Secondary K-12	
Music: Content & Design (Instrumental) Code: 5114 TN Min. Score: 169	Physical Education: Content & Design Code: 5095 TN Min. Score: 169
Music: Content & Design (Vocal) Code: 5114 TN Min. Score: 162	English To Speakers of Other Languages (ESL) Code: 5362 TN Min. Score: 155

I understand that I will be required to attain passing scores for the state of Tennessee on all applicable Praxis II test required for my licensure area prior to my student teaching semester. In the event I do not pass the required Praxis by the deadline (May 15 for Fall and Nov. 15 for Spring), I understand my application will be deferred until I have attained a passing score for the state of Tennessee.   Candidate Initials: _____

Praxis Scores

Elementary K-5	Multi-Subject Test	Secondary 6-12
Score 5018: (**By Aug. 31**)	Score 5001:	Test Code:
Test date for 5018:	Score 5002:	Score:
Score: 5203	Score 5003:	
Additional Endorsements:	Score 5004:	Area:
Test Code:	Score 5005:	Score:

edTPA Requirements

As of January 1, 2019, students seeking a teaching license for the state of Tennessee must complete and pass edTPA assessment. Students who have taken and passed the Praxis, Principals of Learning and Teaching(PLT) prior to December 31, 2018, are exempt from edTPA.

Passing Scores: 2019 Min. Score 38   2020 Min. Score 40   After 2020 Min. Score 42

LiveText Portfolio Assignments and Scores

Portfolio 1: Service to Others		Portfolio 7: Assessment	
*Portfolio 2: Content Knowledge		Portfolio 8: Learning Differences	
Portfolio 3: Student Development & Learning		Portfolio 9: Application of Content	
Portfolio 4: Planning for Instruction		Portfolio 10: Leadership & Collaboration	
Portfolio 5: Instructional Strategies		*Portfolio 11: Prof. Learning & Ethical Practice	
Portfolio 6: Learning Environments			

*Sections to be completed in Capstone, while student teaching.

Applicant Signature_____   Date: _____

Office of Registration and Records
1350 King College Road
Bristol, Tennessee 37620

Email: registrar@king.edu
Phone: (423) 652-6317
FAX: (423) 652-6309

REQUEST FOR TRANSCRIPT OF ACADEMIC RECORD

Date:_____

Full Name: _____

Present Address: _____

_____

Contact Number or Email Address:_____
In case we need to contact you please complete the contact number or email address.

Signature: _____

☐ By checking this box, I give my consent to have my official King University transcript sent to the School of Education for my Educator Licensure and Preparation application with the Tennessee Department of Education.

☐ By checking this box, I **DO NOT** give my consent to have my official King University transcript sent to the School of Education for my Educator Licensure and Preparation application with the Tennessee Department of Education.

Did you attend another institution prior to King University _____ YES _____ NO

If you marked yes to the statement above, do you give consent for King University to send photocopies of transcripts from your prior institution for your Educator Licensure and Preparation application with the Tennessee Department of Education?
_____ YES   _____ NO

Please list the name(s) of the prior institutions that you attended:
_____

_____

_____

Student's Signature _____ Date _____
For Office Use Only:

Date transcript processed:_____
ORR Staff Initials: _____

Unit Format
Due to the University Supervisor on the last day of the First Placement

I. UNIT Construction	Check
1. **Title Page** (Title of Unit, Name, Date, Course, Subject, Grade Level, Graphics are optional) 1 page	

2. **Unit Overview** (1-2 pages)
    a. Introduction (Enduring Understanding, Big Ideas, Essential Questions)
         i. Broad Goals (in bulleted list) (1-3) and Connection to Yearly Goals
             1. List the lesson objectives that support the goals
         ii. Relate to needs and interests of students including exceptional and diverse learners
    b. Rationale
         i. How are the understandings, ideas, and questions relevant beyond the classroom?
         ii. How does the unit connect to students' lives, prior knowledge, and needs?	

3. **Materials List** (1-page) Use these categories!
    a. Equipment and Resources
    b. Technology
    c. Copies Needed and other Consumables	

4. **Assessment** (1 page) (Descriptions)
    a. **Formative** (Daily assessments such as quizzes, exit slips, student work at the board, pinch cards, homework, group work, oral responses to questions, clickers, etc.)
    b. **Summative** (This is a description of your pre/post test.) It must be quantifiable and linked to unit goals and objectives. You may also be grading the whole unit by performance, project, or presentation. If so, include the grading RUBRIC in Appendix A.	

5. **Daily Lesson Plans** (One per day in the unit, using the King LOED Plan Format. Include a Daily Plan for the day of the Summative Assessment and the Culminating Activity. LABEL DAY 1, DAY 2, etc.)
DAY 1
DAY 2
DAY 3
DAY 4*
DAY 5*
DAY 6* DAY 7* DAY 8*
 	
Each plan must:
  • Be completely filled out.
  • Show lesson details
  • Follow in sequence
  • Support the Objective	

6. **Appendix A: Summative Assessment**
    a. Pre/Post Test
    b. Test Key and/or Rubric
    c. Pre and Post Test Results	

7. **Appendix B: Student Handouts** a. Label for which lesson by DAY!	
8. **Appendix C: PowerPoint Print-outs and other Teaching Materials** a. Label for which lesson by DAY!	

9. **Appendix D: Academic Language**
    a. Language Demands
    b. Language Functions
    c. Language Supports	

10. **Appendix E: Text Set**	

11. **Appendix F: Curriculum Framework and Sources   Student Teaching Only**
    a. Include the page from the Curriculum Standards that were the basis of the unit
    b. Include a list of sources for work that is not original	

12. **Appendix G: Student Work Samples   Student Teaching Only**
    a. Provide pre-post test data to indicate student growth
    b. Provide depersonalized student samples to demonstrate progress within unit	

13. **Appendix H: Reflection/Self-Evaluation of Unit   Student Teaching Only**
    a. What did the performance data show about student learning?
    b. How did you use formative assessment to modify lessons?
    c. How did you provide support for student learning challenges?
    d. What instructional choices worked and what needed to be modified?
    e. What improvements will you make to the unit for the next time you teach it?	

Unit Rubric

	5: Significantly Above Expectations	3: At Expectations	1: Significantly Below Expectations

Format and Style	Unit shows:
	• All criteria from level 3 met
	• Extraordinary creativity and insight
	• Detailed evidence of meeting student needs
	• Course materials that customize the learning for the specific students in the class.
		Unit is:
		• complete and well organized with sections well labeled
		• turned in on or before the due date.
		Student Samples
		   • Well Chosen with names masked
			Unit is:
			• Incomplete and/or unorganized
			• turned in a week or less pass the deadline
			Student Samples
			   • Missing or irrelevant

Content	Content meets level 3 criteria and shows: • Application to interdisciplinary subjects • Specific content pedagogy	Content is: • Age and Level appropriate • Sequenced appropriately and builds upon itself	Content is: • Inappropriate for age/level • Inaccurate

Daily Plans and Materials	Daily plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	   o are aligned to state standards,
	   o are sequenced from basic to complex,
	   o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines,
	   o provide appropriate time for student work, student reflection, and lesson unit and closure;
	• plans appropriate for the age, knowledge, and interests of all learners; and
	• opportunities to accommodate individual student needs.
		Daily plans include:
		• goals aligned to state content standards,
		• activities, materials, and assessments that:
		   o are aligned to state standards,
		   o are sequenced from basic to complex,
		   o build on prior student knowledge, and
		   o 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
		• some opportunities to accommodate individual student needs.
			Daily plans include:
			• few goals aligned to state content standards,
			• activities, materials, and assessments that:
			   o are rarely aligned to state standards,
			   o are rarely logically sequenced,
			   o rarely build on prior student knowledge, and
			   o inconsistently provide time for student work, and lesson and unit closure; and
			• some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • 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: • 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: • mostly reproduce information, • rarely draw conclusions and support them through writing, and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment plans: • 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.	Assessment plans: • 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.	Assessment plans: • 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.

![KING UNIVERSITY logo]
ESTABLISHED IN 1867
SCHOOL OF EDUCATION
1350 King College Road, Bristol, TN 37620

Instructions:
The King College School of Education desires continuous evaluation and improvement of its professional clinical program. Your responses here should address the program as a whole. Please respond to the following questions by circling a low "1" (poor), to a high "5" (excellent). If item cannot be rated, circle "CR" (cannot rate). Once you have completed the forms, please scan and email to Wendy Gauthier, Compliance Officer for the School of Education wgauthier@king.edu or mail to her at the college address or drop it off to her office in Kline Hall 221. Mentor teacher responses will be aggregated prior to program evaluation.

I.   EVALUATION OF PROFESSIONAL CLINICAL PROGRAM

1 Inadequate; 2 Needs Improvement; **3 Meets Standards;**

4 Above Standard Performance; 5 Exemplary Performance; CR Cannot Rate

Please write a supporting comment beneath the statement, particularly if you select a 1 or 5.

How well did the King School of Education prepare the candidate to…

1. Show content knowledge in subject matter taught?	1	2	3	4	5	CR
Comment:						
2. Develop unit and lesson plans based on state and local curriculum?	1	2	3	4	5	CR
Comment:						
3. Use formative assessment to inform lesson planning and make professional decisions?	1	2	3	4	5	CR
Comment:						
4. Analyze summative data to determine strengths and weaknesses of students?	1	2	3	4	5	CR
Comment:						
5. Teach engaging effective lessons to meet the needs of all learners?	1	2	3	4	5	CR
Comment:						
6. Create a warm and respectful classroom environment with high expectations for learning?	1	2	3	4	5	CR
Comment:						
7. Maintain on-task behavior and to handle misbehavior in an effective manner?	1	2	3	4	5	CR
Comment:						
8. Ask and answer students questions to provide effective feedback and to promote higher order thinking?	1	2	3	4	5	CR
Comment:						
9. Demonstrate varied teaching methods and tools which may include technology, manipulatives, etc.?	1	2	3	4	5	CR
Comment:						
10. Collaborate with teachers, school staff, and parents?	1	2	3	4	5	CR

KING
ESTABLISHED IN 1867
SCHOOL OF EDUCATION
Department of Teacher Education

EVALUATION OF CLINICAL PROGRAM	**Low**				**High**	
1 Strongly Disagree; 2 Disagree; 3 Neutral; 4 Agree; 5 Strongly Agree; CR Cannot Rate						
My responsibilities and duties were made clear to me.	1	2	3	4	5	CR
The forms used in evaluating student teachers or embedded teachers were clear and simple to use.	1	2	3	4	5	CR
Having a student teacher in my classroom or embedded teacher within the school was a positive experience.	1	2	3	4	5	CR
Any problems that occurred or questions that arose were promptly addressed.	1	2	3	4	5	CR

Comments on Clinical Program:

EVALUATION OF COLLEGE SUPERVISOR	**Low**				**High**	
1 Strongly Disagree; 2 Disagree; 3 Neutral; 4 Agree; 5 Strongly Agree; CR Cannot Rate						
1. The supervisor encouraged and answered my questions.	1	2	3	4	5	CR
2. The supervisor was prepared for each visit.	1	2	3	4	5	CR
3. The supervisor displayed a positive regard for the success of the school and the school system.	1	2	3	4	5	CR
4. The supervisor displayed a positive attitude about and concern for the teaching candidate.	1	2	3	4	5	CR
5. The supervisor supplied his/her contact information.	1	2	3	4	5	CR
6. The supervisor promptly responded to email/phone messages.	1	2	3	4	5	CR
7. The supervisor held a conference with the student teacher after each observation.	1	2	3	4	5	CR
8. The supervisor completed a summative assessment conference.	1	2	3	4	5	CR

Comments on College Supervisor:

1.   What strengths can you identify in the professional clinical program of King University?

2.   What weaknesses can you identify that need improvement?

3.   What suggestions do you have for the professional clinical program of King University?

Mentor Name:

Mentor Signature: Date:

Name of Teacher Candidate:

School:

KING UNIVERSITY
ESTABLISHED IN 1867
SCHOOL OF EDUCATION
Department of Teacher Education

MENTOR: INFORMATION SHEET
(One copy for each placement)

Please provide the information requested below to be used as part of the permanent professional semester/professional clinical record to be maintained by the School of Education. We appreciate your willingness to serve as a mentor teacher.

Name _____

School _____ **System** _____

School Address _____

City _____ **State** _____ **Zip Code** _____

School Phone _____ **Home Phone** _____ **E-Mail** _____

Grade/Subject Assignment _____

Home Address _____

City _____ **State** _____ **Zip Code** _____

Colleges/Universities Attended	**Dates Attended**	**Degree Received**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Years of Experience _____

TN License #
(required by
TN Dept. of Ed) _____

Areas of Certification _____ _____
_____ _____

Special Interests _____

STUDENT TEACHER/INTERN/TRANSITIONAL LICENSED TEACHER ASSIGNED:

Name   **Date/semester**

_____   _____
_____   _____

KING
UNIVERSITY
ESTABLISHED IN 1867
SCHOOL OF EDUCATION
Department of Teacher Education

_____   _____
Name of Teacher Candidate/Intern/Embedded Teacher   School

_____   _____
Grade(s)/Subject(s)   Mentor Name

Instructions:

Dear Mentor, We thank you for your expertise in helping to mold the teachers of tomorrow. Classroom experience is vital for putting theory to practical use and learning to reflect and revise lessons under your guidance.   For the purposes of data collection and formative assessment, we ask that you complete both sides of this evaluation, sign it at the bottom, and return it to the Director of Teacher Education through email, mail, or sealed envelope. (School of Education; Kline Hall, King University, 1350 King College Road, Bristol, TN 37620.) You may choose to share this information with the student teacher.

List one (or more) strengths noted in lessons taught by candidate.
List one or two areas of refinement noted in lessons taught by candidate.
(Optional) Additional comments, suggestions, questions, or concerns?

CHECK WHERE APPROPRIATE: NO: Not Observed, 1: Rarely 2: Seldom (2 days/week), 3: Regularly (Most Days), 4: Daily (Every Day), 5: Daily & Exemplary						
Professional Behavior	**NO**	**1**	**2**	**3**	**4**	**5**
The Teaching Candidate adheres to the accepted standards of truthfulness, honesty, and ethical behavior as stated in King College's Honor Code.						
The Teaching Candidate demonstrates a strong work ethic, promptness, and courtesy to student, staff, and community.						
Designing and Planning Instruction	**NO**	**1**	**2**	**3**	**4**	**5**
The Candidate **plans units and daily lessons using** state curriculum, knowledge of students, and best practices in teaching methods.						
The Candidate prepares engaging and relevant student **assignments.**						
The Candidate plans for daily formative **assessments** for instructional planning based upon learning objectives.						
Learner Knowledge	**NO**	**1**	**2**	**3**	**4**	**5**
The Candidate utilizes knowledge of **students' developmental levels** within the lesson and materials.						
The Candidate utilizes knowledge of students' **strengths/weakness, interests, and cultural heritage** within the lesson and materials.						
The Candidate **motivates** students through meaningful activities and reinforcing/rewarding effort.						
The Candidate uses **grouping arrangements** that are appropriate to the lesson, with varied composition, and group routines/roles are taught/used.						
Instruction	**NO**	**1**	**2**	**3**	**4**	**5**
The Candidate **communicates** learning **standards** throughout the lesson.						
The Candidate presents content in a logical sequence with **examples, visuals**, or other practices that promote student learning.						
The Lesson had a beginning, middle, and end; **pacing** was appropriate for all students. The Candidate utilizes class time productively.						
Lesson Materials support the lesson, are grade appropriate, promote interaction, sustain student attention, and reflect levels of thinking.						
The Lesson contains **questions** that are frequent, high quality, requiring a variety of active responses, calling on volunteers and non-volunteers.						
The Lesson contains oral and written **feedback** used to monitor and adjust instruction.						
The Candidate teaches one or more types of t**hinking** and provides opportunities for students to generate ideas and analyze problems.						
The Candidate teaches and provides opportunities to apply **problem-solving strategies**.						
Content Knowledge	**NO**	**1**	**2**	**3**	**4**	**5**
The Candidate displays deep and accurate **content knowledge**.						
The Candidate applies content knowledge within the lessons and materials.						
Environment	**NO**	**1**	**2**	**3**	**4**	**5**
The Candidate sets **high standards** for everyone and encourages growth mindset (learning from mistakes, perseverance).						
The Candidate establishes rules, uses **appropriate management techniques**, and displays judgement in behaviors to ignore or deal with.						
The Candidate demonstrates **respect** for all students, staff, and others and promotes a respectful culture within the classroom.						
Leadership and Collaboration	**NO**	**1**	**2**	**3**	**4**	**5**
The Candidate demonstrates leadership by taking initiative, identifying and solving problems, and taking responsibility.						
The Candidate collaborates with colleagues, staff, parents, and learners.						

Mentor Signature and Date:

KING
UNIVERSITY
ESTABLISHED IN 1867

SCHOOL OF EDUCATION

_____   _____
CANDIDATE'S NAME   **GRADE LEVEL/SUBJECT**

COMPLETED BY: _____ **(Supervisor or Mentor)**

Scale: 0-5 5—Significantly Above Expectations 4: 3—At Expectations 2:   1—Significantly Below Expectations (Two and four are also options for scoring.) Use the TEAM Rubric: Planning (on Back).

WEEK	Instructional Plans Score	Student Work Score	Assessment Score	Feedback
2				
3				
4				
5				
6				
7				
(8)				
(9)				

Evaluators Signature_____

Date_____

	5: Significantly Above Expectations	3: At Expectations	1: Significantly Below Expectations

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  o are aligned to state standards,
	  o are sequenced from basic to complex,
	  o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and
	  o 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:
		• goals aligned to state content standards,
		• activities, materials, and assessments that:
		  o are aligned to state standards,
		  o are sequenced from basic to complex,
		  o build on prior student knowledge, and
		  o 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:
			• few goals aligned to state content standards,
			• activities, materials, and assessments that:
			  o are rarely aligned to state standards,
			  o are rarely logically sequenced,
			  o rarely build on prior student knowledge, and
			  o inconsistently provide time for student work, and lesson and unit closure; and
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • 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: • 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: • mostly reproduce information, • rarely draw conclusions and support them through writing, and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment plans: • 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.	Assessment plans: • 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.	Assessment plans: • 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.

KING UNIVERSITY

ESTABLISHED IN 1867

SCHOOL OF EDUCATION
Department of Teacher Education

Summative Evaluation of Teaching Performance
Completed by College Supervisor, Mentor Teacher, and Candidate

Candidate:	**Date of Conference:**
Grade Level(s)/Subject(s):	**Mentor:**
School:	**Supervisor:**
Placement (1 or 2):	**Form Completed by: (Mentor, Candidate, Supervisor)**

SCALE: 0-5   5—Significantly Above Expectations   4:   3—At Expectations   2:
1—Significantly Below Expectations   0—Not Present   N/O—No Opportunity to Observe

Refer to the TAP Rubric to determine level of proficiency in each indicator. A two or four are also options for scoring. Teacher Candidates must record both areas of strength (reinforcement) and areas to strength (areas of refinement).

DOMAIN 1: INSTRUCTION	SCORE	Reinforcement Objectives
1. Standards and Objectives (SO)		
2. Motivating Students (MOT)		
3. Presenting Instructional Content (PIC)		
4. Lesson Structure and Pacing (LS)		
5. Activities and Materials (ACT)		
6. Questioning (QU)		
7. Academic Feedback (FEED)		
8. Grouping Students (GRP)		
9. Teacher Content Knowledge (TCK)		
10. Teacher Knowledge of Students (TKS)		
11. Thinking (TH)		**Refinement Objectives**
12. Problem Solving (PS)		
DOMAIN 2: PLANNNING	**SCORE**	
1. Instructional Plans (IP)		
2. Student Work (SW)		
3. Assessment (AS)		
DOMAIN 3: ENVIRONMENT	**SCORE**	
1. Expectations (ES)		
2. Managing Student Behavior (MSB)		
3. Environment (ENV)		
4. Respectful Culture (RC)		

Please attach additional comments and feedback on a separate sheet of paper to this document. Both candidate and the person completing the feedback should initial and date it.

Professional Dispositions

SCALE: 0-5 5—Significantly Above Expectations 4: 3—At Expectations 2: 1—Significantly Below Expectations 0—Not Present N/O—No Opportunity to Observe (A two or four are also options for scoring.)							

The candidate demonstrates the following professional dispositions in the educational setting:	5	4	3	2	1	0	N/O
Integrity							
• Adheres to the truthfulness, honesty, and ethical behavior described in the King College Honor Code • Respects the intellectual property of others by giving credit to others when using their work • Demonstrates self-respect and respect for others • Portrays authenticity: more self-revealing than self-concealing							
Responsibility							
• Keeps appointments on time and completes tasks without reminders or tardiness • Demonstrates strong work ethic • Alters approaches to instruction conscientiously to accommodate varied needs of ALL students							
Self-efficacy							
• Demonstrates through performance that **ALL** children can learn • Holds positive beliefs about self and others • Communicates high expectations to and about each learner in a positive manner • Possesses the knowledge and skills to engage ALL students in meaningful educational experiences							
Open-mindedness							
• Shows interest in the new ideas of others and is more freeing than controlling • Demonstrates positive attitudes toward diverse cultures and learners with no sign of overt bias or prejudice							
Flexibility							
• Demonstrates willingness to adapt instruction to "best practices" • Revises instruction to accommodate unexpected shifts in classroom or school events • Adapts instruction and assessment to fit various learning styles and for students with special needs							
Caring							
• Demonstrates empathy or sensitivity toward students • Affirms, encourages, and instructs ALL students without bias regarding ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical origin, or length of residency in region							
Social Justice							
• Acts as advocate for students • Integrates community and the learner's other environments into each lesson with real-world connections • Develops lessons and promotes classroom environments that counteract negative stereotypes and bigotry							

Leadership and Collaboration	5	4	3	2	1	N/O
The Candidate demonstrates leadership by taking initiative, identifying and solving problems, and taking responsibility.						
The Candidate collaborates with colleagues, staff, parents, and learners.						

The signatures below verify that the Summative Evaluation has been discussed the Candidate.

Candidate   University Supervisor/Classroom Mentor

_____   _____

KING UNIVERSITY
ESTABLISHED IN 1867
SCHOOL OF EDUCATION
Department of Teacher Education

CANDIDATE LESSON OBSERVATION REPORT

CANDIDATE NAME:

Observer:		Date:	Day of Week:
Grade Level/Subject:		☐ Announced ☐ Unannounced	Time:
School Name:		Placement (1st or 2nd) & Observation Number:	

SCALE: (0-5) 5—Significantly Above Expectations 4: 3—At Expectations 2: 1—Significantly Below Expectations   0—Not Present   N/O—No Opportunity to Observe (Two or four are also options for scoring.)

INSTRUCTION	SCORE	Reinforcement Objectives
1. Standards and Objectives (SO)		
2. Motivating Students (MOT)		
3. Presenting Instructional Content (PIC)		
4. Lesson Structure and Pacing (LS)		
5. Activities and Materials (ACT)		
6. Questioning (QU)		
7. Academic Feedback (FEED)		
8. Grouping Students (GRP)		
9. Teacher Content Knowledge (TCK)		
10. Teacher Knowledge of Students (TKS)		
11. Thinking (TH)		**Refinement Objectives**
12. Problem Solving (PS)		
PLANNNING	**SCORE**	
1. Instructional Plans (IP)		
2. Student Work (SW)		
3. Assessment (AS)		
ENVIRONMENT	**SCORE**	
1. Expectations (ES)		
2. Managing Student Behavior (MSB)		
3. Environment (ENV)		
4. Respectful Culture (RC)		

Adapted from the National Institute for Excellence in Teaching Tennessee TEAM Evaluation System Handbook

_____

Candidate Signature / Date

_____

University Supervisor's and/or Mentor Teacher's Signature / Date

Directions: After planning and teaching a lesson, use this guide to complete a reflective essay. You will do this each time you are formally observed by your college supervisor and will finish it and email it to your supervisor by midnight of the day following the lesson observation. You may also use this guide when you wish to analyze a lesson that you have taught.

In a Word document, write the essay in double spaced indented paragraphs using 11-12 point font in Times New Roman, Garamond, or Cambria. Put your name, date, and school in the header. Title your paper with the Subject/Grade Level, and topic of lesson.

Use subtitles and write a paragraph for each of the following.

Introduction:
Describe the lesson objective and the activities and materials that you used. Also briefly describe your students.

Conceptual Understanding:
Describe how the lesson deepened the conceptual understanding of your students. Use specific examples for evidence of this deep understanding. If you did not achieve the desired level of conceptual understanding, then analyze why the lesson was not successful in this respect and how you could make specific changes to the lesson to achieve it in the future.

Feedback:
Describe how feedback during the lesson was timely and specific. Use specific examples, quotes, or observations. If you did not achieve the desired level of feedback, then analyze why the lesson was not successful in this respect and how you could make changes to the lesson to achieve it in the future.

Student Engagement:
Describe how the lesson promoted a high level of student engagement. Use specific examples, quotes, or observations for evident of student engagement. If you were less than successful in promoting student engagement, then analyze why the lesson was not successful in this respect and how you could make changes to the lesson to achieve it in the future.

Central Focus:
Describe the students' ability to learn the lesson's central focus and how you adjusted the lesson to make the central focus accessible to learners with different learning needs. If you were less than successful in emphasizing the central focus or did not reach all learners, then analyze why the lesson was not successful in this respect and how you could make changes to the lesson to achieve it in the future.

Research and Theory Connection:
Describe the research and/or theories that influenced your instructional decisions when planning the lesson. Support any revisions you plan to make in this lesson with relevant research-based findings or any extra instruction you plan to use with your class for the next lesson.

Scoring Rubric	5 Exceeds expectations	3 At expectations	1 Below expectations
Formatting and Style	In addition to Level 3, paragraphs are well written with fluent sentence structure and college-level vocabulary.	All directions followed, No grammar or spelling errors	Directions not followed and/or multiple errors.
Introduction	In addition to Level 3, additional insights into the classroom context were given.	Thorough description of lesson and students.	Detailed descriptions were not given.
Conceptual Understanding	In addition to Level 3, writing showed deep analysis of how conceptual understanding was reflected in student responses and work.	Specific evidence was given for conceptual understanding within the lesson and self-assessment with analysis of the effectiveness and ideas of how to improve.	Specific evidence was not provided. No analysis.
Feedback	In addition to Level 3, writing showed deep analysis of how feedback was used and received and how it promoted learning.	Specific evidence was given for use of feedback within the lesson with self-assessment and analysis of the effectiveness of the lesson and ideas of how to improve this area.	Specific evidence was not provided. No analysis.
Student Engagement	In addition to Level 3, writing showed deep analysis of how student engagement occurred in the classroom and how all students were reached and accommodated.	Specific evidence was given for student engagement with self-assessment of the lesson and analysis of the effectiveness with ideas of how to improve.	Specific evidence was not provided. No analysis.
Central Focus	IN ADDITION TO LEVEL 3, WRITING SHOWED DEEP ANALYSIS OF HOW THE CENTRAL FOCUS WAS TAUGHT, SCAFFOLDED, AND LEARNED WITHIN THE LESSON.	Specific evidence was given for teaching and learning of the central focus with self-assessment of lesson and analysis of the effectiveness with ideas of how to improve.	Specific evidence was not provided. No analysis.
Research and Theory	Three or more references were discussed and connected to the lesson plan, lesson taught, or lesson revisions.	At least one reference to theories or research was discussed in relation to the lesson plan and lesson taught.	No references were cited. Research and theory were only discussed in general ways.

KING
UNIVERSITY
ESTABLISHED IN 1867
SCHOOL OF EDUCATION
Department of Teacher Education

Candidate Name: **Date of Observation:**

INSTRUCTION	SCORE	Evidence Notes and Feedback
Domain 1: Instruction		
1. Standards and Objectives		
2. Motivating Students		
3. Presenting Instructional Content		
4. Lesson Structure and Pacing		
5. Activities and Materials		
6. Questioning		
7. Academic Feedback		
8. Grouping Students		
9. Teacher Content Knowledge		

10. Teacher Knowledge of Students		
11. Thinking		
12. Problem Solving		

Domain 2: Planning		
1. Instructional Plans		
2. Student Work		
3. Assessment		

Domain 3: Environment		
1. Expectations		
2. Managing Student Behavior		
3. Environment		
4. Respectful Culture		

Observer Signature: **Date of Observation:**

Student Teacher Supervisors Data Collection (per placement)

NEED 3 of These

Supervisor: Candidate Lesson Observation (Fall 2018)

CANDIDATE LESSON OBSERVATION REPORT

KING UNIVERSITY
SCHOOL OF EDUCATION
Department of Teacher Ed

CANDIDATE NA

Observer:		Date: 8/27/18	Day of Week: Mon.
Supervisor : Dr. Donna H. Watson			
Grade Level/Subject:		☒ Announced	Time:
		☐ Unannounced	8:45 a.m.
		Placement (1st or 2nd) & Observation Number: #1	

SCALE: (0-5) 5—Significantly Above Expectations 4: 3—At Expectations 2: 1—Significantly Below Expectations 0—Not Present N/O—No Opportunity to Observe (Two or four are also options for scoring.)

INSTRUCTION	SCORE
1. Standards and Objectives (SO)	3
2. Motivating Students (MOT)	4
3. Presenting Instructional Content (PIC)	4
4. Lesson Structure and Pacing (LS)	3
5. Activities and Materials (ACT)	3
6. Questioning (QU)	2
7. Academic Feedback (FEED)	2
8. Grouping Students (GRP)	3
9. Teacher Content Knowledge (TCK)	3
10. Teacher Knowledge of Students (TKS)	3
11. Thinking (TH)	3
12. Problem Solving (PS)	3

PLANNING	SCORE
1. Instructional Plans (IP)	3
2. Student Work (SW)	3
3. Assessment (AS)	2

ENVIRONMENT	SCORE
1. Expectations (ES)	4
2. Managing Student Behavior (MSB)	4
3. Environment (ENV)	3
4. Respectful Culture (RC)	4

Reinforcement Objectives

- Continue to spend time and effort on planning engaging lessons; it shows. Students were engaged/on task the whole lesson.
- Continue to communicate high expectations for all students, provide "think" time for answering questions and scaffolding - all effective practices.

Refinement Objectives

- Although a challenge for primary grades, purposely build in a reflection time and prompts to promote thinking. "If I see an addition problem, what are ways to solve it?"
- Make best use of your assessments by collecting, recording, or noting the results, so you can focus on any student who needs it.

...for Excellence in Teaching Tennessee TEAM Evaluation System Handbook

8/29/18

Dr. Donna H. Watson 8/29/2018
University Supervisor's and/or Mentor Teacher's Signature / Date

---

NEED 3 of These

9/13/8

Assignment: Candidate Lesson Reflection
Fall 2018 School of Education

KING UNIVERSITY

Scoring Rubric	5 Exceeds expectations	3 At expectations	1 Below expectations
Formatting and Style	In addition to Level 3, paragraphs are well written with fluent sentence structure and college-level vocabulary.	All directions followed, No grammar or spelling errors. ④	Directions not followed and/or multiple errors.
Introduction	In addition to Level 3, additional insights into the classroom context were given.	Thorough description of lesson and students. ③ Nice detailed descriptions.	Detailed descriptions were not given.
Conceptual Understanding	In addition to Level 3, writing showed deep analysis of how conceptual understanding was reflected in student responses and work.	Specific evidence was given for conceptual understanding within the lesson and self-assessment with analysis of the effectiveness of the lesson and ideas of how to improve. ③	Specific evidence was not provided. No analysis.
Feedback	In addition to Level 3, writing showed deep analysis of how feedback was used and received and how it promoted learning.	Specific evidence was given for use of feedback within the lesson with self-assessment and analysis of the effectiveness of the lesson and ideas of how to improve this area. ② Need Analysis + ideas to improve	Specific evidence was not provided. No analysis.
Student Engagement	In addition to Level 3, writing showed deep analysis of how student engagement occurred in the classroom and how all students were reached and accommodated.	Specific evidence was given for student engagement with self-assessment of the lesson and analysis of the effectiveness with ideas of how to improve. ③	Specific evidence was not provided. No analysis.
Central Focus	In addition to Level 3, writing showed deep analysis of how the central focus was taught, scaffolded, and learned within the lesson.	Specific evidence was given for teaching and learning of the central focus with self-assessment of lesson and analysis of the effectiveness with ideas of how to improve. ③	Specific evidence was not provided. No analysis.
Research and Theory	Three or more references were discussed and connected to the lesson plan, lesson taught, or lesson revisions.	At least one reference to theories or research was discussed in relation to the lesson plan and lesson taught. ⑤	No references were cited. Research and theory were only discussed in general ways.

3.28 You used relevant connections to theory

NEED 1 of These

Supervisor & Mentor: Weekly Lesson Plan Assessment (Fall 2018)

Weekly Lesson Plan Assessment

KING UNIVERSITY
ESTABLISHED IN 1867

CANDIDATE'S NAME _____ **GRADE LEVEL/SUBJECT** _____

COMPLETED BY: Dr. Donna H. Watson (Supervisor or Mentor)

Scale: 0-5 5—Significantly Above Expectations 4: 3—At Expectations 2: 1—Significantly Below Expectations (Two and four are also options for scoring.) Use the TEAM Rubric: Planning (on Back).

WEEK	Instructional Plans Score	Student Work Score	Assessment Score	Feedback
8-20-18 to 2 8-23-18	3	2	2	• Connect worksheets to questions, manipulatives, thinking. • Make assessments that reach every student to give you feedback.
8-27-18 to 3 8-31-18	3	2	3	• Think/plan accommodations that connect to the lesson • Put more thought into articulating your teaching strategies
4				
5				
6				
7				
(8)				
(9)				

Evaluators Signature _____ **Date** _____

NEED 1 of These

Mentor, Supervisor, Candidate: Summative Evaluation (Fall 2018)

Summative Evaluation of Teaching Performance
Completed by College Supervisor, Mentor Teacher, and Candidate

KING UNIVERSITY
SCHOOL OF EDUCATION
Department of Teacher Education

Candidate:	Date of Conference:
Grade Level(s)/Subject(s):	Mentor:
School:	Supervisor:
Placement (1 or 2):	Form Completed by: (Mentor, Candidate, Supervisor)

SCALE: 0-5 5—Significantly Above Expectations 4: 3—At Expectations 2:
1—Significantly Below Expectations 0—Not Present N/O—No Opportunity to Observe

Refer to the TAP Rubric to determine level of proficiency in each indicator. A two or four are also options for scoring. Teacher Candidates must record both areas of strength (reinforcement) and areas to strength (areas of refinement).

DOMAIN 1: INSTRUCTION	SCORE	Reinforcement Objectives
1. Standards + Objectives (SO)		
2. Motivating Students (MOT)		
3. Presenting Instructional Content (PIC)		
4. Lesson Structure and Pacing (LS)		
5. Activities and Materials (ACT)		
6. Questioning (QU)		
7. Academic Feedback (FEED)		
8. Grouping Students (GRP)		
9. Teacher Content Knowledge (TCK)		
10. Teacher Knowledge of Students (TKS)		
11. Thinking (TH)		Refinement Objectives
12. Problem Solving (PS)		

DOMAIN 2: PLANNING	SCORE
1. Instructional Plans (IP)	
2. Student Work (SW)	
3. Assessment (AS)	

DOMAIN 3: ENVIRONMENT	SCORE
1. Expectations (ES)	
2. Managing Student Behavior (MSB)	
3. Environment (ENV)	
4. Respectful Culture (RC)	

Please attach additional comments and feedback on a separate sheet of paper to this document. Both candidate and the person completing the feedback should initial and date it.

King University Lesson/Unit Plan Template

Name:	Date:
Course:	Lesson Plan #:
Subject Area(s):	Grade Level/Time Frame:

Step 1: Identify Learners (Classroom Context)	**Learning Context**	Description of the **learning environment(s)** where the learning experience will take place • Are there various boards/wall-based resources (e.g. white boards, smart boards, word wall, etc.) and where are they located? • How are the desks/table(s) arranged and why? • Are there any "special" areas (carpet, book shelves, "peace" chairs, etc.)?		
	Learner Description	Number of students in class: • Number of males: • Number of females:		
		Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
		Students w/ IEPs or 504 plans		
		English learners		
		Gifted		
		Students with gaps in academic knowledge		
		Other learning needs		
	Personal Assets, Cultural, Assets, Community Assets (also referred to as Funds of Knowledge)	• **Personal:** How will you use students' interests, knowledge, everyday experiences, family backgrounds, etc. to support learning? • **Cultural:** How will you use students' traditions, languages and dialects, worldviews, literature, art, music, dance, etc. to support learning? • **Community:** How will you use students' community resources, such as local landmarks, community events and practices, etc. to support learning?		
Step 2: Identify Curricular Priorities	Tennessee **Standard (s)**, WIDA Standard(s), etc.	Write out standards that apply to the lesson. Write the number and the statement. Remember to include those that apply to every subject area you are integrating in the lesson.		
	Prior Academic Knowledge and Prerequisite Skills	What **prior academic knowledge** and/or **prerequisite skills** will this lesson activate? What **prior academic knowledge** and/or **prerequisite skills** will students need for this lesson?		
	Central Focus, Overarching Goal, Big Idea, or Essential Question(s)	What are the important understandings and/or core concepts that you want students to develop?		
	Learning Objective(s) or Learning Target(s)	This (or these) should support the **central focus, overarching goal, big idea, or essential question(s)**; should be measurable; should indicate what students will be able to do at the end of the lesson (These can be written as "I can" statements)		
	Potential Misconceptions and/or Developmental Approximations	What potential **misconceptions** or **developmental approximations** are possible with this content and how will you address each? • Possible misconception or developmental approximation: _____XXX_____ If the student does ____XXX_____, I will _____.		

	Academic Language	**Academic Language**	**Whole Class Supports**	**Differentiated Supports**

	Vocabulary • Words and phrases with subject specific meanings that differ from meanings used in everyday life (e.g., table, ruler, force) • General academic vocabulary used across disciplines (e.g, compare, analyze, evaluate) • Subject-specific words defined for use in the discipline **Language Function:** the content and language focus of the **learning task** (e.g., activities, discussions) represented by the **active verb** in the learning objective(s) or learning target(s) (e.g., apply, evaluate, cause and effect, sequence, hypothesize, infer, summarize, describe, explain) **Language Supports:** instructional supports that help students understand and successfully use the language function (e.g., sentence starters, graphic organizers) **Syntax:** set of conventions for organizing information (e.g., sentences, graphs, tables); organizes language to convey meaning **Discourse:** how members of the discipline talk, write, and participate in knowledge construction using the structures of written and oral language; discipline specific discourse has distinctive features or ways of structuring oral or written language, or representing knowledge visually.	Language function:		
		Multiple meaning words:		
		Academic vocabulary:		
		Subject-specific vocabulary:		
		Syntax:		
		Discourse:		
		How will students demonstrate understanding of the **academic language** in the different **language demands** (e.g., writing, speaking, reading, listening) in the lesson?		
Step 3: Design Assessment Framework	**Type of Assessment**	**Format of Assessment (e.g., quiz, test, checklist, KWL chart, performance task)**	**Supports, Accommodations, Modifications**	**Evaluation Criteria** How will you know or measure if the students have met the learning objective(s) or learning target(s)?
	Pre-assessment			
	Formative assessment(s) (during the lesson)			

100

	Summative assessment(s) (end of lesson)		

Assessment Plan Alignment		
Standard(s)	Corresponding Learning Objective(s) or Learning Target(s)	Format of Assessment(s)

Pre-Assessment Data Summary

Summarize the results of the pre-assessment data and explain how it will drive your instructional practices.

Step 4: Create Learning Activities	**Materials Needed**	**Teacher Resources** (**must include podcasts):** List all textbooks, children's literature, CDs/DVDs, videos, and on-line sources that are resources for you, the teacher, in determining the content and in teaching the lesson. **Provide proper APA references.** **Student Resources:** List, and include, all handouts, worksheets, and other materials, including assessments, that you will have students use in this lesson. Please make sure you cite your reference in APA style. Include slide shows you plan to use. Note that slide images can be copied from Power Point and pasted into Word documents. List all other materials needed, and the amount of each.
	Technology Connection	How will you, the teacher, use technology? How will the students use technology?
	Supporting Diverse Learners	How do you plan to **differentiate** your instruction related to the learning objective(s), learning target(s) and/or central focus (e.g., content, process, product; representation, action & expression, engagement). Explain how the support will assist a specific student and/or group with respect to the specific learning objective(s) or learning target(s). For example: • I will support my <u>students who struggle with reading</u> by differentiating the <u>content</u> through <u>the use of leveled reading books that address the concept of motion.</u> **Note: Make sure you address the needs of the learner(s) identified in the learning description (refer to Step 1).**
	Culturally Responsive Teaching	How is the content of your lesson connected to the students' **assets** (personal, cultural, and/or community) within your classroom? Be specific to the content of the lesson and the **assets** of your students.
	Research and Theory, or Principles of Child Development	What specific **research, learning theories, and/or principles of child development** guided your instructional choices for this lesson? How are they applicable to your learning objective(s) or learning target(s)?
	Instructional Strategies and Learning Tasks (include activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning objective(s) or learning target(s). Learning tasks may be **scaffolded** to connect to prior knowledge and often include formative assessments)	
	Connection to the Arts	How would you incorporate creative expression through drama, movement, visual arts, and/or music into the lesson?

	Higher Order Thinking Questions (HOTQs)	**Create at least 5 higher-order thinking questions (along with anticipated answers)** using **Bloom's Taxonomy** or **Webb's Depth of Knowledge (**DOK) levels, then identify what level each question represents. Embed these questions into your instructional strategies and learning tasks section above and highlight them in green. **Remember these questions will occur before, during and after the lesson.**
	Re-teaching, Re-Engagement, Practice	Describe at least one new strategy for re-teaching the **content and/or skills** presented for students who did not successfully meet the learning objective(s) or learning target(s) identified in the lesson.
	Extensions	Describe at least one new strategy for enriching, challenging or extending the **content and/or skills** for students who successfully met the learning objective(s) or learning target(s) identified in the lesson.
Step 5: Daily Sequence	**This section can be copied for multiple days for the unit plan.** **Hook: (Opener – What will you do to get the student's interested in the lesson?)** **Lesson Sequence: (This is the script of your lesson. You will include step by step instructions for the daily lesson.)** **Lesson Closure: (**Give a brief synopsis regarding how you will wrap up the lesson. How will students summarize and/or share what they have learned related to the objective or learning target?)	
Step 6: Post-Instruction Reflection	Lesson Implementation **(Be sure to address both whole class and small group or individual learners)** • What went well and why? • What did not work well and why? • How did the learning environment and materials work together to support student learning? • What improvements and changes would you make if you were to teach the lesson again and why? • What did you learn about yourself as a teacher? Learning Theories/Research Base • To what degree did the implementation of your lesson utilize the learning theories that framed your instructional plan? Provide examples from your experiences teaching the lesson. Assessment Analysis • What information about student understanding did you learn from your assessment(s)? How did the student or student(s) do on the assessment? What patterns of learning do you see? • How will you act upon, and will students be able to act upon, the **feedback** provided form each assessment strategy used? • *Optional*: Use the assessments and create a chart to analyze student learning across the class. Attach or paste your chart and write a quick summary of what students learned or potential misunderstandings and how you are drawing these conclusions.	