



# Clinical Practice Handbook

## Residency II/Student Teaching/Induction

*Requirements for Undergraduate and Graduate Students*



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## School of Education Mission Statement

The UTC School of Education is dedicated to the preparation of its graduates to positively impact the lives of all children and families through demonstrating excellence in content, professional practice, leadership and service.

### Clinical Experience Introduction

This guide is to provide information on the policies and procedures related to Clinical Experiences within the University of Tennessee at Chattanooga's School of Education. Clinical Experience is a highly-valued component of the Teacher Education Program, housed in the School of Education. Clinical Experience is the cornerstone of an effective education preparation program and is integral in developing an effective, reflective practitioner. The overarching goal of clinical experience is to bridge theory and practice.

**Clinical Experience**, as defined by the Council for the Accreditation of Educator Preparation (CAEP), is guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Teacher Candidates (TC) at the University of Tennessee at Chattanooga (UTC) will complete Clinical Experience (CE) requirements while enrolled in the Teacher Education Program (TEP). Clinical experiences are categorized as either a Field Experience or Clinical Practice:

**Field Experiences:** *Early and ongoing practice opportunities to apply content and pedagogical knowledge in PreK-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions.* As Teacher Candidates progress in coursework, field experiences are designed to practice pedagogical knowledge. Teacher Candidates may have Field Experience placements in either a PreK-12 classroom or within community organizations working with diverse student populations. UTC values experiences where teacher candidates can work with students in one-to-one, small group, and large group instructional activities with direct oversight from a licensed teacher or mentor.

**Clinical Practice:** *Opportunities that provide candidates with an intensive and extensive culminating, field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.* Clinical Practice at the undergraduate level is called **Residency II** and at the graduate level it is called **Student Teaching or Induction Experience**. Clinical Practice at UTC is an opportunity for Teacher Candidates to participate in diverse educational settings and to apply the concepts learned in applicable course work.

#### Clinical Practice Participant Roles:

**Teacher Candidate (TC):** The UTC student who is working towards licensure in the School of Education's (SOE) Teacher Education Program (TEP).

**Pre-Service Instructive Mentor (PIM):** During Field Experiences, the PIM will be either the teacher of record in the classroom in which you are placed or the person holding a supervisory role at the organization in which Field Experience is being completed. During Clinical Practice, the PIM will be the PreK-12 teacher of record in the classroom in which the TC is placed.

**Clinical Supervisor (CS):** Specific to the Clinical Practice, the CS will act as the liaison between the TC and SOE. The CS will assist the TC by orienting the TC to the placement requirements, providing periodic observations, suggestions for improvement, continuous assessment of performance, and recognizing success. Formal and informal feedback from CS will be considered when determining the TC's success throughout the Clinical Experience. The CS serves as the TC's primary point of contact during the Clinical Practice Experience. See Appendix for CS Expectations. It is the CS's responsibility to communicate with the PIM and the SOE to address problems and/or request support.

**Clinical Experience Coordinator:** SOE staff member who oversees all clinical placements for the department.

## ProCADS Assessment

*The teacher candidate will demonstrate a commitment to the Competencies, Attitudes, and Dispositions of a Professional Practitioner. It is expected that the teacher candidate maintain performance above unsatisfactory on all indicators throughout the program, as assessed by faculty, clinical supervisors, and/or mentor teachers. Any rating of unsatisfactory may require an Area for Refinement plan. Should indicator ratings remain unsatisfactory, a failure to improve over time may lead to dismissal from the program regardless of academic performance. The following are the goals teacher candidates are seeking to achieve:*

### Competencies:

- **Professional Competencies:** Teaching competencies include proficiency in planning, teaching, and assessing, but there are other duties and responsibilities that transcend a learning segment. Professional competencies include self-presentation, self-representation, professional collegiality and demeanor, and also taking responsibility for those tasks entrusted to you.

### Attitudes:

- **Attitudes towards Teaching Methods:** Content and assessment change alongside changes in the broader society and a teacher must understand and address those changes through effective planning, instruction, and assessment. Lesson plans and methods should not be understood as guidelines written in stone but a reflection on possibilities that can be adapted to new and diverse situations. Use a variety of evidence-based instructional strategies to enable all learners to master content and its application.
- **Attitudes toward Students:** Diversity exists across students and teachers and within students and teachers. Effective teaching values diversity and includes it in all areas of planning, instruction, and assessment. Provide equitable learning opportunities for all learners.
- **Attitudes toward Schools:** While a teacher may be isolated to a single classroom, no classroom exists divorced from other classrooms or from its social context. A teacher must value the input and experience of others in the development of effective planning, instruction, and assessment. Evaluate and integrate appropriate technology resources to facilitate student learning.

### Dispositions:

- **Open-Mindedness Dispositions:** The classroom is the first time many students are placed in close proximity to those from other backgrounds and cultures. In this space, a teacher must provide safety and challenge to all students, which requires a stance of open-mindedness to the ways and knowledges of diverse people.
- **Self-Reflection Dispositions:** The most important posture in a teacher's tool kit is self-reflection that drives changes and development in knowledge and action. Teaching is an art and a teacher must determine what a classroom needs, year after year, class after class. A teacher must use self-reflection as the foundation for effective planning, instruction, and assessment for all students.
- **Curiosity Dispositions:** In common parlance, a good teacher is a lifelong learner. To this end, we look for a disposition toward curiosity, both toward understanding how things work but also toward imagining how things might be made better.
- **Educational Equity Dispositions:** It is difficult to imagine that one teacher can change the world, but we look for teachers who are willing to try. While much can be accomplished within a single classroom, a strong educational equity and advocacy disposition also means forming alliances across classrooms and communities.

## Policies and Procedures for Clinical Experiences

**Conduct:** All TCs must conduct themselves in a professional manner at all times and demonstrate the Dispositions of an Effective Educator. At all times, the TC should consider themselves preservice teachers. The TC must follow the rules of the school system or organization where placed, in addition to the University's policies. At all times the TC must implement the mission of the SOE.

- **Cell phones:** Cell phones are not permitted for personal use during time in the field.
- **Technology:** TC's should only bring and use a laptop/tablet for use during class lessons if approved by PIM. TCs are not allowed to use devices for personal use or to work on coursework while at their placement. TCs must adhere to the technology usage policy followed by the school district.
- **Social Media:** TC's are not allowed to use personal social media for any communication with minors or parents of minors while at their placement. TCs should not post comments about their clinical experience, pictures of PIMs, students, or events at their placement, or have any communication with parents or guardians. In addition, TCs are expected to remove any inappropriate pictures or commentary on their personal social media sites. TCs should make all social media accounts private during their placement. Information on any social media accounts will be reviewed for professionalism. Postings on your social media sites (i.e. Facebook, Twitter, Instagram) deemed inappropriate or unprofessional by the SOE placement site or school system can lead to a disqualification hearing and removal from the clinical experience placement.
- **Professional Ethics:** The TC must model moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity during clinical practice. The TC must model a commitment to intellectual, moral and professional virtues. Defamatory comments about the following: placement, its students, staff, community, UTC's TEP, and the SOE's faculty and staff, will not be tolerated.
- **Racial/Gender Insensitivity:** The TC must understand their classroom will be full of differing views, multiple races/ethnicities, and genders. An effective educator can navigate these dynamics and still produce an excellent educational environment where all students will be safe and successful. Showing fair and non-bias equity is the expectation of every UTC TC. Any derogatory language (verbal or written) and/or actions towards a specific group (ex. Political), race/ethnicity, and/or gender/sexuality will not be tolerated and can lead to immediate removal from the clinical experience placement and program, pending disqualification review.

**Placement:** All Residency II or Student Teaching placements are arranged by the Clinical Experience Coordinator in partnership with the Local Education Agencies (LEA). The SOE partners with area school districts to place TCs. Because SOE and school districts are responsible for assigning TCs to their placement sites, regional preference and special circumstances are considered, but are not guaranteed. TCs are not allowed to be in the same school where they work and/or where their family members, close friends and/or significant others go to school, work, volunteer, etc. This information must be disclosed on the Residency II or Student Teaching [Application](#). Specific placement requirements will be specified in the corresponding course syllabus.

**Background Check and Liability Insurance:** Prior to being allowed to begin any clinical experience, a current, clean Tennessee background check and active liability insurance must be on file with the School of Education. Per State policy, Teacher Candidates shall be denied admission to teacher preparation programs and not allowed to complete clinical experiences if they have been convicted of any of the following criminal offenses ([as provided in the Rules of the Tennessee Board of Education 0520-2-4-.01](#)).

A background check is required to be completed and documented results on-file in the SOE prior to any clinical experience. At no time, may a TC be involved in a clinical experience unless it has been confirmed by the SOE that the background check results are clear. Results are sent directly to the SOE, but it is the TC's responsibility to ensure

that results have been received. When the background check is completed, the TC must retain the receipt in case there is an issue with the results being sent. Results are valid for four years so as long as the TC remains consecutively enrolled in the TEP unless otherwise required by the Director of the SOE.

However, prior to being allowed to register for the Clinical Practice (Residency II/Student Teaching/Induction Experience), the TC must have background check results no older than one year unless deemed otherwise by the SOE. If the background results were completed over one year prior to the start of the clinical practice semester, the TC must complete the background check again.

Liability Insurance must be purchased from one of the three providers below:

- [Professional Educators of Tennessee \(PET\)](#): Valid for one year at the time of purchase. Membership benefits include access to the professional organization.
- [National Educators Association \(NEA\)](#): Valid from September 1<sup>st</sup> (or at time of purchase)-August 31<sup>st</sup>. Membership benefits include access to the professional organization. If you purchase membership after June 1<sup>st</sup>, it will cover you until August 31<sup>st</sup> of the following calendar year.
- [American Association of Educators \(AAE\)](#): Valid for one year at the time of purchase. Membership benefits include access to the professional organization. Select student membership.

The specific [procedures](#) and details of the process for completing background checks and purchasing liability insurance are found on the School of Education website > Current Students > TEP Requirements > Background Check and Liability Insurance. Background checks collected by the SOE may not be shared with another entity or with the TC.

#### **Disclosure Requirements:**

Candidates MUST provide full disclosure to the SOE within 3 days of any arrest. Candidates MUST also provide full disclosure to the SOE within 3 days of any misdemeanor, felony conviction or neglect conviction that occurs after the initial background check.

**Attendance:** During the Clinical Practice semester TCs will participate in full semester, full-day placement(s) as arranged by the Clinical Experience Coordinator. Typically, TCs should plan to arrive at least 30 minutes early and leave at least 30 minutes beyond the official school start and dismissal time (**Note: More time may be required at your particular school). Expected arrival and dismissal times must be discussed with and set by the PIM.**

Candidates are required to follow the agreed upon schedules set by the placement and the course syllabus. Tardiness and early departures are not permitted. Accurate documentation of hours, including arrival and dismissal times, must be maintained. Attendance should be recorded on the Attendance Log in the TCs notebook and school attendance records, as required. See the SOE [forms page](#) for the Attendance Log.

Work or family/personal commitments cannot be excused during Clinical Practice. All days/hours missed must be made up. It is highly recommended that TCs not work during the Clinical Practice/Student Teaching semester.

State Board sets the policies for Clinical Practice (Residency II/Student Teaching/Induction) and does not allow for absences. All days/hours missed must be made up. TCs are expected to follow the calendar of the schools to which they are assigned. Therefore, university days off (example: spring break, fall break, etc.) are received only if your placement location is also off those days. The need for make-up days due to school closure will be determined by the Clinical Experience Coordinator. The only exception is all candidates are allowed one day for job interviews or a career fair related to the teaching profession. Documentation may be required.

In rare cases of delays or early dismissals, the TC must follow the official start/end time determined by the district or placement site. For example, if the district announces a 2-hour delay, the TC is expected to report to their placement site 2-hours later than when they are typically required to start their day. Any questions about start times should be communicated to the PIM and/or the CS. It is the TC's responsibility to be aware of the news and weather alerts that could affect the school day. Early dismissals and late start days do not need to be made up, as long as half of a day's worth of instruction is completed.

Should the Clinical Practice move to virtual learning due to unforeseen circumstances, the TC will still be expected to put in the required hours working with the PIM, CS, and P-12 student. If a Teacher Candidate is not involved and active in the virtual learning experience, showing up late to scheduled meetings, or completely absent, the TC may be reprimanded or removed from Clinical Practice altogether.

**Required notifications:** If at any time, a candidate will not be at the placement, the TC must notify the PIM, CS, and the school (if the PIM cannot be reached). If the TC is scheduled to teach on a day s/he is absent, the TC must still provide the lesson plans, materials and all information for the lessons to the PIM. If more than two days are missed, the Field Placement Coordinator must be notified. In cases of prolonged or repeated absence, the CS, the Field Placement Coordinator, and the Director of the SOE will, after consulting with the PIM and School Administrator, determine whether the TC's experience will be terminated or extended.

TCs participating in Clinical Practice will be required to attend an information meeting, orientation, midpoint meeting, and all scheduled seminars. These dates will be determined prior to the start of the semester and will be listed in the seminar syllabus. **Attendance at the edTPA seminars is mandatory.** Important information such as licensure forms, job interview information, roles and responsibilities will be discussed during meetings and seminars. Additional requirements and information are found in the corresponding syllabus for the course.

**Covid-19:** Teacher Candidates will follow the LEA's Covid-19 guidelines to know when they need to be virtual or on-campus and regarding protocol for reporting sickness. If you have symptoms of Covid-19, please contact your PIM and CS and do not report to placement site. If you are already on-site leave your placement to quarantine and contact CS.

**Dress Code and Personal Hygiene:** TCs are expected to present themselves in a professional manner in all Clinical Experiences in regard to personal hygiene and appearance. At minimum the TC must adhere to the dress code at the placement site, but the following are examples of attire that are not permitted at any time: Yoga pants, anything see-through, short, tight, or low-cut clothing, flip-flops, strapless shirts, tights and sweater dresses, leggings worn as pants, or faded or ripped clothing. TCs are also required to maintain a high level of personal hygiene. Due to some individual's smell sensitivity, strong odors are not allowed. Strong smelling perfume and/or deodorant is also discouraged due to the distraction it may cause. TCs who violate dress code or are asked to leave due to inappropriate attire may be dismissed from the program.

## Clinical Experience Violations

Teacher candidates are expected to adhere to all policies and procedures set forth by [UTC's Code of Conduct](#), the School of Education, as well as the partnering school districts and organizations. Teacher Candidates who breach protocol for any of the following reasons may be dismissed from the School of Education program and may forfeit the opportunity to gain licensure:

- The appropriate school authority requests that the candidate be removed.
- The PIM and/or Clinical Supervisor believe circumstances are such to prevent either the development or maintenance of a satisfactory learning environment.
- Unethical behavior exhibited by the candidate (e.g., plagiarism, sexual harassment, inappropriate use of technology/social media, use of alcohol or drugs).
- Any evidence of a lack of sensitivity to multicultural situations is portrayed by the candidate (e.g., use of inappropriate terminology in reference to a particular ethnic group).
- A decision has been reached and documented with appropriate paperwork that the candidate cannot receive a satisfactory grade due to lack of professional growth and/or performance.
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of the candidate are evident.

Teacher candidates who are asked to leave their placement for any reason may be dismissed from the School of Education program. At the time of removal, the TC must meet with the Director, Clinical Experience Coordinator, and Clinical Supervisor to determine if remediation is an option. The remediation plan will be set at this meeting. If remediation is not an option, the TC will not receive credit for the placement. If the TC does not satisfactorily follow the remediation plan, the TC may be removed from the TEP and not allowed to continue with the licensure program in the future.

## Pre-Requisites and Eligibility Requirements

The Student Teaching/Induction Experience course is a semester-long practicum experience and an integral part of the teacher education program at The University of Tennessee at Chattanooga. It is during this period that the student participates as a pre-professional in the public schools. Essentially this is the experience which provides the student with the arena for converting theory to practice and demonstrating potential to perform the teaching-learning processes. Before admission to Student Teaching or the Induction Experience, the student must:

- Secure full admission to the Teacher Education Program. Please see the [School of Education Checkpoints](#) for more information on required admission criteria.
- Apply online for clinical practice: Deadlines for School of Education students is March 1 for Residency I Fall/Residency II Spring and by September 1 for Residency I Spring/Residency II Fall. Deadlines for students not in the School of Education (e.g. Arts, Music, HPE, STEM, and Foreign Language) are March 1 for Fall semester clinical practice student teaching and September 1 for Spring semester clinical practice student teaching.
- Satisfactorily complete all professional education coursework
- Satisfactorily complete all content area coursework
- Satisfactorily complete and pass all [PRAXIS II exams required](#) for the designated area of licensure, and submit passing scores to UTC no later than July 15 for the Fall semester and November 30 for the Spring semester of which the students will engage in the five days a week clinical practice. **NO EXCEPTIONS WILL BE MADE**. It is the responsibility of the TC to monitor the PRAXIS II testing schedule in order to meet the appropriate deadlines. There are several Praxis exams that are only offered a few times a year.
- Earn appropriate minimum grade point averages:
  - ✓ for undergraduate & post-baccalaureate students: 2.75 cumulative, 2.75 at UTC, 2.75 in content coursework with no grade lower than C, and 2.75 in education coursework with no grade lower than C
  - ✓ for graduate students: 2.75 cumulative, 2.75 in content coursework or equivalent with no grade lower than C, and 3.0 in graduate education coursework

## **Evaluation and Grading**

The final grade for Clinical Practice (Residency II/Student Teaching or Induction Experience) is Satisfactory (S), which is considered passing or Not Complete (NC), which is considered unsatisfactory or failing. This grade will be submitted by the Director of the SOE after a thorough review of the required components. Below are the major assignments TCs must complete in order to successfully complete Clinical Practice and secure the School of Education's recommendation for licensure. The forms required for the below items can be found on the [SOE forms page](#).

### **1. QuestionPro**

Teacher Candidates will input/upload key assessments stated on pacing guide and in orientation documents to track progress, growth, and feedback. If any items are not input a grade of NC may be given.

### **2. Observation, Conferencing, Evaluations, Reflections**

TCs are observed by the PIMs and by the CS and conferences are held for feedback, reflection, and goal setting. Each Teacher Candidate will be observed throughout the placement by both the PIM and CS. The observations will include a combined minimum of 6 UTC Coach Evaluations conducted by the PIM and CS. At the end of each placement, a summative evaluation will be completed by the TC, CS, and PIM to examine and assess the whole Residency II experience for the TC. It is expected that the PIMs and CSs assigned to the school will provide ongoing feedback of the TC's potential and will communicate the feedback to the TC. The summative evaluation filed in the School of Education via QuestionPro should reflect a collaborative effort to determine the outcome of each placement and should include the signatures of those educators who had opportunities to observe the TC's performance. Formal reflections will be done following the observation and will be submitted to the CS by the next day at 11:59p.

### **3. ProCADS Assessment**

At the midpoint of the placement(s), the PIM and CS (separately) will complete the ProCADS assessment and results will be reviewed with the TC. If there is indication that the TC has deficiencies, a remediation plan will be developed by the CS and the Field Placement Coordinator.

### **4. Lesson Plans**

Teacher Candidates are required to write lesson plans for all instruction. Lesson plans must be given to the PIM two teaching days prior to teaching the lesson for feedback and revisions if necessary. The PIM has the right to request lesson plans earlier than two school days. If the TC is responsible for teaching the lesson on the day he/she is absent, the TC must provide a copy of the lesson plan and all related materials to the PIM.

TCs should begin the placement writing SOE long-format lesson plans. Following the second formal observation, if PIM and CS deem appropriate, TCs may be permitted to write short-format lesson plans.

### **5. 3 Observations, 1 Placement**

TCs who don't rotate for a 2<sup>nd</sup> placement will be required to do 3 observations in different settings than what they are currently in. One observation must be in special education setting. These are completed after submission of edTPA and the due date will be listed on the pacing guide.

### **6. edTPA**

TCs will complete the Teacher Performance Assessment (edTPA) in accordance with the timeline and protocol provided. Candidates are required to send home a consent form entitled, "Notification of Teacher Candidate Assessment" to all P-12 students involved in the learning segment. All consent forms should be kept in the Clinical Teaching notebook. Additional information about the edTPA and consent forms will be addressed in seminar. Remediation and resubmission will be required should a TC score below the Tennessee state requirement.

## **Withdrawal or Removal Procedure**

If at any point in the semester, the TC needs to withdraw from the semester, the TC must notify the Field Placement Coordinator immediately. A meeting will then be scheduled with the TC, Field Placement Coordinator, and SOE Director to determine the next steps.

If the TC is removed for any reason or does not complete the Clinical Practice a NC will be given and the TC will need to pursue the option of graduating without licensure.

## **Graduating without Licensure Procedure**

Please refer to the TEP Handbook for information on the process of graduating without licensure. The decision to graduate without licensure is an important decision that should be considered seriously. By graduating without licensure, the TEP course and Student Teaching/Residency II courses are waived from your degree requirements. If you decide to return to the School of Education at a later date to complete licensure, you will be required to meet the licensure and program requirements in place at the time that you return to the SOE. Licensure changes happen often, so please be aware that if you decide to return, there may be additional requirements that will need to be met.

In order to graduate without licensure, you will need to complete the [Graduation without Licensure Form](#), meet with your advisor to discuss this option and make a new graduation plan, and schedule a meeting with me ([Avalon-Gourlay@utc.edu](mailto:Avalon-Gourlay@utc.edu)). You will need to bring a completed form (with explanation) that is signed by your advisor. In order to schedule a meeting with me, please email me with a few days and times that you are available to meet. During this meeting we will discuss your decisions and your transcript will be reviewed to determine if you meet the other degree requirements (i.e., 120 credit hours, 39 credit hours at the 3000-4000 level). After the meeting, the form will be signed by the Director of the School of Education and then sent to Records for processing. The Graduation Specialist will communicate with the student if any deficiencies exist.

It is your responsibility to complete the necessary graduate application forms with UTC's Records Office:  
<https://www.utc.edu/records/graduation/index.php> If you are interested in walking in May graduation when you still have coursework to complete in the following summer semester, you will need to work with the Records Office to determine if this is a possibility.

## **Remediation Process**

If a TC is not progressing in the expected manner during the placement, remediation may be recommended by the Field Placement Coordinator and/or Clinical Supervisor (CS) in conjunction with the PIM. Remediation is highly individualized to meet the specific need of the TC. Depending upon the identified areas and level of weakness, a remediation plan may be developed which may require the TC to do additional work or extension of the placement. The TC will not be awarded a S for the semester until remediation is successfully completed. If the remediation plan is not completed successfully, the TC will earn a NC and will not be eligible for licensure.

**Note:** The Field Placement Coordinator should be notified immediately if a TC receives more than half 1's in an indicator, repeat of 1 in the same indicator, and/or preponderance of 1's across the indicators on any evaluation form completed during a formal or informal observation. A remediation conference and/or remediation plan will be necessary when the TC continues to score 1's (below expectations).

## **Expectations for Clinical Supervisor (CS) during Clinical Practice**

The TCs and PIMs have the following expectations of you:

**TCs expect:**

1. Timely and periodic observation, feedback, and specific suggestions for improvement.
2. Identification of specific weakness early enough to allow for improvement during Clinical Teaching Semester.
3. Fair and continuing assessment of performance.
4. Support during times of personal and professional concern.
5. Recognition of success.
6. Contact information and means of communication.

**PIMs expect:**

1. Appropriate information about the program and its requirements.
2. Timely response to professional problems, including inadequate performance and inappropriate behavior by the TC.
3. Professional courtesy in working together.
4. Recognition of success.
5. Contact information and means of communication.

### **During the Teacher Candidate's Experience:**

To ensure that the necessary elements of due process are provided each TC, the CS is expected to monitor the Clinical Practice Semester experience in the following ways:

1. The TC's progress must be observed and documented by the CS on a periodic basis throughout the program. A minimum of 3 UTC Coach evaluations, 1 ProCADS assessment, and 1 summative are required by the CS. An initial informal visit is expected prior to the 1<sup>st</sup> formal visit. If a TC is experiencing difficulty, increased contact is expected.
2. During each visit, the CS should review the TC's binder and sign off on the attendance log.
3. The CS should observe and provide feedback to the TCs early enough in the semester to allow him/her time to improve teaching performance.
4. Comprehensive, systematic evaluation of TCs should occur during the experience. The CS should document and discuss with the TC and PIM the results and recommendations of each observation.
5. The TC is required to submit a complete, detailed lesson plan to the CS when being formally observed. During the visit, the CS will verify attendance, check over lesson plans, and ensure everything is up to date.
6. The CS should inform the TC and the SOE Field Placement Office of less than satisfactory teaching performance immediately.

### **Evaluation of the Teacher Candidates by the Clinical Supervisor:**

It is extremely important that evaluations be done fairly and accurately. It is also important that the CS has significant input from the PIM. All formal evaluations should be made in regularly scheduled sessions throughout the placement and should last for an entire instructional session.

All evaluations should include specific comments and be reviewed with the TC following the observation. If a TC is not progressing, check to see that all meetings, evaluations and notes are complete and report the concern to the SOE Field Placement Office immediately. A determination will be made as to how best to proceed. Options include the development of a remediation plan, repetition of the placement, or removal from the program.

### **Additional Procedures for Clinical Supervisors:**

1. Meet the principals of the schools they are visiting within the first 2 visits to the school.
2. Meet the Pre-Service Instructive Mentor (PIM) of the schools they are visiting. Exchange means for all communication (e.g. email, cell phone) and set ground rules for communication.

3. Communicate with the PIM and TC to plan evaluation visits in advance, so that schedule changes will not preclude observation. Share the observation schedule with the Principal and PIM.
4. Review carefully the periodic performance observations/evaluations of the PIM. Early identification of weaknesses should lead to early remediation, and lack of steady progress should be addressed. Notify the SOE Field Placement Office of any concerns immediately.
5. All mass communication to PIMs and/or TCs must originate from a UTC.edu email address and copy the Field Placement Coordinator.
6. A positive attitude in working for the benefit of the TC and PIM.
7. Monitor school closing, any absences, and reconcile attendance log records.

# Expectations for Pre-Service Instructive Mentor (PIM) during Clinical Practice

## Introduction:

Selection as a PIM is an endorsement of your competence as a teacher, commitment to students, and skill in human relations. TCs consistently rank Clinical Teaching Semester among the most valuable components of their teacher education programs. In large part, this is a tribute to the dedication and quality of you, the PIM.

Guidelines of the Tennessee State Board of Education state the following criteria for selection of PIMs:

- At least 3 years of professional teaching experience in their area of licensure
- Teacher licensure in the appropriate content area/grades
- Evaluation as a highly effective teacher through local assessment and/or state evaluation procedures
- Willingness to assume the roles expected of a mentor
- Ability to work as a team member with the Teacher Candidate (TC) and Clinical Supervisor (CS)
- Facilitate learning experiences including pedagogical instruction

The TC and his/her CS have the following expectations of you:

## TCs expect:

1. The opportunity to learn by observing your teaching.
2. Assistance in learning to plan for instruction.
3. Provision of specific suggestions for improvement.
4. Recognition of demonstrated improvement and strengths.

**Co-Teaching\*****Full responsibility does not mean that the TC completely takes over with the classroom.** The PIM should always be in the classroom and accessible while the TC is teaching. During this period, the TC will have co-responsibility for academic planning and execution of lesson plans, classroom management, and record keeping. The PIM is not expected to relinquish all responsibility to the TC; rather the University of Tennessee at Chattanooga suggests the co-teaching model. This model allows the PIM and the TC an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation and assessment of instruction, and classroom. Together this should be an opportunity to engage in a partnership that allows the sharing of resources and mutual support and learning whereas, the students benefit by being able to work in small groups, receive more individualized attention, less classroom disruptions, and fast response time. There are a variety of co-teaching strategies that have shown to be effective when both the PIM and TC co-plan and co-teach. Studies have shown that implementing the variety of different strategies have a benefit for the PIM, TC and students.

- **One Teach, One Observe** – Either the PIM or TC has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has the primary instructional responsibility.
- **One Teach, One Assist** – Either the PIM or TC has primary instructional responsibility while the other assists students, monitors student behaviors, or corrects assignments.
- **Station Teaching** – Both PIM and TC split the instructional content into sections and students are divided into groups.
- **Parallel Teaching** – Both PIM and TC instruct half of the students. Both address the same instructional content and use the same teaching strategies while reducing the student to teacher ratio.
- **Alternative or Differentiated Teaching** – Either the PIM or TC work with students at their expected grade level, while the other works with students who need extension or remediation.
- **Team Teaching** – Both PIM and TC are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.

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Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

5. Opportunity to collaborate and co-teach.
6. A gradual release into primary planning responsibilities and guiding co-teaching.
7. Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level.
8. A minimum of 3 UTC Coach evaluations, 1 ProCADS assessment, and 1 summative evaluation (done with everyone present).
9. A willingness to listen and offer suggestions for growth.
10. Provide constructive criticism and support.

**CSs expect:**

1. A positive attitude in working for the benefit of the TC.
2. A commitment to follow University and departmental guidelines in structuring the TC's experience.
3. Regular reporting of the TC's progress.
4. Early alert about any problems.
5. Mutual confidence and open communication regarding the TC's progress.
6. Support in ensuring the TC's timely completion of responsibilities.
7. Open and ongoing communication.

**Pre-service Instructive Mentor Responsibilities (PIM):**

Planning for the Arrival of the TC: The TC is accorded the same status as fully certified teachers. The PIM should assemble materials and equipment, which might include:

- ❖ Instructional materials including textbooks, manuals, and curriculum guides.
- ❖ Desk or table for individual use.
- ❖ Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information.
- ❖ Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems.
- ❖ Access to notification system regarding school closings and/or delays
- ❖ Introduce the CT to students in a way that encourages them to respond to him/her as a classroom teacher

The PIM Welcomes the TC: The initial days of Clinical Teaching Semester are crucial for the TC. Each PIM should make every effort to ensure the TC feels welcome. Introductions to teachers, staff members, and other school personnel are important. The TC should know about the building and grounds, daily routine of the school, and appropriate working relationships with other members of the school staff.

**The PIM as the Teacher of Record:**

1. The PIM's first responsibility is to the pupils in his/her class.
2. Prepare pupils to work with a TC and notify the parents that there will be a TC in the classroom.
3. Acquaint the TC with assessment criteria.
4. Immediately involve the TC in specific classroom tasks, possibly small group activities.
5. Plan a schedule with the TC for assuming responsibilities and co-teaching of the classroom, which will allow the TC to assume increasing responsibility as he/she exhibits readiness to do so.
6. Guide the TC in preparing daily lesson plans, unit plans, and tests and approve and critique all plans 2-days prior to teaching. Assist in understanding and applying evaluation techniques. (over and above edTPA requirements)
7. Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
8. Guide the TC in developing and understanding the skills of self-evaluation.
9. Evaluate the quality of the TC's performance and engage in frequent informal conferences to ensure continuous progress and/or early identification of problems.
10. Encourage the TC to participate in extra curricula activities.
11. Take note of attendance and tardiness. If excessive absences or tardiness are observed, report this to the CS immediately.
12. Prepare and submit evaluation reports according to schedule.

**Procedures and Evaluation of the TC by the PIM:**

1. Establish a respectful environment
2. Provide the opportunity to co-teach for the CT
3. Assistance in planning for instruction
4. Provide feedback and evaluate at a pre-professional level.

5. Conduct a minimum of 3 UTC Coach evaluations, 1 ProCADS assessment, and work in collaboration with the CS and TC for the 1 summative evaluation.
6. Develop a positive relationship with the TCs CS.

# Expectations for Teacher Candidates (TCs) during Clinical Practice

## TCS are expected to:

1. Maintain a Clinical Practice Semester Notebook (see below) throughout the placement.
2. Keep the contractual schedules/hours of their cooperating teachers and to be on time (complete Attendance Log). Be punctual and attend each class daily, whether teaching or not. Inform the school in advance of anticipated absences, or as early as possible on the day that an emergency arises. (Document on the appropriate form).
3. Become familiar with school policies and practices and work in a manner consistent with them.
4. Become thoroughly acquainted with classroom facilities and learn the procedures used by the PIM.
5. Become acquainted with instructional materials available in the school and district.
6. Become familiar with the community and its relationship to the educational program.
7. Assume all the contractual responsibilities and expectations the school/district has of their teachers.
8. Assume this responsibility in a gradual sequence with opportunities to observe and learn from their PIMs
9. Share the pacing guide with PIMs and plan thoroughly, in writing, for all teaching responsibilities.
10. Spend the time necessary outside of school to prepare for their teaching responsibilities.
11. Develop and have in writing an acceptable lesson plan for every lesson to be taught.
12. Act professionally and ethically.
13. Dress professionally according to the dress codes of the schools to which they are assigned.
14. Ascertain permission from their cooperating teachers for all the activities they do on the school site.
15. Be observed in their assigned classrooms by PIMs, CTs and other district or UTC faculty
16. Participate in conferences where they will receive feedback from supervisors, and to participate in the performance evaluation process with their supervisors.
17. Attend all student teaching seminars, if applicable.
18. Complete assigned work for the SOE TEP ePortfolio in LiveText and edTPA according to published deadlines.
19. Notify PIM, CS, or Field Placement Coordinator of any persistent problems in their Clinical Practice.

## Clinical Practice Semester Notebook:

TCs must keep a three-ring binder in the classroom at all times. The binder must have the appropriate dividers and tabs and the paperwork must be kept up to date. It is the TC's responsibility to make copies of all of the evaluation documents the first week of their placement and have them ready for the PIM and the CS.

The Clinical Teaching Semester Notebook must contain the following tabs and materials:

- Tab 1: Attendance log (CS will sign off on every visit, PIM will sign off each day)  
    Make-Up Days Schedule (if applicable)
- Tab 2: Lesson plans in chronological order with the most recent first
- Tab 3: Formal and Informal evaluations, written reflections, Summative, any other PIM/CS written feedback
- Tab 4: Clinical Practice Handbook
- Tab 5: Returned edTPA video Permission Forms

## Evaluations:

The CS and PIM will individually complete 3 UTC Coach evaluations and 1 ProCADS assessment of the TC using the specified observation forms. Following each observation, the CS and/or PIM should review their evaluation scores with the TC in a reflective conference. The PIM and the CS will conduct the summative evaluation in collaboration and with the TC present to discuss final summative findings. It is the candidate's responsibility to provide all the evaluation forms.

The TC is required to submit a complete, detailed lesson plan to the CS when being formally observed. During the visit, the CS will verify attendance, check over lesson plans, and ensure everything is up to date. It is vital that the notebooks are kept up to date and in the classroom at all times.

## **Expectations for the Principal during Clinical Practice**

The School of Education at UTC appreciates your willingness to partner with the Teacher Education Program to prepare effective Teacher Candidates. The Clinical Practice semester is a valuable experience and the TEP wouldn't be successful without your support. An open line of communication is encouraged and ensures that any issues are addressed quickly, so please feel free to reach out to the Field Placement Coordinator with any questions. We again thank you for your partnership! Below are some expectations to guide you through this experience:

1. Accept teacher candidates as junior members of the teaching faculty.
2. Offer teacher candidates those facilities, resources, teaching materials, supplies and equipment customarily available to other teachers.
3. Ensure faculty and parents understand their responsibilities to the teacher candidates.
4. Introduce the teacher candidates and university personnel to the building.
5. Provide support as needed to the Pre-Service Instructive Mentors (PIMs) as they foster the growth of teacher candidates.
6. Ensure a substitute is in the classroom with the TC if the PIM is absent.
7. Offer feedback to the School of Education in an effort to better prepare new teachers.
8. Provide counsel and assistance to the teacher candidates and university personnel.  
in the development of a high quality student teaching experience in the building and the community.



# Sample Clinical Practice Syllabus

**University of Tennessee at Chattanooga**  
**School of Education**  
**Residency II/Student Teaching/Induction Experience SYLLABUS**  
**EDUC 4XXX/5960**  
**Credits 10/9**

Students are enrolled in the specific course(s) according to their major(s).

## **Course Numbers and Titles**

**EDUC 4XXX/5960**

**Residency II/Student Teaching/Induction**

Instructors: Dr. Renee Murley

315 Hunter Hall

423-425-5374

## **Introduction:**

The Clinical Teaching Semester has been designed to offer the Teacher Candidate, Pre-Service Instructive Mentor teacher and Clinical Supervisor plus building administrators a structure which will clearly define roles, responsibilities and expectations. This handbook should be read carefully and used throughout the semester and will serve as the syllabus for your Clinical Teaching Semester. While the handbook is prepared to serve as a general guide for TCs in all licensure areas, some programs may have special requirements that differ slightly from those given in this handbook. If this is the case, the additional requirements will be supplied by the program faculty.

## **Clinical Practice Student Learning Outcomes:**

InTASC STANDARDS	CAEP Standards	UTC Dispositions of an Effective Educator
<b>Standard 1: Learner Development:</b> The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<b>LEARNER &amp; LEARNING</b> 1.6 Candidates design and implement appropriate and challenging learning experiences, based on understanding of how children learn and develop. They ensure inclusive learning environments that encourage and help all P-12 students reach their full potential across a range of learner goals.	<b>The teaching profession:</b> <ul style="list-style-type: none"> <li>Accepting responsibility for what occurs in my classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment</li> <li>Using sound judgment and thoughtful decision-making with consideration of the consequences</li> <li>Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience</li> <li>Participating in professional growth activities within and outside the school</li> </ul>
<b>Standard 2: Learning Differences:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.	<b>LEARNER &amp; LEARNING</b> 1.8 Candidates build strong relationships with students, families, colleagues, other professionals, and community members, so that all are communicating effectively and collaborating for student growth, development, and well-being. 1.2 establish positive learning environment 1.6 ensure inclusive learning environments 1.7 encourage positive social interaction	<b>Diversity:</b> <ul style="list-style-type: none"> <li>Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning</li> <li>Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning</li> <li>Providing equitable learning opportunities for all students</li> </ul>

<p><b>Standard 3: Learning Environments:</b> The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.</p>	<p><b>LEARNER &amp; LEARNING</b></p> <p><b>1.6</b> encourage and help all P-12 students reach their full potential across a range of learner goals</p> <p><b>1.7</b> create classroom cultures that support individual and collaborative learning, encourage engagement in learning, and independence.</p>	<p><b>Professional ethics:</b></p> <ul style="list-style-type: none"> <li>• Maintaining my position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor</li> <li>• Demonstrating positive work habits and interpersonal skills, including a positive attitude, dependability, honesty, and respect for others</li> <li>• Maintaining the standards of confidentiality regarding student information and communications</li> </ul>
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InTASC STANDARDS	CAEP Standards	UTC Dispositions of an Effective Educator
<b>Standard 4: Content Knowledge:</b> 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.	<b>CONTENT and PEDAGOGICAL KNOWLEDGE</b> <b>1.1</b> Candidates demonstrate an understanding of the critical concepts and principles in their discipline, including college and career-readiness expectations, and of the pedagogical content knowledge necessary to engage students' learning of concepts and principles in the discipline.	<p><b>The teaching profession:</b></p> <ul style="list-style-type: none"> <li>Using sound judgment and thoughtful decision-making with consideration of the consequences</li> </ul>
<b>Standard 5: Innovative Applications of Content:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.	<b>INSTRUCTIONAL PRACTICE</b> <b>1.2</b> Candidates create and implement learning experiences that motivate P-12 students' understanding of the central concepts and principals in the content discipline. Candidates support learners' development of deep understanding within and across content areas, building skills to access and apply what students have learned. <b>1.2</b> create and implement learning experiences that motivate P-12 students, supports P-12 students' understanding of the central concepts and principles in the content discipline	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning</li> <li>Using analysis and reflection to assess and plan for student learning</li> </ul>
<b>Standard 6: Assessment:</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.	<b>INSTRUCTIONAL PRACTICE</b> <b>1.3</b> Candidates design, adapt, and select a variety of valid and reliable assessments (e.g., formative and summative measures or indicators of growth and proficiency) and employ analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth. <b>1.3</b> design, adapt, and select a variety of valid and reliable assessments <b>1.9</b> adapt practice to meet the needs of each learner <b>EQUITY</b> <b>1.9</b> Candidates reflect on their personal biases and access resources that deepens their own understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences to build stronger relationships and to adapt practice to meet the needs of each learner	<p><b>Self-reflection:</b></p> <ul style="list-style-type: none"> <li>Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience</li> <li>Using analysis and reflection to assess and plan for student learning</li> <li>Belief in students' ability to learn</li> <li>Promoting achievement of students at all levels</li> <li>Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning</li> <li>Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners</li> <li>Effective planning and classroom organization as tools in maximizing the time available for instruction and learning</li> </ul>
<b>Standard 7: Planning for Instruction:</b> The teacher draws upon knowledge of content areas, cross-disciplinary skills, and learners, the community, and pedagogy to plan instruction that	<b>INSTRUCTIONAL PRACTICE</b> <b>1.4</b> Candidates engage students in reasoning and collaborative problem solving related to authentic local, state, national, and global issues, incorporating	<p><b>Self-reflection:</b></p> <ul style="list-style-type: none"> <li>Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience</li> </ul>

InTASC STANDARDS	CAEP Standards	UTC Dispositions of an Effective Educator
supports every student in meeting rigorous learning goals.	<p>new technologies and instructional tools appropriate to such tasks.</p> <p><b>1.1</b> demonstrate an understanding of the critical concepts and principles in their discipline</p> <p><b>1.8</b> build strong relationships with colleagues, other professionals</p>	<ul style="list-style-type: none"> <li>Using analysis and reflection to assess and plan for student learning</li> <li>Belief in students' ability to learn</li> <li>Promoting achievement of students at all levels</li> <li>Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning</li> <li>Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners</li> <li>Effective planning and classroom organization as tools in maximizing the time available for instruction and learning</li> </ul>
<p><b>Standard 8: Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.</p>	<p><b>1.4</b> engage students in reasoning and collaborative problem solving</p> <p><b>1.6</b> design and implement appropriate and challenging learning experiences</p> <p><b>1.7</b> create classroom cultures that support individual and collaborative learning, engagement in learning</p>	<p><b>Self-reflection:</b></p> <ul style="list-style-type: none"> <li>Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience</li> <li>Using analysis and reflection to assess and plan for student learning</li> <li>Belief in students' ability to learn</li> <li>Promoting achievement of students at all levels</li> <li>Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning</li> <li>Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners</li> <li>Effective planning and classroom organization as tools in maximizing the time available for instruction and learning</li> </ul>
<p><b>Standard 9: Reflection and Continuous Growth:</b> The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.</p>	<p><b>INSTRUCTIONAL PRACTICE</b></p> <p><b>1.5</b> Candidates use research and evidence to continually evaluate and improve their practice, particularly the effects of their choices and actions on others, and they adapt their teaching to meet the needs of each learner.</p> <p><b>1.9</b> access resources that deepen understanding of cultural, ethnic, gender, sexual orientation,</p> <p><b>1.3</b> design, adapt, and select a variety of valid and reliable assessments</p> <p><b>1.9</b> adapt practice to meet the needs of each learner</p> <p><b>EQUITY</b></p> <p><b>1.9</b> Candidates reflect on their personal biases and access resources that deepens their own understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences to</p>	<p><b>Self-reflection:</b></p> <ul style="list-style-type: none"> <li>Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience</li> <li>Using analysis and reflection to assess and plan for student learning</li> <li>Belief in students' ability to learn</li> <li>Promoting achievement of students at all levels</li> <li>Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning</li> <li>Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners</li> <li>Effective planning and classroom organization as tools in maximizing the time available for instruction and learning</li> </ul>

InTASC STANDARDS	CAEP Standards	UTC Dispositions of an Effective Educator
	<p>build stronger relationships and to adapt practice to meet the needs of each learner</p> <p><b>1.8</b> communicating effectively and collaborating for student growth, development, and well-being</p>	<p>the time available for instruction and learning</p> <p><b>Professional growth:</b></p> <ul style="list-style-type: none"> <li>Participating in professional growth activities within and outside the school</li> <li>Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience</li> </ul>
<p><b>Standard 10: Collaboration:</b> The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.</p>	<p><b>LEARNER &amp; LEARNING</b></p> <p><b>1.7</b> Candidates work with P-12 students and families to create classroom cultures that support individual and collaborative learning and encourage positive social interaction, engagement in learning, and independence.</p> <p><b>1.8</b> Candidates building strong relationships with students, families, colleagues, other professionals, and community members, so that all are communicating effectively and collaborating for student growth, development, and well-being.</p>	<p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>Collaborating with other professionals to improve the overall learning of students</li> <li>Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning</li> </ul>

## **Appendix**

All following forms for Residency II are found at links below:

[Residency II Forms](#)  
[Residency II Virtual Classroom](#)