



College of Education
Office of Educator Preparation
Job-Embedded Candidate Handbook

2026-2027

TENNESSEE STATE UNIVERSITY
JOB-EMBEDDED. IMPACT DRIVEN.
Preparing Today's Educators. Transforming Tomorrow.
Our job-embedded teacher education candidates are making a difference in K-12 classrooms and communities across Tennessee.

MEMPHIS
Building Bright Futures

JACKSON
Inspiring Students.
Strengthening Communities.

NASHVILLE
Leading with Purpose.
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BRENTWOOD
Innovating Instruction.
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COOKEVILLE
Igniting Potential.
Expanding Opportunities.

ALCOA
Educating with Heart.
Impacting Generations.

One State. Many Classrooms. Countless Futures.
**TSU TEACHER EDUCATION CANDIDATES ARE LEAVING
A POSITIVE IMPACT ACROSS TENNESSEE!**

TENNESSEE STATE UNIVERSITY
COLLEGE OF EDUCATION

Revised: July 2026

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Acknowledgements

The preparation of this handbook has been a collaborative contribution of faculty and administrators with the Colleges and Schools of Education, teacher education program coordinators, Metro-Nashville Public Schools, Sumner County Schools, graduate assistants, and administrative staff.

The first edition was prepared by Dr. Nicole Arrighi, Assistant Dean for the Office of Educator Preparation, and revised the current edition for the 2026-2027 academic year.



In honor of Robert E. Clay Hall; home to the College of Education from 1958 until 2026.

Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Master's, and Doctoral degrees. Tennessee State University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Tennessee State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Welcome

Welcome to Tennessee State University! We are so excited to have you as part of our teacher education program. It is imperative that the materials contained herein are reviewed thoroughly and carefully by you as well as your Mentor Teacher. We look forward to working with you to ensure that all your needs are met and that you are prepared to enter the workforce as competent and caring facilitators, committed to diversity and the success of all.

The job-embedded program is a unique opportunity to earn your teacher licensure while gaining valuable experience in the classroom. Prospective educators must acquire a body of general knowledge, professional knowledge, and content specific pedagogy. Education professionals must also develop skills and dispositions necessary for working effectively with diverse students and adults. The education program at Tennessee State University provides such opportunities for candidates to learn and evaluate theories and principles of sound educational practice. You will be paired with a mentor teacher who will provide you with support and guidance as you learn the ropes of teaching. You will also take coursework that will help you develop your teaching skills and knowledge. Without this partnership of university and local school personnel, a critical dimension of the educator preparatory program would be lost.

Although your advisor, along with other faculty and staff members, will help you in any way possible, you are responsible for meeting the requirements associated with the teacher education program. Use this handbook to assist you in completing your goals. We hope you have an enriching and growth experience as you progress towards your professional aims of becoming an education professional.

Office of Educator Preparation Representatives

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Mission Statement

Tennessee State University highly values life-long learning, diversity, and commitment to service. The TSU Educator Preparation Program (EPP) reflects that focus by fostering diversity of candidate teaching placements, intensive clinical experiences and support for participation in service activities. It is through these experiences that we prepare effective teachers and responsible global citizens.

The Office of Educator Preparation (OEP)

The OEP tracks the candidates' progress throughout the residency. Specifically, this unit:

- Coordinates all processing of documents.
- Reviews admission packets to the Teacher Education program.
- Oversees placement of teacher education candidates by the Field Placement and Clinical Experience Coordinator.
- Submits required paperwork to the state for certification validation.

Job-Embedded Pathway

Job-embedded programs allow an individual to serve as a teacher of record in a Tennessee classroom while completing required educator preparation classes. Potential teachers who want to teach in a classroom while also completing their program may do so while holding a job-embedded practitioner license. Two broad areas of knowledge and skills have been established for prospective teachers in Tennessee: (1) Academic Major of Specialty Area and (2) Professional Education. For job-embedded candidates, the same standards are required, but the procedures are somewhat different.

Candidates for admission to a post-baccalaureate educator preparation program shall, at a minimum, meet the following criteria:

- Evidence of a bachelor's degree or higher from a regionally accredited IHE.
- A minimum overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited IHE.

For admission to programs that include job-embedded clinical practice, a degree with a major in the specialty area or qualifying scores on the required content assessment as defined in the State Board's Professional Assessments for Tennessee Educators Policy.

EPPs shall report all admitted candidates to the Department. EPPs shall also report to the Department any candidate who holds a practitioner license who is no longer enrolled in the preparation program or who has failed to make adequate progress towards completion of the program.

Program Content/Completion

To be recommended for an initial teaching license, job-embedded candidates must successfully complete the program requirements, which include:

- Qualifying Praxis II specialized exam (if required, for admission to university).
- Graduate coursework affiliated with one of the following master's degrees:
- Participation in Alternative License Seminar (3 credit hours).
- Clinical Practicum (one full academic year), consisting of four (4) TEAM observations completed under the EPP's approved observation model.

Candidate Support Team

Each job-embedded candidate will have a support team that is composed of, at minimum:

- School-based administrator
- TSU Academic Advisor

In addition, job-embedded candidates are encouraged to develop their own network of support which may include other teachers in their building and/or content area, professional networks within their districts, and external professional organizations.

The first year of teaching can be overwhelming even when teachers complete a pre-service program prior to entering the classroom. As candidates in this program are teaching in addition to learning the skills, knowledge and content required to be an effective teacher, it is understandable that sometimes they may feel overwhelmed. Support is always available to program participants! If a candidate is in crisis, they should first turn to their mentor or building principal for immediate support. These individuals, or the candidate themselves, should also notify their master clinician. A support plan will then be created that will address the needs of the candidate.

Job-Embedded Program Overview — TSU Job-Embedded Clinical Residency

Eligibility/Admission to the TSU Job-Embedded Program: Eligibility occurs when a prospective candidate submits his/her undergraduate transcript(s) for review to the TESS office, along with a letter of intent. Once preliminary eligibility has been determined, the job-embedded candidate must submit an application to enroll in the University.

Requirements

- Verification of content knowledge by TSU's certification officer. Qualifying Praxis II exam scores on the required content assessment specified by the Tennessee State Board of Education. Note: Depending on endorsement area and undergraduate degree, Praxis II exam may not be required. Check with the certification officer before taking the test.
- A baccalaureate degree (or higher) from an accredited IHE with a major in the specialty area to be taught. A minimum overall GPA of 2.75 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited institution.
- Submit official copy of all transcript(s) to Office of Educator Preparation (teachercertification@tnstate.edu).
- Admission to TSU Graduate School.
- TN Department of Education Professional Development Certificates of Completion:
 - Best for All Level 1 Course (*not required for School Counselors or Speech Pathologists*):
 - Early Reading (recommended for Elementary and Special Education Interventionists)
 - Secondary Literacy (recommended for Secondary Grades and Instructional Leaders)
 - Dyslexia 101 Course
- A letter of intent to hire from a school system indicating a job offer to TSU's certification officer.

Admission to the Teacher Education Program (after completion of 9 credit graduate hours)

Admission typically occurs in the 2nd semester of graduate studies. Once admitted, job-embedded candidates continue coursework and employment within their teaching position.

Requirements

- TSU unofficial transcript, with minimum GPA – 2.75 on a 4.0 scale.
- Completed at least 9 semester hours of coursework, including EDCI 5000.
- Program of Study for initial licensure degree plan (signed by Advisor).
- Autobiography.
- Teaching Philosophy (first draft).
- Professional Resume, including URL to LinkedIn page.
- Two (2) disposition assessment forms from your professors and/or employer.

Clinical Residency

Semester Prior: Enroll in EDCI 5610; apply for admission to Clinical Residency (Student Teaching).

Clinical Residency Requirement:

- Minimum GPA – 2.75 on a 4.0 scale.
- Four (4) TEAM observations, per the approved EPP Observation Model.

TNCompass Program Completion Status: Job-Embedded candidates will be marked as a “completer” in TNCompass upon submission of official transcripts verifying completion of all licensure coursework and TEAM observations. If a candidate is completing a master's degree, the transcript MUST reflect the date on which the degree was awarded.

Clinical Residency Overview

The Primary Goals of the Clinical Residency

- To work with public schools to prepare Teacher Candidates to have a positive impact on student performance from the first day of teaching.
- To provide Teacher Candidates with the authentic experience of beginning and closing the school year.
- To address the needs of schools.

The objective of the Clinical Residency is to produce graduates with strong academic content knowledge, effective instructional and classroom management skills, and data-driven assessment strategies. Our comprehensive Clinical Residency equips teacher education graduates to succeed in urban and rural public schools. Further, the Clinical Residency aims to prepare candidates who adhere to professional standards and demonstrate a commitment to supporting the academic and social needs of all students. The close partnership between university faculty and public-school faculty promotes professional development and innovation among all participants.

Objectives of the Clinical Residency

- Engage in effective long range and daily planning.
- Maintain an environment conducive to learning.
- Maximize the amount of time available for instruction.
- Manage learner behavior to provide productive learning opportunities.
- Effectively deliver instruction, while presenting appropriate content.
- Provide opportunities for student involvement in the learning process.
- Effectively assess student progress.
- Plan for professional self-development.
- Demonstrate professionalism and collegiality in interactions with colleagues.
- Model the standard Code of Ethics for educators at all times.

Candidate Assessment

Clinical Semester (Alternative Licensure) Seminar

The Alternative Licensure Seminar (EDCI 5610) is a required course completed before the Clinical Semester. The course is scheduled online and includes instructional modules and other experiences to enrich a candidate's practitioner development.

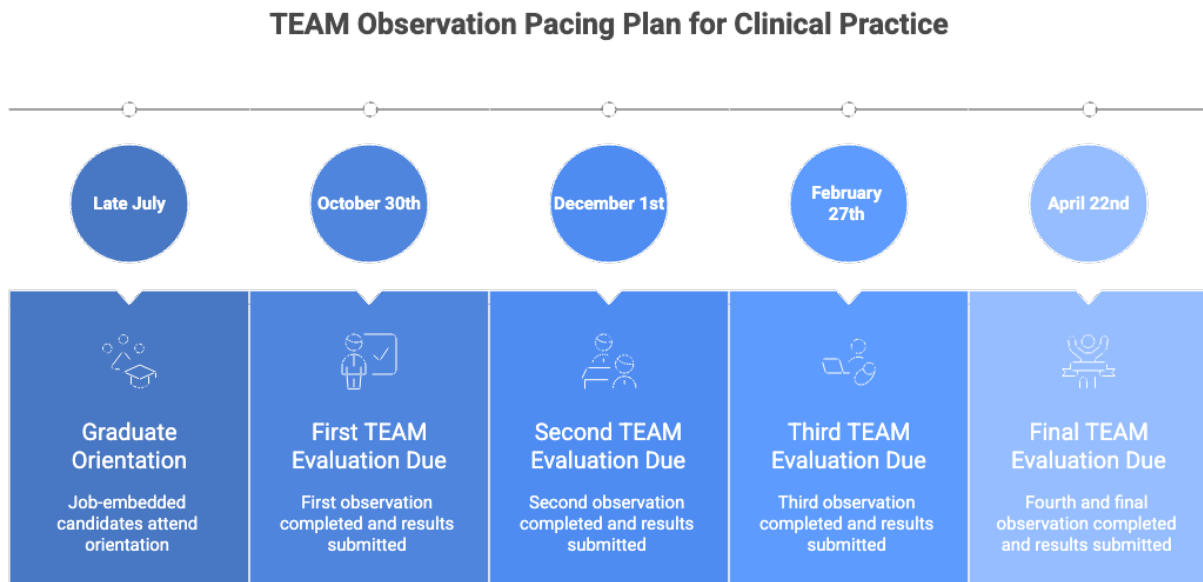
EDCI 5610 – Alternative Licensure (Job-Embedded) Seminar I: This seminar is designed to enhance the Tennessee state-mandated mentoring program required for all students who are serving as “Teacher of Record” on a Practitioner License. The curriculum is designed to provide support to teacher candidates as they transition into their first years of teaching. The course will be “student driven” with a wide variety of topics and themes to address the multitude of needs, issues, and challenges encountered by novice teachers.

Approved EPP Observation Model for Student Teaching

Effective for the 2026-2027 academic year, the Office of Educator Preparation implements its state-approved EPP Observation Model for all clinical practice pathways, including the Job-Embedded Model described below. This model replaces any previously referenced portfolio-based assessment for student teaching; job-embedded candidates are assessed exclusively through the Tennessee Educator Acceleration Model (TEAM) observation process outlined in this handbook.

Observation Rubrics by Role

Job-Embedded candidates must complete four (4) observations using the TEAM evaluation process, conducted by an approved school-based evaluator over the course of a full academic year. The pacing plan is structured as follows:



Made with Napkin

The following roles should be staffed as *teacher* in TNCompass. There are two teacher observation rubrics available for use with the TEAM evaluation model at Tennessee State University (*based on approved programs*); these can be chosen from the drop-down menu when evaluators are adding an observation in TNCompass:

- [General Educator Rubric](#): should be used for all teachers whose primary role is classroom instruction
- [School Services Personnel Rubric](#): should be used for those teachers who develop a plan of services and deliver those services outside of the general education classroom. These could include (but are not limited to) school audiologists, school counselors, school psychologists, school social workers, speech language pathologists, vision specialists, interventionists, and instructional coaches.

Fall Semester

The program begins with a Graduate Orientation for Job-Embedded candidates in late July. By October 30, candidates must complete their first TEAM evaluation, with results submitted to the Office of Educator Preparation (OEP). The second TEAM evaluation is due by December 1.

Spring Semester

The third TEAM evaluation must be completed and submitted to the OEP by February 27. The fourth and final TEAM evaluation is due by April 22.

This pacing ensures that observations are spread out over the academic year, allowing for ongoing feedback and professional growth. The Office of Educator Preparation requires job-embedded candidates to complete a TEAM consent form so the school-based administrator can forward evaluations to our office for reporting. In the event a job-embedded candidate is teaching outside the OEP's direct service area, the Office of Educator Preparation will coordinate with the district to identify an approved TEAM evaluator to conduct evaluations.

Certification of Evaluators: The EPP relies on the experienced, school-based evaluator to ensure the accuracy and reliability of TEAM observation ratings for candidates employed in the district. All school-based evaluators conducting TEAM observations for TSU candidates must have completed TEAM Observation certification through the Tennessee Department of Education (TNDoE).

Feedback and Growth: Candidates register for the required seminar course (EDCI 5610), which includes instructional modules to enhance practitioner development. Candidates are encouraged to build their own network of support among peers and within their school and district. This handbook includes resources to support the transition from “campus to classroom” based on strengths and areas of development identified by the school-based TEAM evaluator. The OEP will coordinate with the clinical site to create an individualized support plan addressing the candidate's specific needs.

Policies Related to the TEAM Evaluation

In Clinical Residency, job-embedded candidates will be evaluated four (4) times using the Tennessee Educator Acceleration Model (TEAM) evaluation process. The TEAM Evaluation is a key component of this formative performance review. Areas of strength and areas to be strengthened should be discussed with the Candidate, especially with respect to knowledge of subject matter, classroom management, teaching strategies, planning, etc. Your school administrator will conduct your evaluation and provide your rubrics to the Office of Educator Preparation within one week of your post-conference. A copy of the form for each formal evaluation must be maintained and available for submission electronically.

The planning domain is intended to assess how effectively a teacher plans for instruction. Evidence from the lesson plan and the observation should be used to rate the indicators in the planning domain. A written plan, multiple pages in length, is not the focus of the planning observation. The focus is how teachers plan for instruction.

- **Purpose and Paperwork** – The observation process is intended to accurately assess everyday classroom practice for the purposes of identifying strong classroom practices and areas of refinement. If submitted lesson plans are notably different from the planning a teacher does as a normal course of practice, then the feedback an educator receives on that plan is of limited utility. Educators should not submit, and evaluators should not accept, lesson plans that are excessive in length and/or only developed for review during the educator's evaluation.
- **Lesson Plan Requirements** – Specific requirements for the lesson plan itself are entirely a district and/or school decision. Assessment of a teacher's planning should be driven by what is best for student learning. While most teachers will be assessed on planning only once during the year, districts have discretion as to any additional collection of lesson plans.
- **Unannounced Planning Observations** – For unannounced planning, evaluators may collect a lesson plan after the classroom visit. Teachers should share the lesson plan that was used for the lesson observed. Districts and/or schools should provide the parameters for post-visit planning.
- **Resubmitting Lesson Plans** – While the evaluator may ask probing questions in the pre-conference, the educator may not resubmit the lesson plan for scoring purposes. The planning score should be based on the initial lesson plan submission and the observation associated with the plan.



Candidate Expectations

Professional Liability Insurance

All JEPs are responsible for obtaining appropriate liability insurance. Many professional organizations, like the [Tennessee Education Association](#), offer their members professional liability insurance at discounted rates.

Clinical Residency Calendar

Job-Embedded candidates should follow their district calendar during the Clinical Residency. It is vital to discuss observation dates with the Master Clinician/University so there is no conflict with scheduled holidays, professional development days, or other events in which students do not report to school.

State of Tennessee – Professional Code of Ethics

Candidates must review and submit the signed agreement of the TN Teacher Code of Ethics and the NASDTEC Model Code of Ethics for Educators (MCEE).

Tennessee Teacher Code of Ethics Preamble

An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

Principle I: Educator's Obligation to the Students

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

- Not unreasonably restrain the student from independent action in the pursuit of learning.
- Not unreasonably deny the student access to varying points of view.
- Not deliberately suppress or distort subject matter relevant to the student's progress.
- Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Not intentionally expose the student to embarrassment or disparagement.
- Not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly exclude any student from participation in any program, deny benefits to any student, or grant any advantage to any student.
- Not use professional relationships with students for private advantage.
- Not disclose information about students obtained in the course of professional service unless disclosure serves a compelling purpose or is required by law.

Principle II: Educator's Obligation to the Education Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation to the profession, the educator shall not:

- Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position.
- Misrepresent his/her professional qualifications.
- Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Assist a non-educator in the unauthorized practice of teaching.
- Disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Knowingly make false or malicious statements about a colleague.
- Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Links to review Codes of Ethics:

- [Tennessee Teacher Code of Ethics](#)
- [NASDTEC Model Code of Ethics for Educators \(MCEE\)](#)

Professional Responsibilities of Being a Mandatory Reporter

Everyone in Tennessee is a mandatory reporter of child abuse and neglect, as specified by Tennessee Code:

Tennessee Code Annotated 37-1-403(a)(1): Any person who has knowledge of or is called upon to render aid to any child who is suffering from or has sustained any wound, injury, disability, or physical or mental condition shall report such harm immediately if the harm is of such a nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonably appears to have been caused by brutality, abuse or neglect.

Tennessee Code Annotated 37-1-403(i)(1): Any school official, personnel, employee, or member of the Board of Education who is aware of a report or investigation of employee misconduct on the part of any employee of the school system that in any way involves known or alleged child abuse, including, but not limited to, child physical or sexual abuse or neglect, shall immediately upon knowledge of such information notify the Department of Children's Services or anyone listed in subdivision (a)(2) of the abuse or alleged abuse.

Definition of Roles

Individual responsibilities for all personnel involved in the clinical semester are described below.

Assistant Dean for Office of Educator Preparation

The Assistant Dean/Director of Teacher Education is responsible for all operations in the Office of Educator Preparation and Student Services. Placement requests involving public school settings are made through the Office of Student Services and Teacher Education. Local school systems provide lists of approved schools and teachers.

Field Placement and Clinical Experience Coordinator

The Field Placement and Clinical Experience Coordinator works collaboratively with University Instructors, Principals, and the appropriate officials designated by each school system in placing candidates. For each school site placement, the principal is forwarded a copy of the official placement and specifics regarding the field experience. The Field Placement and Clinical Experience Coordinator and the TESS office Administrative Assistant facilitate and monitor all aspects of the clinical residency.

Certification Analyst

The Certification Analyst reviews state department licensure policies to determine the appropriate requirements to fulfill endorsement requirements. Candidates will communicate with the certification analyst to ensure their profile is accurate in TNCompass — particularly when degrees have been awarded and qualifying scores have been obtained on certification exams.

Job-Embedded Candidate

The job-embedded candidate is the “teacher of record” employed by the school district on a teaching permit. The job-embedded clinical practice shall be for the full school year following completion of a baccalaureate degree. At least 100 days of the job-embedded clinical practice shall include direct teaching experiences.

Glossary of Key Education Terms

The following terms are commonly used throughout this handbook and in communications from the Office of Educator Preparation, the Tennessee Department of Education, and partner school districts.

Term	Definition
CAEP	Council for the Accreditation of Educator Preparation — the national accrediting body for TSU's educator preparation programs.
EPP	Educator Preparation Provider — the institutional unit (TSU's College of Education) responsible for preparing candidates for licensure.
GPA	Grade Point Average, calculated on a 4.0 scale.
IHE	Institution of Higher Education.
Job-Embedded Candidate (JEP)	A candidate who serves as the teacher of record in a Tennessee classroom while completing licensure coursework and clinical requirements.
Master Clinician	A retired educator/administrator or EPP faculty member, certified in TEAM observation, who evaluates and supports candidates during clinical practice.
MCEE	Model Code of Ethics for Educators, developed by NASDTEC, establishing shared ethical principles for the profession.
NASDTEC	National Association of State Directors of Teacher Education and Certification.
OEP	Office of Educator Preparation — the TSU College of Education unit that manages admissions, clinical placement, and licensure processing.
Practitioner License	A provisional Tennessee teaching license that allows a job-embedded candidate to serve as teacher of record while completing an approved preparation program.
Praxis	A series of content and pedagogy assessments administered by ETS and used by the Tennessee State Board of Education for licensure decisions.
Residency I / Residency II	The clinical placement terms for traditional (non-job-embedded) candidates, occurring prior to and during student teaching, respectively.
TEAM	Tennessee Educator Acceleration Model — the statewide educator observation and evaluation system used to assess candidate and in-service teacher performance.
TEP	Teacher Education Program.
TESS	The TSU office/program coordinating teacher education support services, including certification and program coordination for candidates.
TNCompass	The Tennessee Department of Education's online system used to manage educator licensure, evaluation data, and program completion.
TN Dept. of Education (TNDoE)	The Tennessee Department of Education, which sets statewide policy for educator licensure and evaluation, including TEAM certification training.

Verified Resources for Job-Embedded Practitioners

The following links were reviewed and confirmed as active at the time this handbook was published (July 2026). Candidates are encouraged to bookmark these resources and check periodically for updates, as external sites are maintained outside of the Office of Educator Preparation.

Resource	Link	Description
Tennessee Educator Acceleration Model (TEAM)	team-tn.org/	Official statewide site for TEAM observation resources, rubrics, evaluator certification/training, and evaluation policy.
TEAM Teacher Evaluation Handbook (TNDoe)	team-tn.org/wp-content/uploads/2025/07/TEAM-Teacher-Evaluator-Handbook-July-25.pdf	The current statewide handbook detailing observation pacing, rubrics, and evaluator expectations.
TNCompass	team-tn.org/	Portal (accessed via TEAM-TN) used to manage licensure records, evaluation data, and program completion status.
Tennessee State Board of Education – Teacher Licensure	www.tn.gov/sbe.html	State policy on licensure requirements, endorsement areas, and educator preparation program standards.
Praxis Testing (ETS)	www.ets.org/praxis.html	Registration, test prep, and score reporting for required Praxis content and pedagogy assessments.
Tennessee Education Association (TEA)	tnea.org/	Professional membership organization offering discounted professional liability insurance and legal support for educators.
Tennessee Teacher Code of Ethics	www.tn.gov/content/dam/tn/stateboardofeducation/documents/TN_Teacher_Code_of_Ethics.pdf	The State Board of Education's official code of ethics for licensed Tennessee educators.
NASDTEC Model Code of Ethics for Educators (MCEE)	www.nasdtec.net/page/MCEE_Doc	The national model code of ethics referenced alongside the state code of ethics.
Parchment	www.parchment.com/	Official transcript ordering service used to submit degree-posted transcripts to the OEP.
Council for the Accreditation of Educator Preparation (CAEP)	caepnet.org/	National accreditor for TSU's educator preparation programs and standards.

Appendix

2026-2027 OEP Calendar of Events — Important Dates

Dates below reflect the Tennessee State University 2026-2027 Academic Calendar and the Job-Embedded Model TEAM observation pacing plan approved by the Office of Educator Preparation. All dates are subject to change; candidates should confirm deadlines with the OEP.

JULY	SUMMER SEMESTER 2026
27	Graduate Orientation (Job-Embedded), Fall Orientation
AUGUST	FALL SEMESTER 2026
17	TSU Classes Begin
SEPTEMBER	
7	Holiday – Labor Day
28 – Oct 3	Midterm Examination Week
OCTOBER	
12-18	Homecoming Week
19-20	Fall Break – No Classes
30	Deadline: TEAM evaluation #1 to OEP office
NOVEMBER	
25	Last Day of Classes (before Thanksgiving)
26-28	Thanksgiving Holiday – University Closed
DECEMBER	
1	Deadline: TEAM evaluation #2 to OEP office
4	Fall 2026 Commencement
14	Records Office releases all posted grades via “MyTSU”
24 – Jan 1	Holiday Break – University Closed
JANUARY	SPRING SEMESTER 2027
11	TSU Classes Begin
18	Holiday – MLK Day
FEBRUARY	
22-27	Midterm Examination Week
27	Deadline: TEAM evaluation #3 to OEP office
MARCH	

1-6	Spring Break (Job-Embedded candidates follow their district calendar)
APRIL	
22	Deadline: TEAM evaluation #4 to OEP office
24	Last Day of Classes
30	Spring 2027 Commencement
MAY	
5	Faculty must have posted all grades via “MyTSU”
10	Records Office releases all posted grades via “MyTSU”
28	Request official transcript from Parchment to OEP (once degree has posted)

*Dates subject to change.

Contact Us:

Name	Role	Email	Phone
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Mrs. Zora Bates	Program Coordinator	zbates@tnstate.edu	615-963-5459
Mrs. Linda Fair	Field Experience/Placement Coordinator	lfair@tnstate.edu	615-963-4885

Office: Room 350, Avon Williams Campus | Phone: (615) 963-5459 | Email: teachercertification@tnstate.edu

TEAM Educator Observation Form

Observer _____

Announced ☐Unannounced ☐

Teacher Observed _____

School Name _____

Observation Number _____

Date: __/__/____

Time: _____

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

Reinforcement Objective:**Indicator:** _____**Notes:****Refinement Objective:****Indicator:** _____**Notes:****Observer Reflection on Observation (Optional):****Teacher Reflection on Observation (Optional):****Adapted from National Institute for Excellence in Teaching. Do not duplicate without permission.**

Observer Signature _____

Date _____

Teacher Signature _____

Date _____

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: - measurable and explicit 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, 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; - evidence that the plan provides regular opportunities to accommodate individual student needs; and - significant evidence of the utilization of district approved HQIM when available for intellectual preparation.	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; - evidence that the plan provides some opportunities to accommodate individual student needs; and - evidence of the utilization of district approved HQIM when available for intellectual preparation.	Instructional plans include: - few goals aligned to state content standards; - activities, materials, and assessments that: - 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; and - little evidence of the utilization of district approved HQIM when available for intellectual preparation.
Student Work 	Assignments require students to: - organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; - draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and - connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: - interpret information rather than reproduce it; - draw conclusions and support them through writing; and - connect what they are learning to prior learning and some life experiences.	Assignments require students to: - mostly reproduce information; - rarely draw conclusions and support them through writing; and - rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment plans: - are aligned with state content standards; - have clear measurement criteria; - measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); - require extended written tasks; - are portfolio based with clear illustrations of student progress toward state content standards; and - include descriptions of how assessment results will be used to inform future instruction.	Assessment plans: - are aligned with state content standards; - have measurement criteria; - measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); - require written tasks; and - include performance checks throughout the school year.	Assessment plans: - are rarely aligned with state content standards; - have ambiguous measurement criteria; - measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and - include performance checks, although the purpose of these checks is not clear.

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	- Teacher sets high and demanding academic expectations for every student. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where all students can experience success. - Students take initiative and follow through with their own work. - Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	- Teacher sets high and demanding academic expectations for every student. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where most students can experience success. - Students complete their work according to teacher expectations.	- Teacher expectations are not sufficiently high for every student. - Teacher creates an environment where mistakes and failure are not viewed as learning experiences. - Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	- Students are consistently well-behaved and on task. - Teacher and students establish clear rules for learning and behavior. - The teacher overlooks inconsequential behavior. - The teacher deals with students who have caused disruptions rather than the entire class. - The teacher attends to disruptions quickly and firmly.	- Students are mostly well-behaved and on task, and some minor learning disruptions may occur. - Teacher establishes rules for learning and behavior. - The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. - The teacher overlooks some inconsequential behavior but at other times stops the lesson to address it. - The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	- Students are not well-behaved and are often off task. - Teacher establishes few rules for learning and behavior. - The teacher uses few techniques to maintain appropriate student behavior. - The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. - Disruptions frequently interrupt instruction.
Environment 	The classroom: - is welcoming to all members and guests; - is organized and understandable to all students; - has supplies, equipment, and resources easily and readily accessible; - has student work on display that frequently changes; and - is arranged to promote individual and group learning.	The classroom: - is welcoming to most members and guests; - is organized and understandable to most students; - has supplies, equipment, and resources that are accessible; - has student work on display; and - is arranged to promote individual and group learning.	The classroom: - is somewhat cold and uninviting; - is not well organized and understandable to students; - has supplies, equipment, and resources that are difficult to access; - has no student work on display; and - is not arranged to promote group learning.
Respectful Culture 	- Teacher-student interactions demonstrate caring and respect for one another. - Students exhibit caring and respect for one another. - Positive relationships and interdependence characterize the classroom.	- Teacher-student interactions are generally positive, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. - Students exhibit respect for the teacher and are generally polite to each other. - Teacher is sometimes receptive to the interests and opinions of students.	- Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. - Students exhibit disrespect for the teacher. - Student interaction is characterized by conflict, sarcasm, or put-downs. - Teacher is not receptive to interests and opinions of students.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	- All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout lesson. - Sub-objectives are aligned and logically sequenced to the lesson's major objective. - Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines, and (d) grounded in HQIM when available. - Expectations for student performance are clear, demanding, and high. - There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).	- Most learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. - Sub-objectives are mostly aligned to the lesson's major objective. - Learning objectives are connected to what students have previously learned and grounded in HQIM when available. - Expectations for student performance are clear. - There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).	- Few learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. - Sub-objectives are inconsistently aligned to the lesson's major objective. - Learning objectives are rarely connected to what students have previously learned or are rarely grounded in HQIM when available. - Expectations for student performance are vague. - There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).
Motivating Students 	- The teacher consistently organizes the content so that it is personally meaningful and relevant to students. - The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. - The teacher regularly reinforces and rewards effort.	- The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. - The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. - The teacher sometimes reinforces and rewards effort.	- The teacher rarely organizes the content so that it is personally meaningful and relevant to students. - The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. - The teacher rarely reinforces and rewards effort.
Presenting Instructional Content 	Presentation of content always includes: - visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; - examples, illustrations, analogies, and labels for new concepts and ideas; - effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; - concise communication; - logical sequencing and segmenting; - all essential information; and - no irrelevant, confusing, or non-essential information. Significant evidence exists that the district-approved HQIM are used as the foundation for presenting instructional content when available.	Presentation of content most of the time includes: - visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; - examples, illustrations, analogies, and labels for new concepts and ideas; - modeling by the teacher to demonstrate performance expectations; - concise communication; - logical sequencing and segmenting; - all essential information; and - no irrelevant, confusing, or non-essential information. Evidence exists that the district approved HQIM are used as the foundation for presenting instructional content when available.	Presentation of content rarely includes: - visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; - examples, illustrations, analogies, and labels for new concepts and ideas; - modeling by the teacher to demonstrate performance expectations; - concise communication; - logical sequencing and segmenting; - all essential information; and - relevant, coherent, or essential information. Little evidence exists that the district approved HQIM are used as the foundation for presenting instructional content when available.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing 	- The lesson starts promptly. - The lesson's structure is coherent with a beginning, middle, and end. - The lesson includes time for reflection. - Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. - Routines for distributing materials are seamless. - No instructional time is lost during transitions.	- The lesson starts promptly. - The lesson's structure is coherent with a beginning, middle, and end. - Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. - Routines for distributing materials are efficient. - Little instructional time is lost during transitions.	- The lesson does not start promptly. - The lesson has a structure, but it may be missing closure or introductory elements. - Pacing is appropriate for fewer than half of the students and rarely provides opportunities for students who progress at different learning rates. - Routines for distributing materials are inefficient. - Considerable time is lost during transitions.
Activities and Materials 	- Activities and materials include all of the following: - support the lesson objectives, - are challenging, - sustain students' attention, - elicit a variety of thinking, - provide time for reflection, - are relevant to students' lives, - provide opportunities for student-to-student interaction, - induce student curiosity and suspense, - provide students with choices, - incorporate multimedia and technology, and - when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers). - Use of HQIM activities and materials with fidelity when available. - In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. - The preponderance of activities demands complex thinking and analysis. - Texts and tasks are appropriately complex.	- Activities and materials include most of the following: - support the lesson objectives, - are challenging, - sustain students' attention, - elicit a variety of thinking, - provide time for reflection, - are relevant to students' lives, - provide opportunities for student-to-student interaction, - induce student curiosity and suspense, - provide students with choices, - incorporate multimedia and technology, and - when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers). - Use of HQIM activities and materials when available. - Texts and tasks are appropriately complex.	- Activities and materials include few of the following: - support the lesson objectives, - are challenging, - sustain students' attention, - elicit a variety of thinking, - provide time for reflection, - are relevant to students' lives, - provide opportunities for student-to-student interaction, - induce student curiosity and suspense, - provide students with choices, - incorporate multimedia and technology, and - when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums). - Use of HQIM activities and materials when available.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Questioning 	- Teacher questions are varied and high quality, providing a balanced mix of question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. - Questions require students to regularly cite evidence throughout lesson. - Questions are consistently purposeful and coherent. - A high frequency of questions is asked. - Questions are consistently sequenced with attention to the instructional goals. - Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). - Wait time (3-5 seconds) is consistently provided. - The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender. - Students generate questions that lead to further inquiry and self-directed learning. - Questions regularly assess and advance student understanding. - When text is involved, majority of questions are text-based.	- Teacher questions are varied and high quality providing for some, but not all, question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. - Questions usually require students to cite evidence. - Questions are usually purposeful and coherent. - A moderate frequency of questions asked. - Questions are sometimes sequenced with attention to the instructional goals. - Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). - Wait time is sometimes provided. - The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender. - When text is involved, majority of questions are text-based.	- Teacher questions are inconsistent in quality and include few question types: - knowledge and comprehension, - application and analysis, and - creation and evaluation. - Questions are random and lack coherence. - A low frequency of questions is asked. - Questions are rarely sequenced with attention to the instructional goals. - Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). - Wait time is inconsistently provided. - The teacher mostly calls on volunteers and high-ability students.
Academic Feedback 	- Oral and written feedback is consistently academically focused, frequent, high quality and references expectations. - Feedback is frequently given during guided practice and homework review. - The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. - Feedback from students is regularly used to monitor and adjust instruction. - Teacher engages students in giving specific and high-quality feedback to one another.	- Oral and written feedback is mostly academically focused, frequent, and mostly high quality. - Feedback is sometimes given during guided practice and homework review. - The teacher circulates during instructional activities to support engagement and monitor student work. - Feedback from students is sometimes used to monitor and adjust instruction.	- The quality and timeliness of feedback is inconsistent. - Feedback is rarely given during guided practice and homework review. - The teacher circulates during instructional activities but monitors mostly behavior. - Feedback from students is rarely used to monitor or adjust instruction.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students 	- The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. - All students in groups know their roles, responsibilities, and group work expectations. - All students participating in groups are held accountable for group work and individual work. - Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. - Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	- The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. - Most students in groups know their roles, responsibilities, and group work expectations. - Most students participating in groups are held accountable for group work and individual work. - Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson.	- The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. - Few students in groups know their roles, responsibilities, and group work expectations. - Few students participating in groups are held accountable for group work and individual work. - Instructional group composition remains unchanged regardless of the learning and instructional goals of a lesson.
Teacher Content Knowledge 	- Teacher displays extensive content knowledge of all the subjects she or he teaches. - Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. - The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. - Limited content is taught in sufficient depth to allow for the development of understanding.	- Teacher displays accurate content knowledge of all the subjects he or she teaches. - Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. - The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	- Teacher displays under-developed content knowledge in several subject areas. - Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. - Teacher does not understand key concepts and ideas in the discipline and therefore presents content in a disconnected manner.
Teacher Knowledge of Students 	- Teacher practices display understanding of each student's anticipated learning difficulties. - Teacher practices regularly incorporate student interests and cultural heritage. - Teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	- Teacher practices display understanding of some students' anticipated learning difficulties. - Teacher practices sometimes incorporate student interests and cultural heritage. - Teacher sometimes provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	- Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. - Teacher practices rarely incorporate student interests or cultural heritage. - Teacher practices demonstrate little differentiation of instructional methods or content.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking 	• The teacher thoroughly teaches two or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives, ○ analyze problems from multiple perspectives and viewpoints, and ○ monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	• The teacher thoroughly teaches one or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives, and ○ analyze problems from multiple perspectives and viewpoints.	• The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides no opportunities where students: ○ generate a variety of ideas and alternatives, or ○ analyze problems from multiple perspectives and viewpoints.
Problem-Solving 	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

School Services Personnel Observation Form

Observer _____
 Educator Observed _____
 School Name _____
 Date: ____/____/____ Time: _____

Observation Number _____

Planning of Services	Observer Score	Self Score
Scope of Work (SOW)		
Analysis of Work Products (AWP)		
Evaluate Services and/or Program (EVAL)		
Environment	Observer Score	Self Score
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Delivery of Services	Observer Score	Self Score
Standards and Objectives (SO)		
Motivating Students (MS)		
Delivery of Professional Services (DPS)		
Service Structure and Pacing (SS)		
Activities and Materials (ACT)		
Communication (COM)		
Consultation (CON)		
Developing Educational Plans for Students (DEV)		
Professional Content Knowledge (CK)		
Knowledge of Students (KS)		
Organization of Services (ORG)		
Problem Solving (PS)		

Reinforcement Objective:

Indicator: _____

Notes:

Refinement Objective:

Indicator: _____

Notes:

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

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Observer Signature _____

Date _____

Educator Signature _____

Date _____

School Services Personnel Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Scope of Work 	Scopes of work include all of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.	Scopes of work include most of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.	Scopes of work include little of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.
Analysis of Work Products 	• School and/or student data are regularly used to create work products. • Work products are regularly analyzed and revised based on changing needs of school, student, and/or stakeholders.	• School and/or student data are often used to create work products. • Work products are sometimes analyzed and revised based on changing needs of school, student, and/or stakeholders.	• School and/or student data are not used to create work products. • Work products are not analyzed and revised based on changing needs of school, student, and/or stakeholders.
Evaluation of Services and/or Program 	• Educator conducts an annual comprehensive evaluation of the services/programs delivered throughout the year. • Educator routinely collaborates with stakeholders to evaluate and improve services and programs.	• Educator conducts a basic annual evaluation of the services/programs delivered throughout the year. • Educator sometimes collaborates with stakeholders to evaluate and improve services and programs.	• Educator does not conduct an annual evaluation of the services/programs delivered throughout the year. • Educator seldom collaborates with stakeholders to evaluate and improve services and programs.

School Services Personnel Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	- Educator always sets high expectations for every student. - Educator always creates opportunities where all students/stakeholders can successfully participate. - Most students/stakeholders take initiative to benefit from the service delivery plan. - Educator always optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.	- Educator usually sets high expectations for every student. - Educator often creates opportunities where all students/stakeholders can successfully participate. - Some students/stakeholders take initiative to benefit from the service delivery plan. - Educator usually optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.	- Educator rarely sets high expectations for every student. - Educator rarely creates opportunities where all students/stakeholders can successfully participate. - Few students/stakeholders take initiative to benefit from the service delivery plan. - Educator rarely optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.
Managing Student Behavior 	- Students are consistently well-behaved and on task. - Educator and students establish clear rules for behavior. - The educator uses a variety of effective techniques to maintain appropriate student behavior.	- Students are mostly well-behaved and on task, although some minor distractions may occur. - Educator establishes clear rules for behavior. - The educator uses some techniques to maintain appropriate student behavior.	- Students are not well-behaved and on task. - Educator establishes few rules for behavior. - The educator uses few techniques to maintain appropriate student behavior.
Environment 	The workspace: - welcomes all members and guests, - is organized and understandable to all students/stakeholders, - provides supplies, equipment, and resources that are easily and readily accessible, and - is arranged to promote individual and group participation.	The workspace: - welcomes most members and guests, - is organized and understandable to most students/stakeholders, - provides supplies, equipment, and resources that are accessible, and - is arranged to promote individual and group participation.	The workspace: - is somewhat cold and uninviting, - is not well organized and understandable to students/stakeholders, - has supplies, equipment, and resources that are difficult to access, and - is not arranged to promote individual and group participation.
Respectful Culture 	- Educator-student/stakeholder interactions demonstrate caring and respect for one another. - Students/stakeholders exhibit caring and respect for one another. - Educator seeks out and is receptive to the interests and opinions of all students/stakeholders.	- Educator-student/stakeholder interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for cultural differences. - Students/stakeholders exhibit respect for the educator and are generally polite to each other. - Educator is sometimes receptive to the interests and opinions of students/stakeholders.	- Educator-student/stakeholder interactions are sometimes authoritarian, negative, or inappropriate. - Students/stakeholders exhibit disrespect for the educator. - Educator is not receptive to interests and opinions of students/stakeholders.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	- Professional objectives and state standards are regularly explicitly included in delivery plan. - Objectives are regularly aligned and logically sequenced to the service delivery plan. - Expectations for student outcomes are always clear. - There is evidence that nearly all stakeholders understand the objective(s) of the delivery plan.	- Professional objectives and state standards are usually explicitly included in delivery plan. - Objectives are mostly aligned and logically sequenced to the service delivery plan. - Expectations for student outcomes are usually clear. - There is evidence that most stakeholders understand the objective(s) of the delivery plan.	- Professional objectives and state standards are seldom explicitly included in delivery plan. - Objectives are inconsistently aligned and/or illogically sequenced to the service delivery plan. - Expectations for student outcomes are not clear. - There is evidence that few stakeholders understand the objective(s) of the delivery plan.
Motivating Students 	- The educator consistently organizes services so that they are personally meaningful and relevant to stakeholders. - The educator consistently reinforces and rewards effort.	- The educator usually organizes services so that they are personally meaningful and relevant to stakeholders. - The educator sometimes reinforces and rewards effort.	- The educator rarely organizes services so that they are personally meaningful and relevant to stakeholders. - The educator does not reinforce and reward effort.
Delivery of Professional Services 	Services always include: - modeling by the educator to demonstrate his or her performance expectations, - logical sequencing and segmenting, - all essential information, and - no irrelevant, confusing, or non-essential information.	Services most of the time include: - modeling by the educator to demonstrate his or her performance expectations, - logical sequencing and segmenting, - all essential information, and - no irrelevant, confusing, or non-essential information.	Services rarely include: - modeling by the educator to demonstrate his or her performance expectations, - logical sequencing and segmenting, - all essential information, and - relevant, coherent, or essential information.
Service Structure and Pacing 	- All services are appropriately responsive. - Pacing provides many opportunities for individual stakeholder needs. - Routines for materials and/or information are seamless.	- Most services are appropriately responsive. - Pacing provides some opportunities for individual stakeholder needs. - Routines for materials and/or information are efficient.	- Few services are appropriately responsive. - Pacing provides few opportunities for individual stakeholder needs. - Routines for materials and/or information are inefficient.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials 	Activities and materials do most of the following <u>as appropriate</u> : - support the services and/or program, - challenge, - sustain student/stakeholder's attention, - elicit a variety of thinking, - provide time for reflection, - are relevant to students'/stakeholders' lives, - provide students/stakeholders with choices, - incorporate multimedia and technology, - incorporate resources beyond the school curriculum, and - encourage self-direction and self-monitoring.	Activities and materials do several of the following <u>as appropriate</u> : - support the services and/or program, - challenge, - sustain student/stakeholder's attention, - elicit a variety of thinking, - provide time for reflection, - are relevant to students'/stakeholders' lives, - provide students/stakeholders with choices, - incorporate multimedia and technology, - incorporate resources beyond the school curriculum, and - encourage self-direction and self-monitoring.	Activities and materials do few of the following <u>as appropriate</u> : - support the services and/or program, - challenge, - sustain student/stakeholder's attention, - elicit a variety of thinking, - provide time for reflection, - are relevant to students'/stakeholders' lives, - provide students/stakeholders with choices, - incorporate multimedia and technology, - incorporate resources beyond the school curriculum, and - encourage self-direction and self-monitoring.
Communication 	- Educator communications are consistently varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. - Questions are consistently purposeful and coherent. - Communications methods often lead to further inquiry and self-directed learning.	- Educator communications are often varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. - Questions are usually purposeful and coherent. - Communications methods sometimes lead to further inquiry and self-directed learning.	- Educator communications are inconsistently varied and high quality, not providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. - Questions are rarely purposeful and coherent. - Communications methods seldom lead to further inquiry and self-directed learning.
Consultation 	- Consultation is consistently focused, frequent, and high quality. - Consultation is always appropriate to meet student/stakeholder needs. - Feedback is regularly used to monitor and adjust programs and services.	- Consultation is mostly focused, frequent, and high quality. - Consultation is usually appropriate to meet student/stakeholder needs. - Feedback is often used to monitor and adjust programs and services.	- Consultation is not consistently focused, frequent, or high quality. - Consultation is inappropriate to meet student/stakeholder needs. - Feedback is rarely used to monitor and adjust programs and services.
Developing Educational Plans for Students 	- Educator regularly contributes to short- and long-term plans for individual students. - Educator regularly analyzes data to make recommendations for students' educational plan. - Educator regularly consults with stakeholders to assist in development and refinement of students' educational plans.	- Educator sometimes contributes to short- and long-term plans for individual students. - Educator sometimes analyzes data to make recommendations for students' educational plan. - Educator sometimes consults with stakeholders to assist in development and refinement of students' educational plans.	- Educator seldom contributes to short- and long-term plans for individual students. - Educator seldom analyzes data to make recommendations for students' educational plan. - Educator seldom consults with stakeholders to assist in development and refinement of students' educational plans.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Content Knowledge 	- Educator displays extensive content knowledge of all the programs/services he or she delivers. - Educator regularly implements a variety of professional strategies to enhance program/service delivery.	- Educator displays accurate content knowledge of all the programs/services he or she delivers. - Educator often implements a variety of professional strategies to enhance program/service delivery.	- Educator displays limited content knowledge of all the programs/services he or she delivers. - Educator rarely implements a variety of professional strategies to enhance program/service delivery.
Knowledge of Students 	- Educator practices display a strong understanding of each student's individual needs. - Educator practices regularly incorporate student interests and cultural heritage.	- Educator practices display some understanding of each student's individual needs. - Educator practices sometimes incorporate student interests and cultural heritage.	- Educator practices display limited understanding of each student's individual needs. - Educator practices rarely incorporate student interests and cultural heritage.
Organization of Services 	- The educator consistently provides a thoroughly developed, defined, and comprehensive scope of services. - Educator regularly utilizes school and/or student data to inform the organization of services. - Educator regularly uses self-reflection and evaluation to refine organization of services.	- The educator usually provides a thoroughly developed, defined, and comprehensive scope of services. - Educator usually utilizes school and/or student data to inform the organization of services. - Educator usually uses self-reflection and evaluation to refine organization of services.	- The educator rarely provides a thoroughly developed, defined, and comprehensive scope of services. - Educator rarely utilizes school and/or student data to inform the organization of services. - Educator rarely uses self-reflection and evaluation to refine organization of services.
Problem-Solving 	The educator regularly implements activities that positively impact school data, including the following (as applicable): - discipline referrals, - attendance, - student achievement, - graduation rate, - promotion rate, - school climate, - course enrollment patterns, and - CTE on-time completers.	The educator usually implements activities that positively impact school data, including the following (as applicable): - discipline referrals, - attendance, - student achievement, - graduation rate, - promotion rate, - school climate, - course enrollment patterns, and - CTE on-time completers.	The educator seldom implements activities that positively impact school data, including the following (as applicable): - discipline referrals, - attendance, - student achievement, - graduation rate, - promotion rate, - school climate, - course enrollment patterns, and - CTE on-time completers.

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning 	• Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • Consistently prepared and highly engaged in professional learning opportunities • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth	• Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric	• Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice. • Self-reflections do not match the expectations of the rubric or assessment of the evaluator
Use of Data 	• Systematically and consistently utilizes formative and summative school and individual student achievement data to: ◦ Analyze the strengths and weaknesses of all his/her students, ◦ Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students ◦ Plan future instructional units based on the analysis of his/her students' work ◦ Reflect on use of instructional strategies that led or impeded student learning	• Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement • Analyzes student work to guide planning of instructional units	• Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement
School and Community Involvement 	• Regularly organizes and leads school activities and events that positively impact school results and culture • Always adheres to school and district personnel policies and serves as a leader and model for others • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture	• Regularly supports and contributes to school activities and events • Regularly adheres to school and district personnel policies • Regularly works with peers to contribute to a safe and orderly learning environment	• Rarely supports school activities and events. • Inconsistently adheres to school and district personnel policies • Rarely works with peers to contribute to a safe and orderly learning environment

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Leadership 	Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community • Coaching/mentoring • Supervising clinical experiences • Leading data-driven professional opportunities	Contributes to the school community by assisting others, including at least two of the following: • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • Coaching/mentoring • Supervising clinical experiences	Inconsistently contributes to the school community by assisting and/or mentoring others



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