



SCHOOL OF EDUCATION
January 2026 Handbook
SCHOOL OF EDUCATION
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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 SCHOOL OF EDUCATION

To prepare highly qualified entry-level educators and leaders 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 the conceptual framework. We find value in constructivism because we believe that students should and do create their own knowledge by connecting current 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 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:

- **Integrity**
- **Responsibility**
- **Self-Efficacy**
- **Open-Mindedness**
- **Reflexivity**
- **Collaboration**
- **Flexibility**
- **Caring**
- **Social Justice**

I. Integrity. The School of Education faculty at King University believes that integrity is a foundational principle that should be displayed by all teachers. Our definition of integrity is that the teacher is fair, dependable, trustworthy, and willing to challenge injustice. Teachers are role models whose influences on students can be life-altering when integrity is consistently

demonstrated. The Psalmist (51) asks, “Create in me a pure heart, O God, and renew a steadfast spirit within me.”

II. Responsibility. We in the School of Education hope to inspire our teaching candidates to demonstrate responsibility as we prepare for our courses, provide feedback on assignments, help students with licensure requirements and provide references for job applications. Likewise, responsible classroom teachers understand the extent of their obligation and seek to present their best effort in teaching, in communicating with families, and in supporting school policies and procedures. Responsibility embodies reliability, trustworthiness, and accountability, along with the desire to serve God through our profession. As Paul wrote in his letter to the Colossians, “Whatever you do, do it from the heart for the Lord and not for people” (Colossians 3: 23).

III. Self-Efficacy. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. King University School of Education defines 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 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 seek to inspire in our teacher candidates the ability and strengths necessary to display the disposition of open-mindedness. Open-mindedness is characterized by the capability 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 believe open-minded people value diversity and understand the necessity of seeing the world through multiple lenses. We esteem 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 empathy, encouragement, risk-taking, creativity and the motivation to solve problems in unprecedented ways. An open-minded practitioner displays “willingness to consider a variety of perspectives, values, attitudes, opinions, and beliefs, especially when they contradict an individual's own” (Korkoyah, 2022). Open-mindedness grounded in both critical and rational thinking is essential in education for the learning of new ideas.

V. Reflexivity. Reflexivity means taking the time to honestly reflect and appraise one's teaching to improve best practices. Whether that is modifying instructional delivery, being willing to revise lesson plans, adjusting assessments and activities, or considering varying viewpoints and perspectives, the teacher who consistently seeks ways to improve is the teacher who continually grows. “Test me, Lord, and try me; examine my heart and mind; for I have always been mindful of your unfailing love and have lived in reliance on your faithfulness (Psalm 26:2-6).”

VI. Collaboration. King's School of Education strives to model collaboration through monthly meetings and weekly, if not daily, conversations with one another that help us refine our work and improve the experiences of our students. These interactions mimic the relationships that you will have as a professional teacher with colleagues, administrators, parents, students, and community agencies. Proverbs 15:22 (NIV) reminds us that “plans fail for lack of counsel, but with many advisers they succeed”.

VII. Flexibility. Classroom disruptions happen. School schedules change. Your best plans for your students may not always come to fruition. As longtime public-school teachers and administrators, every faculty member in our school had to embrace this disposition. Teaching is a profession where you must constantly adapt and adjust. Teachers who remain positive,

calm, and creative are able to be flexible, which makes them valuable members of their learning communities. Paul writes in Philippians 4:12 “I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well-fed or hungry, whether living in plenty or want.”

VIII. Caring. Caring is a disposition that is integrated in all of the other dispositions, as this trait involves concern, empathy, love, and relationship-building with all whom we encounter. Teachers in all likelihood will have students who have food insecurity, adverse childhood experiences, and learning disabilities, all factors that make teaching and learning more difficult. But if caring undergirds our efforts, a safe and welcoming classroom invites all learners to the table, regardless of talent, performance, or background. “Be kind to one another, tenderhearted, forgiving one another as God in Christ forgives you (Ephesians 4:32).”

IX. Social Justice. The School of Education faculty at King University believes social justice is “the view that everyone deserves equal economic, political and social rights and opportunities” (What is Social Justice, 2016). In education, social justice comes in three different forms. The first is the degree of equality within the education system. Social injustice occurs when a person's access to education is determined by criteria including wealth, gender, and/or race. The second approach makes social justice a part of the curriculum. The curriculum with a social justice framework is deliberately intended to extend students' worldviews by embracing opposing viewpoints and concepts. Social justice can be promoted by educators through words and action. For example, fairness among students should be displayed by teachers. Providing students with a fair opportunity to succeed is essential. The third aspect is advocating for your students. Advocacy begins with listening. When our students are struggling, we find different pathways for success. Here at King University, we encourage social justice through modeling equality, fairness, and activism.

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Section 2

Teacher Education, Undergraduate Program

- Licensure Endorsement Programs at King
- Course Requirements for the minor
- Admission Requirements

Endorsement Areas and Licensure

Elementary Education K-5

Elementary Education K-5 with Special Education Interventionist K-8

Interdisciplinary Studies

Secondary Education, Licensure 6-12

Biology
Chemistry
English
History
Mathematics
Physics
Spanish

Elementary & Secondary K-12

Exercise Science/Physical Education
Music-Vocal
Music-Instrumental

Add-on Endorsements

English as a Second Language K-12
Special Education Interventionist K-8

Elementary Education and Secondary Education Courses to Fulfill the Minor

If candidates do not make at least a C in the following courses, they must repeat the course.

| Elementary Education Minor | Secondary Education Minor |
|---|---|
| SPED: 2100 Survey of Exceptional Children | SPED: 2100 Survey of Exceptional Children |
| For AGS: EDUC: 2800 Fundamentals of Pedagogy & EDUC: 1500 Foundations of Lesson Planning OR For TRAD EDUC: 2030 Introduction to Teaching & EDUC: 2031 Field Experience EDUC: 2370 Reflective Teaching | For AGS: EDUC: 2800 Fundamentals of Pedagogy & EDUC: 1500 Foundations of Lesson Planning OR For TRAD 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 Grades | EDUC 3590 Content Area Reading |
| EDUC: 3190 Literacy Assessment and Instruction | EDUC: 3390* Secondary Curriculum & Methods |
| EDUC: 3360 Introduction to Linguistics | OR |
| EDUC: 3160 Teaching Social Studies and Science through Language Arts | EDUC: 4390* Secondary Methods for English Teachers |
| EDUC: 3540 Elementary Math Methods | OR |
| EDUC: 3550 Related Arts Curriculum | EDUC 3630* Methods and Materials of Elementary Physical Education AND |
| EDUC: 4360 ESL Methods and Materials | EDUC 3640*Methods and Materials of Secondary Physical Education |
| EDUC: 3600 Assessment & Evaluation | OR |
| Special Education/Elementary Minor | EDUC 3541 Elementary Music Methods AND EDUC 3542 Secondary Music Methods |
| SPED 3100 Psych & Learn Char Mild Disabilities | |
| SPED 3200 Assess & Develop IEP | |
| SPED 3300 Effective Instruction High Incidence | |
| SPED 4100 Psych & Learn Char Mod/Severe | |
| SPED 4200 Social & Emotional Exceptionalities | |
| SPED 4300 Transition of Exceptional Persons | EDUC: 3600 Assessment & Evaluation |
| Elementary or Special Education Licensure | Secondary Education Licensure |
| EDUC: 4470 Student Teaching: Grades K-5 | EDUC: 4490 Student Teaching Grades 6-12 OR |
| SPED 4490 Student Teach in Elementary & Sped | EDUC 4660 Student Teaching Grades K-12 |
| EDUC: 4950 Capstone Seminar: Grades K-12 | EDUC: 4950 Capstone Seminar Grades K-12 |
| Other Required Courses | Other Required Courses |
| ICST: 2120 Cultural Diversity in America | ICST: 2120 Cultural Diversity in America |
| PSYC: 3330 Child & Adolescent Development | PSYC: 3330 Child & Adolescent Development |
| ENGL 3330 Traditional English Grammar and Literacy | |
| GEOG2010 Physical Geography | |
| ENGL: 3140 Children's Literature | |

Undergraduate Teacher Education Program

Students with an Elementary Education Minor or an Elementary Minor with Special Education 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 complete the following:

- Application to the Teacher Education Program
- Background Check
- Writing Sample with a passing score of 20/32
- Resume
- Three Recommendations – (Education Faculty or any full-time or adjunct faculty of King University are preferred. King student academic advisors, work-study supervisors, coaches, or non-King faculty and staff must be first approved by the Dean, Director of the Teacher Education Program, or the Compliance Officer.)
- Interview with King University Faculty
- Earn and Maintain a GPA of 3.00
- Assessment of Entry Skills
 - Praxis I Core Academic Skills Assessments
 - 5713 – Reading (156 or higher)
 - 5723 – Writing (162 or higher)
 - 5733 – Math (150 or higher)
 - **OR**
 - ACT – Score of 21 or higher
 - **OR**
 - SAT – Score of 1080 or higher (Math & Reading)
- Complete these courses with a C or higher.
 - EDUC 2030: Introduction to Teaching
 - EDUC 2031: Introduction to Teaching Practicum
 - **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.

Admission to the Teacher Education Program on Appeal If Required Praxis Core Scores Are Not Met

For a candidate to be admitted to the Teacher Education Program without a minimum score on the SAT or ACT, that candidate must take the **Praxis Core Academic Skills Assessments for Reading, Writing, and Mathematics one time**. If the candidate does not score the minimum score on any or all the three sections, they may appeal by completing the following courses or alternate assessments to be admitted to the teacher education program. Admission to the teacher education program will be delayed until the test scores are at or above minimum OR the following are successfully completed.

For Elementary K-5 Candidates, who do not meet the minimum score on any or all of the Praxis Core Academic Skills assessments, they will be admitted upon completing the following in place of the Core test that they did not pass:

- Passing Praxis 5003 Mathematics
- Passing Praxis 5002 Reading/Language Arts
- Achieving a B or Better in ENGL 3330 Traditional Grammar

For Secondary 6-12 and K-12 Candidates, who do not meet the minimum score on any or all of the Praxis Core Academic Skills assessments, they will be admitted upon completing the following in place of Core test that they did not pass:

- Complete sections of a math workbook that align with their Praxis Core 5733 results and a final posttest.
- Complete sections of a reading workbook that align with their Praxis Core 5713 results and a final posttest.
- Complete sections of a writing workbook or writing assignments that align with the Praxis Core 5723 and a final posttest.

Section 3

Master of Education: Curriculum and Instruction

- Teaching Endorsements for the MED
- Course Requirements
- Admission Requirements
- Job Embedded Candidates

Endorsement Areas and Licensure

Elementary Education K-5

Elementary Education K-5 and Special Education K-8

Interdisciplinary Studies

Secondary Education, Licensure 6-12

Biology
Chemistry
English
History
Mathematics
Physics
Spanish

Elementary & Secondary K-12

Exercise Science/Physical Education
Music-Vocal
Music-Instrumental

Add-on Endorsements

English as a Second Language K-12
Special Education Interventionist K-8

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: 5990 Comprehensive Exam |
| EDUC: 5030 Human Relations in the Classroom | EDUC: 4470 Student Teaching Grades K-5 |
| EDUC: 5040 Advanced Assessment and Evaluation | EDUC: 4490 Student Teaching Grades 6-12 |
| EDUC: 5060 Social Foundations of American Education | EDUC 4660 Student Teaching Grades K-12 SPED 4490 Student Teaching Elementary and SPED |
| 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:

- Application, available at www.king.edu
- Official transcripts for all undergraduate and graduate course work to date
- Minimum GPA of 3.00 on undergraduate coursework
- Research based Writing Sample- must have a passing score of 21/35
- Resume
- Two recommendations from academic professionals
- Pass an interview with School of Education, School of Education Faculty/Staff

To continue in good standing:

- Students must maintain a GPA of 3.00
- A grade of C or higher is required of all MED courses and courses taken in the content area.
- Only two C's may be earned in MED courses, although MED courses in which C's are earned may be retaken to achieve a higher grade.

Job Embedded Candidates

Job embedded candidates hold a bachelor's degree and serve as a teacher of record for a school system. If they possess a BS or BA in the academic major for the endorsement for which they are hired or have passed the required Praxis II content assessment, these candidates may be granted a 3-year Practitioner's License by the School of Education for the State of Tennessee. During the M. Ed. program, embedded candidates will enroll in EDUC 5710 Clinical Teaching Practicum 1 and EDUC 5711 Clinical Practicum 2 for two consecutive semesters. During this time, candidates will be assigned a University Supervisor. The candidate will be observed by the University Supervisor four times per semester. Observations completed by the University Supervisor are in addition to Principal/School System Observations. We suggest that embedded candidates complete 30 hours of observations in a different subject area within their endorsement and/or a different grade level.

Job embedded candidates must successfully complete EDUC 5710 and EDUC 5711 Clinical Practicum 1 and 2, complete all MED 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 to the program
- Complete a Daily Schedule form
- 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
 - 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, if the undergraduate major does not support 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 Faculty/Staff
- Pass a Background Check
- Complete the Trauma Informed Practices Course with a Passing Score.

Section 4

Observation/Field Experiences for Undergraduate and Graduate Programs

- Background Check Requirements
- Observation Hour Requirements for Education Courses
- Expectations and Guidelines
- Social Media Restrictions

Background Check

Students entering the King University School of Education are required by state law to be fingerprinted and complete a criminal history background check.

TENNESSEE CODE 49-5-5601

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

- (1) 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
- (2) Agree that the TBI may send to the teacher training program information indicating the results of the criminal history records check. 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 the rules of the state board of education.

To request fingerprinting and criminal background check, complete the background check request form on your student portal.

Observation Hour Requirements for Undergraduate Courses

| Course | Observation Hour Requirements |
|---|--|
| EDUC 2030/31 Introduction to Teaching EDUC 2800 Fundamentals of Pedagogy | 25 Hours Observation |
| SPED 2100 Survey of Exceptional Children | 15 Hours Observing/Tutoring students with special needs |
| 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 3190 Literary Assessment and Intervention | 20 Hours Literacy Classroom |
| EDUC 3390 Secondary Curriculum and Methods & EDUC 4390 Secondary Methods for English Teachers. Also EDUC 3392, 3393 | 15 Hours |
| EDUC 3670 Individual and Team Sports | 15 Hours |
| EDUC 3160 Teaching with High Quality Instructional Materials | Professor-led Classroom Visits |
| EDUC 3590 Content Area Reading | 15 Hours-content area of student |
| EDUC 3600 Assessment & Evaluation | 15 Hours |
| EDUC: 4470, 4490 or 4660 Student Teaching | Student Teaching 500 Hours 2 placements approximately 250 hours per placement |

Special Education Courses

| | |
|---|--|
| SPED 3100 Psychology and Characteristics of Persons with Mild Disabilities | 15 hours SPED Placement or students with an IEP |
| SPED 3300 Effective Instruction for persons with High Incidence Disabilities | 15 hours SPED Placement or students with an IEP |
| SPED 4100 Psychology and Characteristics of Persons with Moderate/Severe Disabilities | 15 hours CDC |
| SPED 4200 Social and Emotional Exceptionalities | 15 hours Social Intervention, Regular with Behavior or CDC |
| SPED 4300 Intervention and Transition | 15 hours MS or HS SPED |

Observation/Field Experience Requirements for Graduate Courses

| 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 OR EDUC 5085 Secondary Methods and Materials OR EDUC 4390 Secondary Methods for English Teachers | 15 Hours Tutoring/Assisting |
| EDUC 5090 Theory & Practice of Literacy & Reading Instruction | 15 Hours Observation/Assisting with Literacy Instruction |
| EDUC: 4470, 4490 or 4660 Student Teaching | Student Teaching 500 hours Two placements approx. 250 hour per placement |
| Clinical Practicum | Two Semesters of Teacher of Record Observe 30 hours in a different classroom |

Observation/Field Experience Procedures

Courses throughout the Teacher Education Program and 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 King 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 should 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 reflect 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 his/her students. Therefore, teacher candidates may assume only the authority delegated to them by the mentor teacher. All information obtained during observations is confidential and may not 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. Wear a Polo **or** Dress shirt (Tie, optional)

Ladies: Dress, skirt (modest length) or Dress pants with dress shirt or blouse

The following are **NOT** to be worn:

- Jeans*
- Low-cut or see-through blouses/shirts
- Tank tops
- Flip Flops
- For safety purposes, sandals should not be worn.

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 addresses or social media accounts with students. **DO NOT** “friend” students on social media or allow them to follow you on social networking accounts.

Field Experience Evaluation

Name of Teacher Candidate _____ Course Name and Number _____

The teacher candidate discussed with me the requirements/goals for this field experience: Yes No

Does teacher candidate demonstrate the following professional habits?

| Professional Habits | Always(5) | Most of the time (4) | Often (3) | Rarely (2) | Never(1) |
|--|-----------|----------------------|-----------|------------|----------|
| • Did the candidate set and maintain a schedule for observing? | | | | | |
| • Did the candidate arrive on time? | | | | | |
| • Did the candidate dress in a professional manner? | | | | | |
| • Did the candidate project a positive attitude with mentor? | | | | | |
| • Did the candidate demonstrate initiative? | | | | | |
| • Did the candidate accept tasks in a positive manner?? | | | | | |
| • Did the candidate project a positive attitude toward the teaching profession? | | | | | |
| • Did the candidate demonstrate a respect for learning differences? | | | | | |
| • Did the candidate show respect for ALL students? | | | | | |
| • Did the candidate have a timesheet ready for the mentor to sign? | | | | | |
| Professional Habits Summary | Yes | No | Not Sure | | |
| At this stage, does the candidate possess the professional habits required for teaching? | | | | | |

Section 5

Signature Assignments

- Literacy
- Research
- Ethics



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 3190* Literary Assessment and Intervention | Candidates 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 3160* Teaching Social Studies and Science in Language Arts | Teacher candidates analyze HQ language arts curriculum that immerses literacy skills in science and social studies content. Candidates analyze HQ Language Arts curriculum for effective instruction using immersed lessons. Candidates annotate curriculum plans and prepare materials for teaching |

| | |
|--|---|
| | language arts standards and objectives which are immersed in science and social studies content domains. Candidates prepare and present lessons from HQIM materials in which literacy and content standards are merged. Candidates complete a book study on 5 major shifts in literacy instruction. Candidates have opportunities to observe effective teachers in the field that use HQIM materials and demonstrate the use of best practices. |
| 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 3-5-day Middle School Unit Plan project. |
| 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 3-5 days of literacy lessons that include both skills based and knowledge-based competencies. |
| 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 3-5 days of literacy block engagements that include both skills 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 | Candidates 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 |

Research Assignments

To insure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their preK-12 students' progress and their own professional practice, (1.2 Research and Evidence, *TN Accreditation Standards for EPPs*) research-based projects and assignments are woven throughout coursework and field experiences.

| Undergraduate Courses | |
|---|--|
| EDUC 2130/31 Intro to Teaching OR EDUC 2800 Fundamentals of Pedagogy | Education Topics paper with 3 Peer-Reviewed Sources |
| EDUC 2100 Survey of Exceptional Children | Case Study Report |
| EDUC 2900 Foundations of Education | Research Paper/Presentation with 5 Peer-Reviewed Sources |
| EDUC 3170 (Elementary) Literacy Development and Reading Instruction in Elementary & Middle Grades | Read and Discuss Peer Reviewed Articles based on the Science of Reading |
| EDUC 3190 Literary Assessment and Intervention | Diagnostic Reading Report RTI Project |
| EDUC 3390 (Secondary) Curriculum and Methods OR EDUC 4390 Methods for English Teachers | Unit Plan with Assessments with research support |
| EDUC 3590 (Secondary) Content Area Reading | Journal Article Analysis Diagnostic Inventory |
| EDUC: 3600 Assessment and Evaluation | Construction of Formal Test with Lesson Plan Education Article Critiques Oral Presentation on Education Topics |
| Graduate Courses | |
| EDUC 5000 Designing Instruction for Exceptional Learners | Case Studies |
| EDUC 5010 Research Methods | Literature Review Data Analysis |
| EDUC 5015 Instructional Planning | Journal Article Summary Summative/Formative Assessment Plan |

| | |
|---|--|
| EDUC 5080 Elementary OR EDUC 5085 Secondary Methods and Materials | Unit Plan with Assessment with Research support |
| EDUC 5030 Human Relations in the Classroom | Analyze Videos of Teaching |
| EDUC 5040 Advanced Assessment | TVAAS Project, Data Project |
| EDUC 5070 Advanced Educational Psychology | Research Paper |
| EDUC 5090 Theory & Practice in Literacy & Reading Instruction | Diagnostic Case Study, Research Paper |
| Student Teaching | |
| EDUC 4470 Elementary Grades K-5 EDU 4490 Secondary Grades 6-12 EDUC 4660 Grades K-12 EDUC 4700 Clinical Practicum (For Embedded Candidates) | Lesson Reflections after each Supervisor Observation EdTPA Submission during Student Teaching which requires citations |
| Live Text E-Portfolio | |
| InTASC Standards 1-10 and King Standard 11 | Question responses require research support with citations. |

Annotated Bibliography

To help prepare students to connect research with instructional practice, it is recommended for candidates to keep an ongoing annotated bibliography of their sources in each course to support their writing for edTPA and lesson reflections during student teaching. Faculty may elect to require 2-3 entries in an annotated bibliography format to encourage this practice as part of their course assignments. Annotated bibliographies can have a variety of detail, and the Purdue Online Writing Lab has support for this assignment.

Sample Annotated Bibliography Assignment

Find an article (book) or use this article (book, book chapter, or book section) connecting research to practice and read the article (or chapter or section). To create the annotated bibliography entry:

- Cite the source in APA format.
- Write a summary in 2-3 sentences (or a paragraph).
- Write a personal critique in 1-2 sentences (or a paragraph) or a personal analysis in 1-2 sentences (or a paragraph) of how the article connects to teaching and learning.

Sample Annotated Bibliography Entry (Book)

Delpit, L. (1995). *Other people's children*. New York: New Press.

Delpit raises issues about the teaching of writing; emphasizing process over skills which she stresses may be detrimental to Black students. She discusses the concept of language register and the differing ways that students who are out of the mainstream culture respond to teachers who are part of and who perpetuate the middle class.

In preparing lesson plans for my classes, I need to analyze the vocabulary required of the lesson and explicitly teach the academic language and subject-specific vocabulary to put students in the best position to learn the content.

Sample Annotated Bibliography Entry (Journal Article)

Bottge, B. A. (2001). Reconceptualizing mathematics problem solving for low-achieving students. *Remedial and Special Education*, 22(2), 102-12.

Bottge proposes a model for teaching math to at-risk students and uses the ideas of meaningful, explicit, informal, de(situational), social, and teacher-specific instruction.

In teaching a discovery lesson in mathematics, I will remember to make the learning explicit by discussions, questions, and modeling.

Professional Ethics Assignments

To ensure that candidates understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. (3.6 Demonstration of Candidate Professionalism, *TN Accreditation Standards for EPPs*) emphasis on educator professionalism along with the *Model Code of Ethics for Educators* (MCEE) and the Tennessee Code of Ethics is a focus of the following courses.

| | |
|---|---|
| EDUC 2900 Foundations of Education (Undergraduate) AND EDUC 5060 Social Foundations of Education (Graduate) | Candidate discuss the <i>Model Code of Ethics for Educators</i> and answer critical thinking questions on the need for explicit behavior expectations. |
| EDUC 3600 Assessment and Evaluation (Undergraduate) AND EDUC 5040 Advanced Assessment and Evaluation | Candidates participate with in-class role play and/or video vignettes discussing situations where decisions should be based on standards and ethics. Extended discussion of the videos in the course help to analyze different situations. |
| EDUC 4950 Capstone Seminar K-12 (Completed during the Student Teaching Semester) | Candidates examine practical applications through their experiences in relation to the Tennessee Code of Ethics and the <i>Model Code of Ethics for Educators</i> . |

Tennessee Code of Ethics for Educators

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/guidance/TN%20Teacher%20Code%20of%20Ethics.pdf>

Model Code of Ethics for Educators

https://www.nasdtec.net/page/MCEE_Doc

Section 6

Live Text E-Portfolio

- Alignment with InTASC Standards in Coursework
- Questions for Each Section
- Grading Rubric
- Sample of Portfolio Assignment
- Live Text Account Information

Live Text by Watermark 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. The first 10 sections are based on INTASC Model Core Teaching Standards and Learning Progressions for Teachers. Section 11 is a standard that reflects the mission, vision, and Core Values of the University.

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 three artifacts for each section. A score of **80** 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**

| INTASC Standards | Name of Course |
|------------------------------------|---|
| 1. Learner Development | EDUC 3170 Literacy & Reading Instruction EDUC 3590 Content Area Reading EDUC 5070 Advanced Educational Psychology |
| 2. Learning Differences | SPED 2100 Survey of Exceptional Children EDUC 5000 Designing Instruction for Exceptional Learners |
| 3. Learning Environments | EDUC 2030/31 Intro to Teaching EDUC 2800 Fundamentals of Pedagogy EDUC 5030 Human Relations in the Classroom |
| 4. Content Knowledge | EDUC 4950 Capstone Seminar |
| 5. Application of Content | EDUC 3540 Math & Science Methods EDUC 3590 Content Area Reading EDUC 5080/85 Methods & Materials |
| 6. Assessment | EDUC 3600 Assessment & Evaluation EDUC 5040 Advanced Assessment & Evaluation |
| 7. Planning for Instruction | EDUC 3190 Literacy Assessment & Intervention EDUC 3390 Secondary Curriculum Methods |

| | |
|---|---|
| | EDUC3640 Methods and Materials for Secondary Physical Education EDUC 4390 Secondary Methods for English Teachers EDUC 5015 Instructional Planning |
| 8. Instructional Strategies | EDUC 3160 Teaching Social Studies in Science in Language Arts EDUC 3390 Secondary Curriculum Methods EDUC3630 Methods and Materials for Elementary Physical Education EDUC 4390 Secondary Methods for English Teachers EDUC 5020 Instructional Design |
| 9. Professional and Ethical Practice | EDUC 4950 Capstone Seminar |
| 10. Leadership and Collaboration | EDUC 2900 Foundations of Education EDUC 5060 Social Foundations of American Education |
| 11. Service to Others *King University School of Education Standard* | 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 3170, 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- How would you determine the developmental levels (cognitive, linguistic, social, emotional and physical) of a class you are teaching? (Choose two to discuss.)
- 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.
- How does Vygotsky's Zone of Proximal Development relate to creating lesson plans that you can differentiate for different learners?
- Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different original 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: SPED 2100 & EDUC 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- Accommodations are necessary for students with exceptional needs in order for them to be successful in an inclusive classroom setting. What types of accommodations could you implement in your classroom to enable these students with exceptional needs to achieve high standards and grade level expectations with the presented curriculum? Explain your accommodation choices and how they will impact the learning of these students. You must choose at least three accommodations.
- Define assistive technology and explain how educators can effectively incorporate high, mid or low-tech assistive technologies in the classroom in order to help students with disabilities be successful with presented curriculum.
- As part of an IEP team meeting, you will be responsible for crafting a document that will support the student's learning. How will you be an effective member of this team and ensure that the IEP will go beyond the standard *de minimis* (an IEP that goes beyond minimal educational benefit)?
- What role do you as the classroom teacher play in Response to Intervention (RTI)?
- Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different original 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- Explain how teacher collaboration with learners, families, and colleagues helps engage student learning.

- 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?
- How do classroom management techniques, utilizing technology, and effective communication support both social interaction and motivation?
- Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different original 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 4950

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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- Name and explain ways the teacher can enhance student content knowledge by using multiple representations and explanations, scaffolding, or multiple intelligences theory.
- How can you integrate culturally relevant and meaningful content in a manner that engages students' application and increases conceptual understanding?
- How can the teacher help students master the content in a way that addresses problems of bias, incorporates multiple perspectives, or incorporates individual learning preferences?
- Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different original 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 3540, 3590 & 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- 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?
- How will you help learners develop high level questioning skills to promote their independent learning?
- 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?
- Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different original 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- Explain the differences between formative and summative assessments AND how each can enhance learner progress.
- 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.
- How will you ensure that descriptive feedback will engage learners in analyzing their own progress? Refer to research in your answer.
- Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different original 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 3170, 3390/4390 & 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

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

Upload 3 original 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 3160, 3390/4390 & 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- 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?
- Describe a specific instructional task or activity and how it could be differentiated to engage all learners in complex thinking and meaningful tasks.
- How would you use Bloom's taxonomy to ask different levels of questions? Give three examples in your answer.
- Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Upload 3 different original 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 4950

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 (one source per question) to support your answers. You must answer number 4.

- How will you deepen your understanding of your own biases in order to build stronger relationships and create more relevant learning experiences?
- How will you use assessment data to evaluate the outcomes of your teaching practices? How will the results relate to your professional learning?
- How will you model and practice ethical character? Give three examples.
- 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers.

- How does a classroom teacher demonstrate leadership?
- How can collaboration with learners, families, colleagues, other school professionals, parents, and community members contribute to ensuring learner growth?
- How could you contribute to a common culture that supports high expectations for student learning?
- 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 three of the four questions below which must include #4, each in a complete paragraph. Incorporate and cite two sources (one source per question) to support your answers. Biblical Scriptures may serve as sources for this standard.

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

Upload 3 different original 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.

LiveText Possible Artifacts

- Artifacts for the e-portfolio **must support the standard** and **must be your original work**.
- Artifacts may be any of the following:
 - Tests, quizzes, assessments from a course you have taken
 - Annotated bibliographies or article/website reviews or summaries.
 - Papers such as research papers, reflections, and essays
 - Photographs of you teaching, working with children or adolescents, or of materials you have made for teaching
 - Lesson plans, lesson materials, PowerPoints or Google Slides, Annotations of Lesson Plans,
 - Games, assessments, charts, you have created for a lesson or project.

| Standard | Suggested Artifacts |
|--|--|
| 1. Learner Development | Course assignments, assessments or lesson plans that show your knowledge of development |
| 2. Learning Differences | Course assignments from SPED and ESL courses, modified learning tasks or lesson plans, materials created for a SPED or ESL learner |
| 3. Learning Environments | Course assignments, classroom management notebook or parts of it, classroom floor plan, photographs of you working with groups |
| 4. Content Knowledge | Courses assignments from your major courses to show your content knowledge. Praxis II score report could be an artifact, IF you mask your birthday and SSN. |
| 5. Application of Content | Course Assignments Lesson Plans or parts of lessons plans that show how you apply the content to teach it students. Questions or prompts you develop, Project plans with instruction and rubric |
| 6. Assessment | Course Assignments including assessments, rubrics, other types of graded work, or show how you analyze graded work |
| 7. Planning for Instruction | Course assignments, lesson plans or parts of lesson plans, article review of best practices, Analysis of standards, |
| 8. Instructional Strategies | Course Assignments: Teaching and learning strategies, games, projects, tasks, home school packs |
| 9. Professional Learning and Ethical Practice | Trauma Informed Practice Certificate, Child Abuse Recognition Certificate, Self-training through webinars, reading, etc. Additional training you have received. If no certificate, write a summary of the event telling when, where, time, what you learned. |
| 10. Leadership and Collaboration | <u>Leadership</u> : Officer in a club or organization, chair of a committee with artifact a description of your duties and what you learned from it. When you took a leadership role in solving a problem, explain the problem, what you did to show initiative and effort. <u>Collaboration</u> : Picture of a Team or group you belonged to, how you worked together with others to meet a goal. Group projects or tasks that you have designed for students to work collaboratively. Report of School board meeting and how they collaborated. Summary of an article that focuses on teacher leadership or collaboration in the classroom. |
| 11. *King* Service to Others | Artifacts are Listed on the Standard |

LiveText Portfolio Rubric

| | Exceeding Expectations (10.000 pts) | Meeting Expectations (8.000 pts) | Approaching Expectations (6.000 pts) | Developing 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 APA (in text and at the end) two sources connecting the response to research. | Within the question responses, the candidate correctly cites APA (in text and at the end) at least one source connecting the response to research. | Within the question responses, the candidate cites two sources (in text and at end), but not in APA format. | Within the question responses, the candidate cites one source (in text and at end), but not in APA format. | Within the question responses, the candidate cites references in text only. | The candidate did not incorporate any research or the research did not support the questions. |
| 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 (1.00 , 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 artifacts) | The candidate provides one 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 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) | 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 ORIGINAL artifacts demonstrate a unique and | Three ORIGINAL artifacts mostly demonstrate a variety of experiences. | Three ORIGINAL artifacts demonstrate a lack of variety of experiences. | Three ORIGINAL artifacts presented the same type of evidence or did | Artifacts were not original. | No artifacts were presented. |

| | | | | | | |
|---|--|--|---|--|--|---|
| | varied experience. | | | not support the standard. | | |
| 9. Use of Appropriate Vocabulary (1.00, 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) | | | | | | |

LiveText Sample of Portfolio Assignment

King University School of Education: **SAMPLE Portfolio Assignment**

Teaching Materials and Methods: *Sample Section 25*

InTASC FAUX Standard 25: Technology for Learning and Teaching

The teacher understands and uses a variety of technology tools to engage and encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways, as the teachers engages in professional learning.

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 (one per question) to support your answers. You must answer number 4.

1. What type of assignment could you prepare for your students where they would have to use technology to demonstrate their learning in your content area?
2. How could you incorporate technology into a lesson that would engage learners to be problem-solvers and critical thinkers?
3. How would you use technology for professional learning to benefit your students?
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.

1. What type of assignment could you prepare for your students where they would have to use technology to demonstrate their learning in your content area?

In elementary science class, students learn about weather including the water cycle, temperature, cloud formation, and storms. At the end of the unit, I could prepare a list of cities in countries with different weather patterns both north and south of the equator. Students randomly chose a country/city. Using the internet to do the research, students in groups of four could look up weather in their chosen city, and prepare a weather forecast for that city for the next day. They can choose to present their “Weather Forecast for ____” information with a narrated PowerPoint saved as a video, a narrated Screen-Cast-o-Matic, or a video using charts or props. All of these would be uploaded to YouTube (or other video-hosting site accessible at the school) as unlisted videos. On the video showcase day, we would have the laptops set up all around the room with the videos playing and a map showing the location of the city/country nearby. The new literacy skills students gain in these presentations can be translated to different content areas, a benefit of integrating technology into any subject (Zawlinski, Forzani, Timbrell, & Leu, 2019).

2. How could you incorporate technology into a lesson that would engage learners to be problem-solvers and critical thinkers?

Working with real-world numbers in mathematics can provide elementary students with opportunities to escape from the confines of narrowly focused word problems in textbooks. (Boaler, 2016). Using the internet to provide data, I could provide open-ended investigations where students could search for the data, put it in a usable format, such as a chart or spreadsheet, and then have them discuss reasons for the data they discovered. For example, I could have group each take a state or a city, and locate home prices for home around 1200 sq. ft. They could search Zillow or other real estate sites and find at least 10 homes of that size to list on a spreadsheet and find the high/low and average prices. We could put the group findings on a class spreadsheet and chart it to see which cities had higher priced houses, and which were lower priced. After seeing their data compared to others, the group would meet to determine what factors influenced the price. They may need to investigate other websites in and around the city

or even dive deeper into the information that Zillow provides. The final step is to write a paragraph analyzing the housing prices of that city. Students are problem solvers as they locate information and put it in a readable format. As they delve into the reasons behind different house prices in different locations, they are using critical thinking as they consider the “Why?”

4. Discuss your strengths (reinforcements) and weaknesses (refinements) in meeting this standard.

Technology is always changing with more and better tools for use in teaching and learning. My weakness is in the use of Google classroom. I haven’t had any experience with it other than knowing it has a host of features for teaching and collaboration. To learn more about it, I could search for YouTube videos to introduce me to the Google tools. Of course, getting into the site and creating a classroom is the best way to learn it. Since I have always been interested in technology, I think my strength lies in the basics: word processing, spreadsheets, PowerPoint presentations, and Movie Maker. Working with these software tools, I have created many lesson activities and investigations for students to learn content and to exercise their critical thinking skills, such as height/arm length ratios on the spreadsheet, PowerPoint book reports, and writing letters using a template.

References

Zawilinski, L, Forzani, E., Timbrell, N., & Leu, D.J.. (2019). Best practices in teaching the new literacies of online research and comprehension. In Gambrell, L.B., & Morrow, L.M. (Eds.), *Best Practices in Literacy Instruction* (6th ed.). (pp. 337-358). New York: The Guilford Press.

Boaler, J. (2016). Mathematical Mindsets. San Francisco, CA: Jossey-Bass

Artifact 1: My Digital Story: A digital story, like the one I completed in my elementary methods class, uses video with music and narration to tell anyone’s life story.

Artifact 2: Smart Board Screen Shots Using the Smart Board: I created an interactive activity for students to engage with the board for counting money.

Artifact 3: Trauma Informed Practices Certificate: as a requirement for student teaching, represents professional learning in an online format; the course was a series of online videos and assessments.

The artifacts I have provided demonstrate that I can use a variety of technology tools to engage learners and to further my own professional development. The Digital Story video would be a great introduction to my class when I begin teaching, and then I could assign the students to create their own digital stories, depending on the technology available to me at the time. They would have to plan and implement their story which would have lots of connections to writing and research. Using the Smart Board’s interactive capabilities allowed me to provide a practice activity for counting money which gives everyone a turn at making different amounts with coins which helped them build their skills. And the online *Trauma Informed Practices* course certificate demonstrates that I can use technology for learning new topics.

LiveText Guide

Creating Your Account

- Go to: www.livetext.com
- Click on “register.”
- Purchase the “basic edition” and create your account.
- Make sure that you choose “King College” as your affiliation.
- Make sure that you enter your King email as well as your 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

- Click on “*Livetext Docs*” tab at the top of the page.
- Under the “My Work” tab, click the green plus sign (“new”).
- Click on the “Portfolios” tab under the “King College” header.
- Choose your template (King Teacher Portfolio).
- The portfolio will display on the right-hand side of the screen. Scroll to the bottom of the page and click “create.”
- **A box will appear that allows you to name your portfolio.** You should name it in this format: Last Name, First Name, Fall 2022(ex. Smart, Ina, Fall 2022).

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)

- Click on the assignment in the course in which you want to submit your assignment.
- At the bottom of the page, click on the “attach” button.
- Click “browse” and select “*Livetext Docs*” (the middle tab)
- Attach your entire portfolio (ex. Smart, Ina Fall 2018)
- 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.

Section 7

Student Teaching Guidelines & Requirements

Student Teacher Responsibilities and Forms

edTPA

SWIVL Use Policy

Student Teaching Introduction

Students **MUST** complete **ALL** coursework with an overall GPA of 3.0 and pass **ALL** Praxis II requirements before they will be allowed in the classroom. Praxis II scores are valid for a period of **5 years**. Students must achieve a C or better in all education courses. 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. You must be admitted to the Teacher Education Program prior to the semester of student teaching.

When completing the paperwork for Praxis II exams, **YOU MUST** have your scores sent to the Tennessee Department of Education (**Code: 8190**) 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.

Application to Student Teaching

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

- Complete Application for Student Teaching
- Complete coursework, including transcripts from other universities
- Request degree audit must be conducted by the Registrar's Office
- Passing score must be obtained for **ALL** Praxis/Required Exams
- Complete and send a copy of CPR/First Aid Certification (American Red Cross or the American Heart Association)
- Proof of Student Teacher ID Badge (Issued by King University)
- Candidate Information Sheet (Information for TNCompass)
- Signed Transcript Release form
- Trauma Informed Practice Certificate/Mandated Reporter

Students seeking a teaching license are required to complete a minimum of 500 hours student teaching. The Director of Teacher Education 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 Teacher Policies

Student teachers and University Supervisors are professional guests in the classrooms. The classroom mentor teacher has the legal responsibility for K-12 students. Embedded candidates with contractual relationships may have legal responsibility for K-12 students.

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 Dean. 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 Director of Teacher Education must be notified in the initial meeting between the student and the Director of Teacher Education.

Student Teaching while participating in Athletic Sport

Academic Performance: Students who wish to student teach and participate in athletics during the same semester must present a GPA of 3.5 at the beginning of the semester. This requirement ensures that students demonstrate a strong academic foundation and the ability to handle the demands of both student teaching and athletic commitments.

Commitment to Student Teaching: Students must provide a letter stating that they understand and accept the fact that their student teaching responsibilities and Capstone attendance will never be compromised by their athletic participation. This expectation emphasizes the importance of prioritizing their role as a student teacher and fulfilling all obligations associated with the program.

Coach's Support: A supporting letter from the coach of the sport is required, which should mirror the understanding and commitment expressed in the student's letter. The coach's endorsement indicates that they acknowledge the student's dual responsibilities and are supportive of their commitment to balancing student teaching and athletics.

Approval by Teacher Education Council: The final step in the process involves a majority vote by the Teacher Education Council. This committee, selected by the Provost and composed of faculty members from various disciplines across the campus, evaluates the student's request for participation in athletics alongside their student teaching commitments. The council considers the student's academic standing, commitment to teaching, and the supporting letters from both the student and the coach.

Absences in Student Teaching

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.** 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.

A minimum of fourteen (14) to twenty-one (21) full consecutive days of teaching responsibility must be planned and implemented for each placement. 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 relinquishes 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 subjects and/or 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 teacher's 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. 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 (more time at the supervisor's discretion) 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 Director of Teacher Education. 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 Director of Teacher Education.

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 and upload the document to Canvas. 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 Director of Teacher Education 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 upload to Canvas and turn in a physical copy to the Compliance Officer. 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 upload to Canvas and turn in a physical copy to the Compliance Officer. Dates for completion will be determined by the Compliance Officer 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, upload them to Canvas 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 in their Student Teaching Canvas Course.

The candidate is responsible for completing daily lesson plans for every lesson that is taught. Lesson plans are to be reviewed by the mentor teacher and scored on a weekly basis.

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 undergarments. Appropriate shoes are to be worn at all times, **no** flip-flops or sandals.

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 any time 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 CIRCUMSTANCES 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 what arrangements should be made.

Student Teachers Serving as Substitutes

In an effort to support our Primary Partner for the State-Recognized Partnership Agreement, King University's School of Education allows student teachers to serve as substitute teachers for Bristol City Schools on a limited basis. Should the school request that the student teacher substitute, the candidate must notify the Dean of the School of Education and/or the Director of Teacher Education so the service may be documented.

Student teachers must have completed their filming for edTPA, if not fully submitted, in order to be considered for this opportunity. Students must also complete any required substitute training from the district.

- Student teachers may serve as a substitute for up to 10 consecutive days within the class to which they have been assigned for student teaching.
- Student teachers may serve as a substitute for up to 5 days within **the school** to which they have been assigned for student teaching with approval from mentor teacher, college supervisor and Director of Teacher Education or Dean of the School of Education.
- Student teachers may serve as a substitute for up to 5 days within **the district** to which they have been assigned for student teaching with approval from mentor teacher, college supervisor and Director of Teacher Education or Dean of the School of Education.

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)
- Mentor Evaluation of Supervisor (completed at the end of the placement)

edTPA Requirements

As of January 1, 2019, the Tennessee Board of Education began to require initial license applicants to submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. edTPA is completed throughout student teaching and is sent to Pearson for scoring. Candidates completing job-embedded clinical practice are NOT required to complete the edTPA. Candidates graduating past the phase-out date of July 1, 2026 will not be required to complete the edTPA.

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 from the Massengill-Defriese Foundation 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 with an opportunity, the Compliance Officer will develop a schedule for checkout and returns.

Swivl Checkout and Returns:

Students will be provided with 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.

Lesson Plan Policy for Student Teachers

Lesson Plan requirements for practicing teachers vary by state, school district, school, and individual choice. Nevertheless, planning for and reflecting upon instruction is essential for becoming a professional teacher and supporting student growth and achievement.

In student teaching, daily lesson plans serve several purposes. First of all, lesson plans allow the mentor teacher to make sure the student teacher is completely prepared for each day so that no time is wasted, and the plan adheres to curriculum with correct pacing, containing appropriate tasks and materials. The mentor can provide assessment and feedback. Since your teaching license spans several grades, a “one size fits all” plan would not be effective. You must submit a completed lesson plan for each observation. The college supervisor provides assessment and feedback. Through these two individuals’ feedback, based on the TEAM model, your lesson planning abilities will develop to that of a skilled teacher.

The following lists the requirements for Lesson Plans during the student teaching semester:

- Based on your EDTPA video, you are required to show plans for a 3- to 5-day consecutively paced lesson sequence. **The King Lesson Plan based on EDTPA Principles** is required for these lessons. Items that are the same every day (Context of Your Classroom, for example) do not have to be repeated after the first day. The lesson plan you submit for the EDTPA assessment has a 4-page limit.
- In student teaching, you will assume one class at a time. You must provide lesson plans for each day of this class, though at times, one plan may show more than day. As you add classes, you must provide lesson plans for each of those each day, if the classes are within your endorsement subject. The lesson plan template that you choose must have these minimum requirements (from EDTPA Subject-specific handbooks):
 - State-adopted student academic content standards that are the target of student learning. (Note: Please include the number and text of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards,
 - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
 - Instructional resources and materials used to engage students in learning
 - King: Bulleted Lesson Sequence of Opener, Lesson Activities and Tasks, Closure
- Lesson plan templates that you may use for planning:
 - KING EDTPA Lesson Plan
 - Mentor Lesson Plan
 - TEAM Lesson Plan
 - Other lesson plans that meet the above criteria.
- If you find other lesson plans that meet the criteria, please email the template to the Dean of the School of Education, so they may be uploaded in Canvas.

- If you are teaching a subject that is based on a scripted lesson, you may choose to annotate with sticky notes or on annotated sheet.
- If you are teaching a class that is not in your area of endorsement, you must complete a plan for the week. You will list the learning objective for the week and show the daily lesson activities and assessments listing in bullet or outline form.
- If you are teaching a lab-based class, you must complete a plan for the week. You will list the learning objective for the week and show the daily lesson activities and assessments listed in bullet or outline form.

TEAM Rubric for 3 *Meets Expectation for Planning*

Use this as a checklist for your daily/weekly planning.

From the TEAM Rubric for Planning:

Instructional plans include:

- goals aligned to state content standards,
- activities, materials, and assessments that:
 - are aligned to state standards,
 - are sequenced from basic to complex,
 - build on prior student knowledge, and
 - 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

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.

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. * (assessed on sequential unit plans).

“Which Lesson Plans should I use in Student Teaching?

| Class You Are Teaching | | Type of Lesson Plan (Found in Canvas on School House Lesson Plan Templates) |
|---|---------------------------|--|
| 1 st Placement | 2 nd Placement | |
| The class you have chosen for your edTPA submission | N/A | For Submission to edTPA, use the daily plan: Lesson Template for 4 Page Plan For your other classes, you may use the mentor or school plan or one of the plans we have provided. |

| | | |
|---|---|---|
| The rest of your classes | All of your classes | Your Choice: Any lesson plan template in The School House or Mentor, School or District Lesson Plan Template |
| Lab classes, skill classes, out of content area, etc. | Lab Classes, skill classes, out of area, etc. | You may use the Weekly Lesson Plan for Lab Based Classes or the Lesson Plan Reflection Form or any plan that your mentor or district provides. |

Student Teacher Award Selection Process

| Tier 1 Requirements for eligibility | Tier 2 Requirements for eligibility | Differentiated by: 1. GPA 2. Score on Trauma Informed Practice Courses 3. Overall Score on LiveText 4. Essay Specific to award, graded by rubric. 5. No King Honor Code violations |
|---|---|---|
| <p>1. Admission to Program</p> <p>2. Live Text complete to date</p> <p>3. All assessments prior to student teaching passed</p> <p>4. All courses complete prior to student teaching</p> | <p>1. Admission to Program</p> <p>2. Live Text complete to date</p> <p>3. GPA 3.0 or higher</p> <p>4. Praxis Tests Passed</p> <p>5. On schedule to student teach in Fall.</p> | |

The Teachers of Promise Institute seeks to identify and recognize the best future teachers from colleges and university schools of education, including prospective teachers from King University. You are being considered as an attendee to this year's institute. Please respond in writing to the prompt below. Your response should be one well-constructed paragraph.

Prompt: *Explain how your education, training, and field experiences at KING have qualified you for your role as an exemplary future Teacher of Promise expanding on how these experiences have created in you a strong set of instructional strengths.*

| Scoring Rubric | Outstanding Response 5 | Satisfactory Response 3 | Weak Response 1 |
|---|---|---|---|
| The response answers the prompt accurately. | Provides a response that directly addresses the question without superfluous details. | Provides a response that mostly answers the question with very few superfluous details. | Neither response or details address the question. |
| The response paragraph engages the reader. | Provides a memorable opening sentence related to the prompt and obvious organization overall. | Provides a strong opening sentence related to the prompt and clear organization. | Weak opening sentence that did not address the prompt and/or no clear organization. |
| The response paragraph provides insightful professional views with detail and explanation. | Provides 4-5 well-described details clearly supporting the topic sentence and the prompt. | Provides 3 details that clearly and effectively support the prompt. | 2 or few details were not completely described and/or did not support the prompt. |
| The response paragraph uses academic voice and proper writing conventions. | College level vocabulary and varied sentence structure is used with very few errors. | Mostly college level vocabulary and sentence structure with minimal errors. | Immature vocabulary, monotonous sentence structure and/or obvious errors. |
| Category Points | | | |
| Total Score | | | |

Spring Student Teacher Pinning Ceremony

Candidates may participate if they meet the following criteria:

1. Enrolled in Student Teaching or completed Student Teaching in Fall.
2. All Praxis Assessments Passed.
3. Live Text Submissions completed with a passing score of at least 80.
4. Trauma Informed Course with 80% or higher (mean and final assessment).
5. For fall graduates, all licensure requirements must be completed.
6. For spring graduates, all requirements must be in by last capstone before the ceremony.
7. The invitation to the student teaching pinning ceremony includes family and friends.

Section 8

TN Compass 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, you will register your account during a Capstone Seminar. Praxis scores will automatically load into the TN Compass system from the ETS website. In order for Praxis scores to automatically upload from ETS to TN Compass, **be sure to list the Tennessee Department of Education Code 8190 when asked where you want your scores to be delivered.** This is crucial when taking Praxis in another state.

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 Dean of the School of Education will upload all official transcripts to the TN Compass website. At this time, the teacher candidate's licensure application will be submitted. The teacher candidate will receive an email from TN Compass requesting the candidate affirm the application. 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 TN Compass account and print a copy of their license at any time.

**If you have any questions please call or email Compliance Officer for the School of Education. (423) 652-4821 teachereducation@king.edu or the Dean of the School of Education, Dr. Donna H. Watson, 423-652-4843 dhwatson@king.edu

It is imperative you **continue** to check your King email once you have graduated until you receive your license. TN Compass notifications will be sent to the email that you added when you set up your account.

Section 9

English as a Second Language Endorsement

King University has conditional approval from the state of Tennessee to offer a teacher preparation program through the School of 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. The minor is also available for those to study along with any academic major.

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 field experience). Teacher candidates enrolled in ESL Practicum will complete a minimum of 30 hours of practice or training in public and/or private accredited institutions. Candidates must have completed all ESL courses and must also take and pass the required Praxis examination for English as a Second Language (Praxis 5362, minimum score of 155) prior to enrolling in the ESL Practicum.

TDOE Requirement

[Early Reading Training Course](#)

Complete and email certificate to Dr. Watson dhwatson@king.edu

ESL Requirements

| |
|---|
| ENGL 3170 Literacy Development & Reading Instruction in grades K-5 or EDUC 3590 Content Area Reading |
| Language Requirement Two college-level world language courses. |
| 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 and Materials |
| EDUC 4380 Practicum in ESL Instruction |

*Courses which are included in the Elementary Education K-5 minor.

Section 10

Special Education Endorsement

King University has conditional approval from the state of Tennessee to offer a teacher preparation program through the School of Education for an additional endorsement Special Education Interventionist K-8, which may be added to any current King University initial licensure program of study in Elementary K-5 or to any current Tennessee teaching license in Elementary K-6. The minor is also available for those to study along with any academic major.

Teacher candidates or current teachers interested in pursuing an additional endorsement in special education complete an individualized program of study, culminating in a half-semester student teacher placement in a special education setting for initial license or placement in a supervised practicum of 30 hours in a special education setting if adding SPED endorsement. Candidates must also take and pass the required Praxis examination for Special Education Core Knowledge, Mild to Moderate (Praxis 5543, minimum score of 158) prior to the SPED Practicum or student teaching placement in special education.

TDOE Requirement

[Early Reading Training Course](#)

Complete and email certificate to Dr. Watson dhwatson@king.edu

Special Education Requirements

| |
|--|
| *SPED 2100 |
| Survey of Exceptional Children |
| SPED 3100 |
| Psychology & Learning Characteristics of Persons with Mild Disabilities |
| SPED 3200 |
| Assessment & Development of the IEP |
| SPED 3300 |
| Effective Instruction for Persons with High Incidence Disabilities |
| SPED 4100 |
| Psychology & Characteristics of Learners with Moderate and Severe Personalities |
| SPED 4200 |
| Social and Emotional Exceptionalities |
| SPED 4300 |
| Role of the Interventionist and Transition of Exceptional Persons to Independent Learning & Life |
| SPED 4490 |
| Student Teaching in Elementary & Special Education |

*Courses which are included in the Elementary Education K-5 minor.

Section 11

Expectations

- Student Teachers
- Embedded Teachers
- Classroom Mentors
- College Supervisors

Expectations for Student Teachers

The Candidate follows the rules and procedures of the classroom and school.

- Arrives on time daily, early enough to be in the classroom before students arrive
- Shares duties with the mentor
- Follows school procedures for recording attendance, misbehaviors, and release from the classroom.

The Candidate demonstrates respect at all times to all individuals: students, staff, and colleagues.

- Treats all students equitably, with caring and concern
- Seeks to learn students' interests and abilities
- Receives feedback with humility and the desire to improve
- Demonstrates appreciation for those in a position to assist
- Responds promptly and courteously to emails, texts, and phone calls

The Candidate thoroughly prepares lessons and teaches according to the agreed upon schedule.

- Submits lesson plans to the mentor prior to teaching them
- Completes lesson plans and materials prior to teaching a lesson
- Uses assessments to inform and modify instruction

The Candidate meets the requirements of the King University School of Education.

- Completes and turns in a weekly timesheet for the mentor to sign each week
- Completes a lesson plan for every lesson taught.
- Completes a reflection following each observation by the college supervisor
- Completes the Summative Evaluation and Program/Mentor/Supervisor Evaluation
- Attends Capstone Seminar each Tuesday beginning at 4:30 p.m.
- Adheres to the Professional Dispositions approved by the School of Education
- Add all required documents by submission dates.

The Candidate completes required licensure assessments during student teaching.

- Sign up for an edTPA account in the proper endorsement area.
- Determine with the mentor a timeline to teach a three-five-day lesson sequence
- Develop plans for a three-five-day lesson sequence
- Create and administer a pretest prior to the three-five-day lesson sequence.
- Completes edTPA TASK 1: Planning for Instruction and Assessment
 - Context for Learning, Lesson Plans, Instructional Materials, Assessments, Planning Commentary
- Completes edTPA TASK 2: Instructing and Engaging Students for Learning
 - Video Clips, Instruction Commentary
- Completes edTPA TASK 3: Assessing Student Learning
 - Work Samples, Evidence of Feedback, Assessment Commentary

The Candidates demonstrates the qualities of a professional.

- Maintains a clean and well-groomed appearance.
- Dresses professionally following or surpassing the faculty dress code
- Is polite and courteous at all times.
- Notifies the mentor and college supervisor of absence, the night or morning before class
- Refrains from the use of tobacco, vaping, etc. on school property.
- Refrains from the use of his/her cell phone during class times when students are present.
- Refrains from posting any student/faculty/staff/school photographs, videos, or remarks about any student/faculty/staff/school on any social media.

Expectations for Embedded Teachers

The Candidate follows the policies and procedures of the school district and policies and rules of the school.

- Arrives on time daily, according to contract time that allows the teacher to be in the classroom before students arrive or to fulfill early morning assigned duties
- Follows school procedures for all assigned teacher duties that include: recording attendance, student conduct and classroom management, release from the classroom, collaborative lesson planning, attend all staff meetings, school-based Professional Learning Community meetings and district-wide in-service training
- Remains on campus until contract time ends at the close of the day or until other duties as assigned by the school administrator are completed
- Participates in all required after school events related to grade level expectations, including Meet the Teacher night, parent conferences, and school-wide events
- Notifies the school personnel and the KU supervisor of absence, the night before or morning before class

The Candidate demonstrates respect at all times to all individuals: students, families, staff, colleagues and district-wide staff.

- Maintains cordial relationships with students, family, and the community
- Treats all students equitably, with caring and concern
- Seeks to learn students' interests and abilities
- Receives feedback with humility and demonstrate the desire to improve
- Demonstrates appreciation for those in a position to assist
- Responds promptly and courteously to emails, texts, and phone calls
- Follows all requirements within the Tennessee Teacher Code of Ethics

The Candidate collaboratively plans with grade level or content-area team member to thoroughly prepare lessons based on TN State Standard and District Strategic Plan Objectives; and teaches according to the district-wide pacing guide.

- Collaborates with the school assigned mentor teacher and the KU supervisor weekly
- Submits lesson plans to the KU supervisor before a scheduled evaluation
- Submits an evaluation reflection to the KU supervisor within 48 hours of an evaluation
- Uses feedback from the evaluation post conference and assessments to inform and modify instruction

The Candidate meets the requirements of the King University School of Education.

- Attends professional seminar at designated days and times.
- Completes all professional seminar assignments
- Adheres to the Professional Dispositions approved by the School of Education
- Participate in a mock Interview and complete a mock interview reflection

The Candidate completes required licensure assessments before or during embedded placement.

- Update TNCompass account on the TNDOE website
- Successfully pass all required Praxis exams for candidate's identified content area
- Ensure the candidate has a Practitioner 1st Issuance license application on file

The Candidates demonstrates the qualities of a professional.

- Maintains a clean and well-groomed appearance
- Dresses professionally following or surpassing the faculty dress code
- Is polite and courteous at all times.
- Refrains from the use of tobacco, vaping, etc. on school property.
- Refrains from the use of his/her cell phone during class times when students are present.
- Refrains from posting any student/faculty/staff/school photographs, videos, or remarks about any student/faculty/staff/school on any social media

Expectations for Classroom Mentors of Student Teachers

The King University School of Education values the partnerships that it has with local schools and with classroom mentors who guide our student teachers as they experience the classroom on the last step to licensure. Classroom mentors are essential in coaching student teachers in every aspect of teaching, relationships, duties, and best instructional practices. Effective mentors are invaluable in preparing candidates to be an effective teacher.

These expectations for mentor teachers set up guidelines for both the mentors have a successful and mutually beneficial experience.

The Mentor introduces the candidate to the classroom procedures and schedule.

- Provides a daily schedule
- Orienta candidate to rules and routines
- Reviews school-wide expectations
- Sets up a schedule of gradual release

The Mentor provides instructional support.

- Reviews/approves daily lesson plans
- Provides daily formative feedback
- Provides reinforcements as well as refinements

The Mentor communicates with candidate.

- Responds to candidate's questions via email/text
- Projects a positive view of the profession in daily conversations
- Signs weekly timesheets

The Mentor communicates with the college supervisor and/or director of teacher education.

- Responds to emails within 48 hours
- Confers with college supervisor about celebrations as well as concerns

The Mentor completes assessments and forms for data collection and documentation.

- Completes and submits on time:
 - Mentor Information
 - Mid-point Evaluation and Summative Evaluation
 - Lesson Plan Summary
 - Program Evaluation
 - Supervisor Evaluation

The Mentor participates in the Summative Evaluation Conference.

- Completes the Summative Assessment before the conference
- Participates in Summative Conference

The Mentor is a professional role model.

- Models effective teaching
- Models effective classroom management

The Mentor provides support for the edTPA Assessment. (Usually only in the first placement)

- Helps the candidate obtain permission for filming
- Guides the candidate in choosing a class and learning about the students
- Provides a timeline, two to three weeks prior, of tentative content and pacing for the candidate to begin to develop the lesson sequence.

Expectations for College Supervisors of Student Teachers

University Supervisors for student teachers are assigned by the Director of Teacher Educator. 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 Director of the Teacher Education Program. At the end of each placement, the University Supervisor is to forward **ALL** assessments to the Compliance Officer for the School of Education; this information is used for data analysis purposes for state reports.

These expectations for mentor teachers set up guidelines for both the mentors have a successful and mutually beneficial experience.

The college supervisor communicates regularly with the student teacher.

- Initiates contact with student teacher and promptly responds to questions/concerns
- Establishes lesson observation times

The college supervisor provides instructional support.

- Grades lesson reflections providing feedback by the rubric
- Provides reinforcements and refinements

The college supervisor conducts a formal lesson observation 3 times per placement (6 per semester).

- Devotes full attention to lesson and classroom responses
- Completes evaluation using TEAM rubric
- Leads a post lesson conference sharing the scores and reinforcement/refinement with the student teacher
- Assess Lesson Reflection with Rubric

The college supervisor communicates with the Director of Teacher Education.

- Responds to emails within 24 hours, Monday through Friday.
- Confers with college director about celebrations as well as concerns

The college supervisor completes assessments and forms for data collection and documentation.

- Completes and submits on time to the Compliance Office and to Canvas, per placement:
 - 3 Lesson Observations
 - 3 Lesson Reflections
 - Summative Evaluation
 - Final Grade Rubric
 - Mentor Evaluation
 - Program Evaluation

The college supervisor meets with the candidate and the student teacher at the end of each placement for a summative evaluation conference.

- Completes the Summative Assessment prior to the conference
- Participates in Summative Conference with Mentor/Student

The college supervisor serves as a professional role model.

- Collaborates with the Mentor and with the Director of Teacher Education

The college supervisor performs required college duties.

- Attendance in Portal 1st 10 days
- Midterm Grade Posted in Portal (Grade for first placement) by required due date.
- Final Grade Posted in Portal by required due date.

Appendices

INTASC Standards:

Learner and Learning:

- Standard # 1: Learner Development
- Standard # 2: Learning Differences
- Standard # 3: Learning Environments

Content Knowledge:

- Standard # 4: Content Knowledge
- Standard # 5: Application of Content

Instructional Practices

- Standard # 6: Assessment
- Standard # 7: Planning for Instruction
- Standard # 8: Instructional Strategies

Professional Responsibilities

- Standard # 9: Professional Learning & Ethical Practice
- Standard # 10. Leadership & Collaboration
- Standard # 11. Service to Others (King University)

Admission to the School of Education

- Undergraduate Application
- Embedded Teacher/Clinical Practice Application
- Praxis Exam Requirements
- Faculty/Candidate Recommendation Form for Undergraduate

Undergraduate

- Field Experience Weekly/Monthly Time Sheet

Student Teaching

- Student Teacher Application
- Student Teacher Weekly Time Sheet
- Lesson Reflection Assignment
- Student Teaching Grading Rubric
- Transcript Release Request Form
- Mentor Teacher Evaluation of Program
- Mentor Information Sheet
- Midpoint Evaluation by Mentor Teacher
- Technology Evaluation
- Weekly Lesson Plan Assessment by Mentor
- Summative Evaluation of Teaching Performance
- Candidate Lesson Observation Report
- KING EDTPA Lesson Plan Template
- Live Text Defense Rubric

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 KNOWLEDG

- 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 & 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.* 1 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

| School | Church | Local Community | Global Community |
|---|---|---|---|
| Reading Buddies Coats for Kids After school Tutoring Backpack 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 |

Portfolio Defense Rubric for INTASC Standard

Candidate: _____

Section _____

Assessed by: _____

| Score | 5 Exceeds Expectations | 3 Acceptable | 1 Not Acceptable | 0 Missing | Comments |
|---|---|---|--|--|----------|
| 1. Question Responses <i>Interprets the Standard</i> | The candidate provides a thorough and thoughtful interpretation of the standard showing deep analysis of the standard's intent. | The candidate addresses the significant points of the standard and offers a reasonable analysis and explanation. | The candidate attempts to provide an interpretation of the standard, but misses or misconstrues the standard's intent. | The candidate does not provide an interpretation of the standard. | |
| 2. Question Responses <i>Applies to Teaching</i> | The candidate effectively and clearly relates the standard to effective teaching with specific illustrative examples. | The candidate relates the standard to effective teaching practice. | The connection between the standard and good teaching practice is attempted, but is too general or inaccurate. | The candidate does not relate the standard to good teaching practice. | |
| 3. Question Responses <i>Incorporates Research</i> | The candidate relates responses to three or more pertinent and relevant academic sources that clearly support the standard. | The candidate relates two relevant academic sources to the standard. | The candidate vaguely relates one academic source to the standard. | The candidate does not relate an academic source to the standard. | |
| 4. Artifacts <i>Displays Correct Number</i> | The candidate includes three artifacts. | The candidate includes two artifacts. | The candidate includes one artifact. | The candidate provides no artifacts | |
| 5. Artifacts <i>Supports the Standard</i> | Each of the artifacts demonstrates a clear and superior indication of analysis of the standard | Each artifact is clearly indicative of the standard. | Some of the artifacts are not indicative of the standard. | There are no artifacts to relate to the standard. | |
| 6. Artifacts <i>Demonstrates Variety</i> | Each artifact demonstrates a unique and varied experience. | The artifacts demonstrate a variety of experiences. | No variety of experience is demonstrated by the artifacts. | The candidate fails to provide artifacts. | |
| 7. Artifacts <i>Provides Captions</i> | Each artifact contains a caption that is succinct, clearly identifies and explains the evidence. | Each artifact contains a caption that adequately explains it. | Not all artifacts contain a caption – or it rambles incoherently. | There are no captions. | |
| 8. Oral Communication Skills <i>Uses effective grammar, volume, pacing, clarity, and expression</i> | The candidate communicates convincingly and effectively with proper pacing, clarity, and expression, without any grammar or usage errors. | The candidate communicates clearly and understandably. Any grammatical or usage errors do not detract from the communication. | Grammatical and usage errors interfere with the communication intended. Pacing and expression are distracting. | Grammatical errors are blatant. Pacing, clarity, or expression prevent full understanding. | |
| TOTAL= | <i>Advanced Minimum Acceptable Score=24</i> | | | | |

Additional Comments:

| Undergraduate Application for Admission to the Teacher Education Program | | |
|--|--|--|
| Application Semester | | Application Date |
| First Name | | Date of Birth |
| Middle Name | | Social Security Number |
| Last Name | | King ID# |
| Phone Number | | LiveText Username: |
| Maiden Name | | Gender: Female <input type="checkbox"/> Male <input type="checkbox"/> |
| Home Street Address | | Ethnicity: <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Unknown |
| Home City and State | | Race: <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Native Hawaiian or Other Pacific Island <input type="checkbox"/> Two or more races <input type="checkbox"/> Unknown |
| Home County | | |
| College Address | | |
| College P.O. Box | | |
| High School Attended: | | |
| Scores | | |
| SAT Composite (Reading + Math) Score* | | Praxis CORE 5713 Reading Score |
| ACT Score* | | Praxis CORE 5723 Writing Score |
| *We must receive documentation* | | Praxis CORE 5733 Math Score |
| Classification | | |
| Year: <ul style="list-style-type: none"> • Senior • Junior • Sophomore • Freshman • Transfer • AA degree • AS degree • AST degree • AAS degree • Bachelor's Degree | Major: <ul style="list-style-type: none"> — Interdisciplinary Studies • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • ESL (English as a Second Language) any endorsement K-12 • SPED Interventionist K-8 (Elem. Only) | | |

| | | |
|---|---|------------------|
| Anticipated Student Teaching Semester (Fall or Spring) and Year: | Declaration of Minor: No_____ | Yes _____ |
|---|---|------------------|

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 (Done in EDUC 2030 or EDUC 2800)**
- **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)**
 - **Background check**
 - **ACT/SAT Scores**
 - **Declaration of Major/Minor**

Signature

Date

Clinical Practice Application for Embedded Teachers

This information is used for TN Compass. Please write clearly.

Admitted into graduate program: (Semester, Year)

| | | |
|--|---|--------------------|
| Application Date: | Application Starting Semester | |
| First Name: | Date of Birth: | |
| Middle Name: | King ID# | |
| Last Name: | King Email: | |
| Maiden Name: | Alternate Email: | |
| Phone Number: | SSN: | |
| Undergrad Degree & institution: BA,BS, BBA... | Undergrade GPA | |
| Degree Major: | Minor: | |
| Desired Teaching Endorsement: | Gender: | |
| Ethnicity: <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Unknown | Race: <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Native Hawaiian or Other Pacific Island <input type="checkbox"/> Two or more races <input type="checkbox"/> Unknown | LiveText Username: |
| | | Current address: |

Emergency Contact Information

| | | |
|-------|---------------|---------------|
| Name: | Phone Number: | Relationship: |
| Name: | Phone Number: | Relationship: |

Embedded Teaching Requirements

- Signed Application
- Proof of Current CPR/First Aid Certification
- Copy of School Employee Badge
- Signed Request for Official Transcripts to be sent to School of Education
- Praxis II Content must be passed before practicum if the academic major does not support the endorsement area
- Trauma Informed Practice Certificate*

**Praxis Exam Requirements
Code for TDOE 8190 AND Code for King 1371**

Praxis Examinations for Endorsements for Secondary 6-12 are waived for anyone who has a bachelor's degree with an undergraduate major in the field.

| Elementary Requirements: K-5 | Secondary Requirements 6-12* |
|---|---|
| Elementary Ed Content Knowledge Code: 5001 (All 4 Tests) <ul style="list-style-type: none"> • Reading/ELA CODE 5002 Score 157 • Mathematics CODE 5003 Score 157 • Social Studies CODE 5004 Score 155 • Science CODE 5005 Score 159 | Biology: Content Knowledge Code: 5235 TN Min. Score: 148 |
| Teaching Reading: Elem. Ed. Code: 5205 TN Min. Score: 159 | Chemistry: Content Knowledge Code: 5245 TN Min. Score: 152 |
| Elementary & Secondary K-12 | English: Content Knowledge Code: 5038 TN Min. Score: 167 |
| Physical Education: Content & Design Code: 5095 TN Min. Score: 169 | History: Content Knowledge Code: 5941 TN Min. Score: 157 |
| Music: Content & Instruction (Vocal) Code: 5114 TN Min. Score: 162 | Government: Content Knowledge Code: 5931 TN Min. Score: 149 |
| Music: Content & Design (Instrumental) Code: 5114 TN Min. Score: 162 | Mathematics: Content Knowledge Code: 5161 TN Min. Score: 160 |
| Additional Endorsement ESL K-12 CODE 5362 English to Speakers of Other Languages TN Min. Score 155 | Physics: Content Knowledge Code: 5265 TN Min. Score: 144 |
| | Spanish: World Language Code: 5195 TN Min. Score: 163 |
| | Co-Endorsement Special Education Interventionist K-8 CODE 5543 Core Knowledge Mild to Moderate TN Min. Score : 158 |

*Secondary (6-12) Praxis are waived if candidate has an academic major in that subject.

Praxis Scores

| Elementary K-5 | Secondary 6-12 |
|-----------------------|------------------------|
| Score 5002: | Test Code: |
| Score 5003: | Score: |
| Score 5004: | All Grades K-12 |
| Score 5005: | Area: |
| Score 5205: | Score: |

edTPA Requirements

As of January 1, 2019, students seeking a teaching license for the state of Tennessee must complete and pass edTPA assessment. Candidates who are hired for an embedded position are not required to take and pass the edTPA. This requirement will not apply to graduates after July 1, 2026.

Literacy Requirements

Candidates in Elementary K-5, Sped K-8, English 6-12 and ESL K-12 must complete an [Early Reading Course](#) for TN and provide the certificate to the Dean of the School of Education.

LiveText Portfolio Assignments and Scores

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

*Sections to be completed in Professional Capstone.

Applicant Signature _____ **Date:** _____

Faculty Recommendation Form

Student Name: _____ Faculty or Supervisor 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/Caring - 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/Social Justice - 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: _____

Return to Leanah Heflin, Compliance Officer lgheflin1@king.edu

Or Mail to: Leanah Heflin, Compliance Officer, School of Education King University 1350 King College Road



SCHOOL OF EDUCATION

Name: _____

Semester: _____

School: _____

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

Course Name/Number: _____

Course Faculty: _____

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

Student Teaching Application

This information is used for TN Compass. Please write clearly.

Name:

| Application Date: | Intended Student Teaching Semester: |
|--|---|
| Candidate Information | |
| First Name: | Date of Birth: |
| Middle Name: | King ID# |
| Last Name: | King Email: |
| Maiden Name: | Alternate Email: |
| Phone Number: | SSN: |
| Admitted into program: | Current GPA |
| Degree Major: | Minor: |
| Teaching Endorsement: | Gender: |
| Ethnicity: <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Unknown | Race: <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Native Hawaiian or Other Pacific Island <input type="checkbox"/> Two or more races <input type="checkbox"/> Unknown |

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/Sports

Student Teachers must meet with Director of Teacher Education if you plan on working or playing a sport during the Student Teaching Semester. Candidate Initials: _____

Student Teaching Requirements

- 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 School of Education
- Copy of Student Teaching ID Badge
- All required Praxis II Assessments should be completed with minimum scores
- Trauma Informed Practice Certificate



Time Sheet for Student Teachers

Name: _____

Placement 1 or 2: _____

School _____

Week of: _____

University Supervisor: _____

Grade Level _____

Subject: _____

| Date | Number of Hours Non-Teaching Activities | Number of Hours Individual Assistance and Small Group Activities | Number of Hours Actual Teaching (Whole Group) | Number of Hours Planning Time On Site | Number of Hours Outside of Classroom Such as Duties and Meetings | Total Hours Per Day On Site |
|---|---|--|---|---|---|--------------------------------|
| Monday | | | | | | |
| Tuesday | | | | | | |
| Wednesday | | | | | | |
| Thursday | | | | | | |
| Friday | | | | | | |
| <u>VERIFIED BY MENTOR TEACHER:</u> | | | | | <u>TOTAL WEEKLY HOURS</u> | |
| <u>Signature</u> | | | <u>Date</u> | | | |

*Non-teaching activities include: observation, conferences, bus or hall duty, lunchroom duty, and study hall. **Non-class 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.

Lesson Observation Reflection Assignment

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.

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.

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.

Academic Language:

Describe at least one type of academic language demand that impacted your lesson (language function, general academic vocabulary or subject specific vocabulary, discourse or syntax and how you made the inherent language demand accessible to your students. Analyze your lesson to determine how you could improve on making the language accessible to students, especially those with particular language needs.

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.

Observation Reflection Rubric

| Scoring Rubric | 5 Exceeds expectations | 3 At expectations | 1 Below expectations | Placement: Eval 1 Score | Placement: Eval 2 Score | Placement: Eval 3 Score |
|----------------------|--|--|--|-------------------------|-------------------------|-------------------------|
| Formatting and Style | In addition to Level 3, paragraphs are well written with fluent sentence structure and college-level vocabulary with no errors. | All directions followed, Grammar or spelling errors did not detract from the overall meaning or content. | 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. | | | |
| 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 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. | | | |
| Feedback | In addition to Level 3, writing showed deep analysis of how feedback was used and received and how it promoted learning. | Specific evidence for use of feedback within the lesson 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 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. | | | |
| Academic Language | In addition to Level 3, writing showed deep analysis of how students' understanding of the language improved their understanding of the lesson and how students were reached and accommodated. | Specific evidence was given about addressing language demands with self-assessment of the 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 discussed in relation to the lesson plan and lesson taught. | No references were cited. Research and theory were only discussed in general ways. | | | |

Student Teacher Name: _____

Circle one: First Placement (Midterm Grade) or Second Placement (final grade)

Student Teaching Grading Rubric

| Put numerical grade below | A | B | C | Below C |
|--|---|--|---|-------------------------------|
| Lesson Plans | <ul style="list-style-type: none"> • Candidate submits complete and high-quality lesson plans and teaching materials on time to Mentor. Submit lesson plan prior to observation • Final Scores all 3's or better | <ul style="list-style-type: none"> • Candidate submits complete lesson plans and teaching materials to Mentor and Supervisor • Submissions are rarely late • Final Scores majority 3's | <ul style="list-style-type: none"> • Candidate does not submit all lesson plans on time and/or submits incomplete plans • Final Scores majority 2's | |
| Candidate Lesson Reflections | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Candidate completes the lesson reflection essay following a lesson observation and submits it to Supervisor no more than 1 day late • Final Score all 2's or better | <ul style="list-style-type: none"> • Candidate does not submit all lesson reflections and submits it 2 or 3 days late to Supervisor • Final Score majority 2's | |
| TEAM Scores on Supervisor Evaluation | <ul style="list-style-type: none"> • Candidate receives an average of 3 or better on Supervisor's TEAM ratings on last observation of each placement | <ul style="list-style-type: none"> • Candidate receives an average of 2.75 on Supervisor's TEAM ratings on last observation of each placement | <ul style="list-style-type: none"> • Candidate receives an average of 2.5 on Supervisor's TEAM ratings on last observation of each placement | |
| Summative Evaluation Mentor and Supervisor | <ul style="list-style-type: none"> • Candidate's summative evaluation is all 3's or above • Candidate demonstrates positive response to feedback | <ul style="list-style-type: none"> • Candidate's summative evaluations are 3's with no more than four 2's • Candidate demonstrates some response to feedback | <ul style="list-style-type: none"> • Candidate's summative evaluations are two's or higher • Candidate demonstrates little response to feedback | Removal from Student Teaching |
| Dispositions Summative Evaluation | <ul style="list-style-type: none"> • Performance on Dispositions are all 4.5-5. | <ul style="list-style-type: none"> • Performance on Dispositions are all 3.5 – 4.4 or higher. | <ul style="list-style-type: none"> • Performance on Dispositions are all 2.5 – 3.4 or higher. | |
| Professionalism | <ul style="list-style-type: none"> • All indicators from Level B plus: • Candidate demonstrates respect at all times to all individuals: students, staff, and colleagues. • Candidate receives feedback with humility and desire to improve. • Candidate demonstrates appreciation for those in a position to assist. | <ul style="list-style-type: none"> • Candidate arrives at school on time • Candidate maintains a professional appearance • Candidate demonstrates continual preparation • Candidate responds promptly and courteously to emails and phone calls. | <ul style="list-style-type: none"> • Candidate demonstrates professionalism but not consistently • OR • Candidate does not exhibit more than one of the indicators from level B. | |
| 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 Letter Grade: _____ 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: _____

Cell Number: _____

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: _____



EVALUATION OF TEACHER EDUCATION PREPARATION PROGRAM BY MENTOR

| | | | | | | | | | | |
|---|-----------------------|---------------------------------|-----------------------|-----------------|--|---|---|---|---|---|
| Name of Mentor: | | Name of Student Teacher: | | | | | | | | |
| Please check the appropriate number for each statement. | | | | | | | | | | |
| 5. Exceeds Expectations | 4. Above Expectations | 3. Meets Expectations | 2. Below Expectations | 1. Unacceptable | | | | | | |
| Learning Environment | | | | | | 5 | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> • The program prepared the teacher to understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. • The program prepared the teacher to work with others to create environments that support individual and collaborative learning. | | | | | | | | | | |
| Planning | | | | | | | | | | |
| <ul style="list-style-type: none"> • The program prepared the teacher to understand how learners grow and develop and designs and implements developmentally appropriate and challenging learning experiences. • The program prepared the teacher to create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content. • The program prepared the teacher to understand and uses multiple methods of assessment to guide the teacher's and learner's decision making. • The program prepared the teacher to plan instruction that supports every student in meeting rigorous learning goals. | | | | | | | | | | |
| Instruction | | | | | | | | | | |
| <ul style="list-style-type: none"> • The program prepared the teacher to understand how to connect concepts and uses differing perspectives to engage learners. • The program prepared the teacher to understand and uses a variety of instructional strategies. | | | | | | | | | | |
| Leadership | | | | | | | | | | |
| <ul style="list-style-type: none"> • The program prepared the teacher to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice. • The program prepared the teacher to seek appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members. | | | | | | | | | | |
| Comments or suggestions would be greatly appreciated to improve our program! | | | | | | | | | | |

Signature_____

Date_____



ESTABLISHED IN 1867
SCHOOL OF EDUCATION

Mentor Information Form

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 or VA License # (required by TN Dept. of Ed) | |
| Areas of Certification | | | |
| | | | |

STUDENT TEACHER ASSIGNED:

| Name | | Date/semester |
|------|--|---------------|
| | | |



**Midpoint Evaluation by
Mentor**

Name of Teacher Candidate/Intern/Embedded Teacher

School

Grade(s)/Subject(s)

Mentor Name

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, teachereducation@king.edu 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 and send it by him or her.

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?

Mentor Midpoint Page 2

| CHECK WHERE APPROPRIATE: NO: Not Observed, 1: Rarely 2: Seldom (2 days/week), 3: Regularly (Most Days), 4: Daily (Every Day), 5: Daily & Exemplary | | | | | | |
|--|----|---|---|---|---|---|
| | NO | 1 | 2 | 3 | 4 | 5 |
| Professional Behavior | | | | | | |
| 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 & written feedback used to monitor & adjust instruction. | | | | | | |
| The Candidate teaches one or more types of thinking 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. | | | | | | |

| Technology Evaluation by Mentor | | | | |
|--|-------|---|--|---|
| NTASC STANDARD <i>ISTE Standard</i> | SCORE | 5 Exceeds Expectations | 3 Meets Expectations | 1 Significantly Below Expectations |
| Learner Development <i>Educator as Designer</i> | | The teacher creates developmentally appropriate learning opportunities in which students use technology to communicate, collaborate, think critically, and create authentic work products to demonstrate mastery. | The teacher uses available technology in appropriate developmental ways to design and modify instruction. | The teacher seldom uses technology or uses it in ways that are not developmentally appropriate. |
| Learning Differences <i>Educator as Leader</i> | | The teacher accesses resources, supports, and assistive technologies to meet student needs. | The teacher uses available technology to design, adapt, and deliver instruction for learner needs. | The teacher uses little technology to design, adapt, or deliver instruction. |
| Learning Environment <i>Educator as Facilitator</i> | | The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning. | The teacher incorporates technology into the classroom to promote active engagement and positive social interaction. | The teacher incorporates technology only as a discipline strategy. |
| Content Knowledge <i>Educator as Facilitator</i> | | The teacher uses technology to create opportunities for students to learn and use academic language. | The teacher uses technology to make content accessible and meaningful to learners. | The teacher uses technology in effective ways to teach content. |
| Application of Content <i>Educator as Collaborator</i> | | The teacher uses technology to engage learners to apply content knowledge to real world problems. | The teacher uses technology to engage learners in critical, thinking, and collaborative problem solving. | The teacher uses technology for basic skills only. |
| Assessment <i>Educator as Analyst</i> | | The teacher works independently and collaboratively to examine test and other performance data. | The teacher uses technology to assess learners and to analyze learning to guide decision making. | The teacher only uses technology for quickly grading tests. |
| Planning for Instruction <i>Educator as Designer</i> | | The teacher uses technology to incorporate knowledge of learners and community context into engaging lessons. | The teacher uses technology to plan lessons by drawing upon knowledge of content, curriculum, and pedagogy. | The teacher only brings in online lessons that don't align with curriculum. |
| Instructional Strategies <i>Educator as Facilitator</i> | | The teacher uses technology to provide multiple models and representations of content for learners to demonstrate learning. | The teacher uses a variety of technological tools to encourage learners to develop deep understandings. | The teacher uses only one type of technology regularly without variety. |
| Professional Learning & Ethical Practice <i>Educator as Citizen</i> | | The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology. | The teacher uses technology for ongoing professional learning and to evaluate her/his teaching practice. | The teacher does not model the use of online learning opportunities. |
| Leadership & Collaboration <i>Educator as Leader</i> | | The teacher uses technology to engage in professional learning. | The teacher uses technology for positive communication and collaboration. | The teacher does not monitor students' computer use nor provide guidelines for use/ |



Weekly Lesson Plan Evaluation by Mentor

CANDIDATE'S NAME _____

GRADE LEVEL/SUBJECT _____

COMPLETED BY: _____ (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** _____

From: TEAM RUBRIC: Weekly Lesson Plan Rubric

Page 2

| | 5: Significantly Above Expectations | 3: At Expectations | 1: Significantly Below Expectations |
|----------------------------|--|--|--|
| Instructional Plans | <p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and 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. | <p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, and 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. | <p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards, are rarely logically sequenced, rarely build on prior student knowledge, and 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 | <p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. | <p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it, draw conclusions and support them through writing, and connect what they are learning to prior learning and some life experiences. | <p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information, rarely draw conclusions and support them through writing, and rarely connect what they are learning to prior learning or life experiences. |
| Assessment | <p>Assessment plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. | <p>Assessment plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. | <p>Assessment plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear. |



School of Education Summative Evaluation

| 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 TEAM 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 |
| • Standards and Objectives (SO) | | |
| • Motivating Students (MOT) | | |
| • Presenting Instructional Content (PIC) | | |
| • Lesson Structure and Pacing (LS) | | |
| • Activities and Materials (ACT) | | |
| • Questioning (QU) | | |
| • Academic Feedback (FEED) | | |
| • Grouping Students (GRP) | | |
| • Teacher Content Knowledge (TCK) | | |
| • Teacher Knowledge of Students (TKS) | | |
| • Thinking (TH) | | |
| • Problem Solving (PS) | | |
| DOMAIN 2: PLANNING | SCORE | Refinement Objectives |
| • Instructional Plans (IP) | | |
| • Student Work (SW) | | |
| • Assessment (AS) | | |
| DOMAIN 3: ENVIRONMENT | SCORE | |
| • Expectations (ES) | | |
| • Managing Student Behavior (MSB) | | |
| • Environment (ENV) | | |
| • 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 (Summative Evaluation, page 2)

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 | | | | | | | |
| <ul style="list-style-type: none"> 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 | | | | | | | |
| <ul style="list-style-type: none"> 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 | | | | | | | |
| <ul style="list-style-type: none"> 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 | | | | | | | |
| <ul style="list-style-type: none"> 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 | | | | | | | |
| <ul style="list-style-type: none"> 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 | | | | | | | |
| <ul style="list-style-type: none"> 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 | | | | | | | |
| <ul style="list-style-type: none"> 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 | | | | | | | |

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

Candidate

University Supervisor/Classroom Mentor

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



School of Education Classroom Observation

| | | |
|---|---|---|
| CANDIDATE NAME: | | |
| Observer: | Date: | Day of Week: |
| Grade Level/Subject: | Announced or Unannounced | Time: |
| School Name: | Placement (1 st or 2 nd) & 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 |
| • Standards and Objectives (SO) | | Reinforcement Objectives |
| • Motivating Students (MOT) | | |
| • Presenting Instructional Content (PIC) | | |
| • Lesson Structure and Pacing (LS) | | |
| • Activities and Materials (ACT) | | |
| • Questioning (QU) | | |
| • Academic Feedback (FEED) | | |
| • Grouping Students (GRP) | | |
| • Teacher Content Knowledge (TCK) | | |
| • Teacher Knowledge of Students (TKS) | | |
| • Thinking (TH) | | Refinement Objectives |
| • Problem Solving (PS) | | |
| PLANNING | SCORE | |
| • Instructional Plans (IP) | | |
| • Student Work (SW) | | |
| • Assessment (AS) | | |
| ENVIRONMENT | SCORE | |
| 1. Expectations (ES) | | |
| 2. Managing Student Behavior (MSB) | | |
| 3. Environment (ENV) | | |
| 4. Respectful Culture (RC) | | |

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Candidate Signature / Date

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

King University Lesson Plan based on edTPA Requirements page 1 of 4

| | | | | |
|---|---|--|---|--|
| 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 takes place. <ul style="list-style-type: none"> • 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, bookshelves, “peace” chairs, etc.)? | | |
| | Learner Description | Number of students in class: <ul style="list-style-type: none"> • Number of males: • Number of females: | | |
| | | Learning Needs | Number of Students | Supports, Accommodations, Modifications |
| | | Students with IEPs | | |
| | | Students with 504 plans | | |
| | | English learners | | |
| | | Gifted | | |
| | | Students with gaps in academic knowledge | | |
| | Other learning needs | | | |
| | Step 2: Identify Curricular Priorities | Personal Assets, Cultural, Assets, Community Assets (also referred to as Funds of Knowledge) | <ul style="list-style-type: none"> • 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? | |
| 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. | | |
| Central Focus | | You must incorporate the Central Focus from edTPA assessment handbook. | | |
| Learning Objective(s) or Learning Target(s) | | This (or these) should support the central focus ; 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) The student will... | | |
| Prior Academic Knowledge and Prerequisite Skills | | What prior academic knowledge and/or prerequisite skills will students need for this lesson? | | |
| Potential Misconceptions and/or Developmental Approximations | What potential misconceptions or developmental approximations are possible with this content and how will you address each? | | | |

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| Step 3: Identify Academic Language | <p>Academic Language</p> <p>Language Function: The content and language focus of the learning task 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)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Multiple Meaning 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. <p>Language Supports: instructional supports that help students understand and successfully use the language function (e.g., sentence starters, graphic organizers)</p> <p>Syntax: set of conventions for organizing information (e.g., sentences, graphs, tables); organizes language to convey meaning</p> <p>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.</p> | <p>Academic Language (List the words in this column for each type.)</p> <p>ONE Language function:</p> <p>Multiple meaning words:</p> <p>Academic vocabulary:</p> <p>Subject-specific vocabulary:</p> <p>Syntax:</p> <p>Discourse:</p> | <p>Whole Class Supports</p> | <p>Differentiated Supports</p> <p>How will students demonstrate understanding of the academic language in the different language demands (e.g., writing, speaking, reading, listening) in the lesson?</p> |

| Step 3: Design Assessment Framework | Type of Assessment to measure the learning objectives | 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 (Prior to the lesson) | | | | | |
| | Formative assessment(s) (during the lesson) (At least 2 per daily lesson) | | | | | |
| | 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. | | | | | |
| | 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)? | | | | |
| Step 4: Create Learning Activities | 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. | | | | |
| | 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? | | | | |
| | Technology Connection | How will you, the teacher, use technology? How will the students use technology? | | | | |
| | 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. | | | | |
| | 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: Note: Make sure you address the needs of the learner(s) identified in the learning description (refer to Step 1). | | | | |
| | 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) | | | | |

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| | | identified in the lesson. How will you provide practice for rehearsal of skills for long term retention? |
| | 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. |
| | Materials Needed | <p>Teacher Resources: 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.</p> <p>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.</p> |
| Step 5: Daily Sequence | | <p>This section can be copied for multiple days for the unit plan.</p> <p>Hook: Opener – What will you do to get the student's interested in the lesson?) (3-5 Minutes)</p> <p>Lesson Sequence: (This is the script or detailed outline of your lesson. You will include step by step instructions for the daily lesson including transitions),</p> <p>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?) (3-5 Minutes)</p> |
| Step 6: Post-Instruction Reflection | | <p>Lesson Implementation (Be sure to address both whole class and small group or individual learners)</p> <ul style="list-style-type: none"> • 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? <p>Learning Theories/Research Base</p> <ul style="list-style-type: none"> • 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. <p>Assessment Analysis</p> <ul style="list-style-type: none"> • 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? • <i>Optional:</i> 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. |