TEACHER EDUCATION PROGRAM

CLINICAL EXPERIENCE HANDBOOK

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Virginia Wesleyan University Teacher Education Program

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INTRODUCTION

The Virginia Wesleyan University Clinical Experience Handbook is designed to provide information regarding pre-service teaching requirements, guidelines, and policies, and is intended to be read by all parties involved in the pre-service teaching experiences, including University and Education Department faculty, student teachers, university supervisors, cooperating teachers, and host administrators. Careful attention to the information contained in the Handbook should ensure a smooth and positive experience for all.

Pre-service teaching experiences include all activities included as part of course work and practicum in which candidates conduct observations, interactions with classroom instruction, and single lesson teaching experience on a limited basis.

The culminating experience in the preparation of teachers at VWU, student teaching incorporates two, 7-week, supervised internships in diverse public school classrooms that are intended to provide student teachers with a variety of opportunities for bridging theory and practice, for developing further the knowledge, skills, and dispositions to teach effectively and successfully, and for experiencing the host of activities involved in the teaching day.

Student teachers should read this Handbook carefully to determine requirements, curricular information, and responsibilities which they will be assuming as they proceed through the two student teaching experiences. University supervisors will find details regarding the progression and responsibilities of student teachers and the integral role they play as liaisons between the VWU Education Program and school partners. Cooperating teachers and host administrators will find information regarding the mission and framework of Virginia Wesleyan's Teacher Education Program and the roles and responsibilities they assume as engaged parties in the Program and its clinical experiences.

VIRGINIA WESLEYAN UNIVERSITY MISSION STATEMENT

Prepare each student for a meaningful life and career.

The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world.

In this endeavor, Virginia Wesleyan employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

THE TEACHER EDUCATION PROGRAM AT VIRGINIA WESLEYAN UNIVERSITY

MISSION STATEMENT OF THE TEACHER EDUCATION PROGRAM

The mission of the Teacher Education Program at Virginia Wesleyan University is to prepare reflective, engaged teachers of good character who will adhere to the highest standards of

professionalism, and who are willing to advance the cause of education and cultivate and inspirea love of learning in their students and the communities in which they teach.

Rigorous content and education coursework combined with multiple supervised field experiences serve to develop the content and pedagogical knowledge necessary to teach successfully, to foster an appreciation for the richness of diverse cultures, and to value the worth and dignity of all individuals in our international community. This mission is driven by a conceptual framework based soundly on the current research in teacher education and the needs of America's public schools, and rests upon a foundation laid by exemplary scholars and writers on the importance of character, the growth and worth of knowledge, the impact of global education, and in accordance with our United Methodist heritage.

MISSION STATEMENT AND PROGRAM ALIGNMENT

Within this framework, University and Teacher Education Program faculty endeavor to provide prospective teachers with the highest quality disciplinary preparation in the appropriate content areas within the context of a liberal arts education, and the pedagogical knowledge, skills, and dispositions supported by research in teacher preparation and identified in the INTASC Standards and Virginia's *Regulations*.

The Teacher Education Program is committed to providing teacher candidates with positive, practical, and professional field and clinical experiences. Education faculty, university supervisors, cooperating teachers, host administrators, and the Seminar Professor work with practicum and student teachers to provide the support and encouragement they need to enter the teaching profession as enthusiastic, effective, and caring teachers prepared to educate all students. VWU student teachers are expected to develop and demonstrate, through performance assessment in quality classroom and field experiences at all levels, the integrated knowledge, skills, and dispositions needed to become effective and reflective teachers. The impact these future teachers will have on P-12 student learning is also assessed during the student teaching experience.

ACCREDITATION AND ENDORSEMENT OVERVIEW

The Teacher Education Program is housed in the Education Department at Virginia Wesleyan University, and is fully accredited by a process approved by the Virginia Board of Education. Virginia Wesleyan will seek future accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the nation's newest specialized accrediting body. The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees.

All endorsement programs offered by the Teacher Education Program are approved by the Virginia Department of Education. In addition, the Program is a member of the Virginia Association of Colleges for Teacher Education (VACTE). The fifteen endorsement programs include undergraduate programs in Elementary Education preK-6 and Special Education: General Curriculum K-12, as well as six secondary programs and seven preK-12 programs offered through the 5th-Year BA/BS to MAEd Program. All programs lead to recommendation for initial licensure in Virginia. Virginia licensure can also lead to licensure in other states based

on reciprocation agreements. Candidates interested in teaching outside Virginia should consult the Virginia Department of Education website for a list of states that offer reciprocation and are responsible for determining licensure requirements in the state of interest.

FIELD EXPERIENCES AT VIRGINIA WESLEYAN UNIVERSITY

The field experiences within the VWU Teacher Education Program are purposeful, unique, and provide teaching candidates multiple opportunities to build their teaching skills and confidence in teaching. Both the undergraduate-level and graduate-level teacher education programs offered at VWU involve a semester-long culminating internship where teaching candidates are placed with a seasoned teacher in classroom.

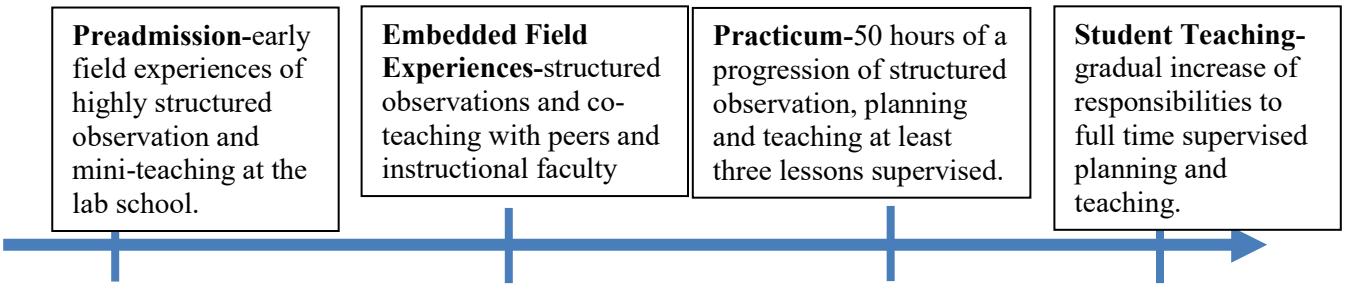
To prepare our teaching candidates for their culminating internship, we offer a diverse set of practical field experiences early and often throughout their course coursework. VWU teaching candidates average over 400 hours of authentic teaching experience before completing the program. Field experiences may include, but are not limited to the following:

TEACHER EDUCATION PROGRAM FIELD EXPERIENCES

Pre-admission courses-Students participate in structured and instructor-directed early field experiences in courses such as INST 203, where students participate in the Downstream Collaborative project, which collaborates with a local private school and their teachers on authentic science instruction. Other courses such as INST 202 and EDUC 225 often experience structured observations at the lab school on campus.

Embedded Field Experiences-Students in the undergraduate and graduate program participate in structured field experiences embedded in several courses. Experiences may include structured observations, group lesson planning and implementation with feedback from classroom teachers and the course instructor, or individual tutoring of students. Evaluation of such early field experiences is based on observational reflections and ability to implement instruction that is collaboratively developed within the teacher education classroom.

Practicum –Students in both the undergraduate and graduate programs participate in a 50 hour practicum in the public school system. Students are placed in one of our partner schools with a teacher of the same endorsement. Three of the four schools are designated as Title I, with enrollment of low-income families at 40% or higher. During this practicum experience, students participate in the regular classroom activities as an observer and participant, under the guidance of the classroom teacher. Students will teach at least three full lessons that they develop for the class and receive feedback on their lessons from the cooperating teacher and the seminar professor. Formal feedback is provided on the VWU Lesson Observation Rubric. Students are expected to grow in their professional dispositions and are evaluated on them as a part of this course.



PRACTICUM STUDENT REQUIREMENTS

1. The candidate must complete at least 50 hours with the assigned cooperating teacher. The candidate should contact the cooperating teacher to set up a schedule that will be compatible for both parties.
2. The candidate should be involved actively in the whole classroom. They will have specific coursework requirements to complete, but candidates are expected to participate actively in the classroom. Ideally, the candidate and cooperating teacher will set common expectations together.
3. The candidate needs to work with children. Material and lesson preparations are appropriate activities for our candidates, but they are encouraged to take part in as many active teaching opportunities as possible, such as leading a reading group, helping in various subject areas, and assist in facilitating observing other classes or grade levels as appropriate.
4. The candidate must teach a minimum of three lessons.
    a. Lesson One- The cooperating teacher observes this lesson and provides written feedback to the candidate noting strengths and weaknesses and suggestions. You may use the VWU observation form, but this is optional for the first lesson.
    b. Lesson Two- The cooperating teacher observes this lesson and provides formal written feedback to the candidate using the VWU observation form. The cooperating teacher and candidate discuss the written feedback noting strengths and weaknesses. This is also a time to discuss whether the candidate responded to weaknesses noted in lesson one. Please either give a copy of this form to the candidate to relay to the professor or send the form to the professor via email.
    c. Lesson Three- The VWU professor observes this lesson and provides formal written feedback to the candidate using the VWU observation form. The VWU professor and candidate discuss the written feedback noting strengths and weaknesses. This is also a time to discuss whether the candidate responded to weaknesses noted in lesson two.
5. Because of liability issues, the VWU candidate should not be left unsupervised with students.

PRACTICUM COOPERATING TEACHER RESPONSIBILITIES

1. Supervise and serve as a guide for the candidate. Suggest ways the student can be involved in working with students. Beginning teachers make the usual mistakes thatmost novices make. We hope that these mistakes will be accepted and that the student teacher will be made aware of them when you confer at the end of the lesson or the end of the day.
2. Model good classroom management skills. For many candidates, this is their longest field experience working with the same group of students. Management techniques that work for the master teacher may not be effective for the novice. Share ideas and encourage the candidate to experiment with management techniques that fit his/her style.
3. Some candidates are anxious about teaching in the classroom and may need to start with several brief lessons that you plan before planning independently.
4. Help the student teacher become familiar with the school environment. Introduce them to a variety of school and resource personnel. Plan for him/her toparticipate in a variety of activities such as faculty meetings and grade level planning when appropriate.
5. Complete two lesson observations. The lesson observations are intended to encourage the candidate to grow professionally.
6. Sign the candidate's time and activity log.
7. Contact the Seminar Professor with substantive feedback or if problems develop.

STUDENT TEACHING APPLICATION REQUIREMENTS

Applications for student teaching are due by March 15 for candidates seeking to student teach in the Fall semester, and by October 15 for candidates seeking to student teach in the Spring semester. All candidates must submit an application for student teaching (see appendix A) to the Seminar Professor. To be approved, all candidates must have met the following criteria:

- Earned the required GPA for the approved major (see VWU Catalog);
- Earned an overall GPA of 2.8, with grades of C- or better in major coursework;
- Achieved grades of C or better in ALL Professional Studies Education courses;
- Completed all coursework in the major and education program, and will meet all criteria for graduation with the exception of the credit hour requirement (currently 128 semester hours) if that requirement will be met by completing student teaching;
- Completed required practicum with a grade of C or higher, and be recommended by the practicum instructor as ready to continue to student teaching;
- Demonstrated the required dispositions at or above the Acceptable Level as defined on Teacher Education Dispositional Assessment;
- Submitted signed evidence of a negative TB test (see form in appendix B);
- Submitted passing scores on all professional teachers' assessments by the due dates above, including the Virginia Communication and Literacy Assessment (VCLA), the appropriate Praxis subject area test; candidates seeking licensure in elementary education preK-6 or special education: general curriculum K-12 must also pass the Praxis Reading for Virginia Educators (RVE): Elementary Education and Special Education (5306);
- Submitted all required information and finger prints for the Clearance Background Check prior to a practicum experience (EDUC 330,SPED 385 or EEUC 611); candidates can participate in practicum experiences and student-teach only when the Background Check is favorable;
- Provided evidence of successful completion of VDOE-required modules: Child Abuse and Neglect Recognition and Intervention Training, Dyslexia Awareness Training Module, and Restraint and Seclusion Training Module. All elementary, special education, and history and social science 6-12 candidates must complete the Virginia State and Local Civic Education Module;
- Provided evidence of successful completion of a program in Emergency First Aid, CPR, and AED Certification or Training; the *Code of Virginia* specifies that the certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

Other information related to student teaching:

Student teaching cannot be competed in a school that candidates have attended, that their children attend, or in which a relative is employed. Placements may be completed in Norfolk Public Schools, Chesapeake Public Schools, Portsmouth Public Schools, and Virginia Beach City Public Schools, or an appropriately accredited private school upon request. Candidates wishing to complete student teaching outside these systems must submit a request to the Director of Teacher Education early in the semester prior to the student-teaching semester.

ASSESSMENTS REQUIRED FOR INITIAL LICENSURE IN VIRGINIA

*Please note, these requirements are directed by the Virginia Department of Education and may change with changes from the state

CONTENT ASSESSMENT - THE *PRAXIS* SUBJECT ASSESSMENTS

All teacher candidates graduating from a Virginia institution must attain the qualifying score for the *Praxis* subject assessment in their endorsement area before they can be recommended for licensure.

Candidates and advisors should refer to the Education Testing Service (ETS) website (www.ets.org/praxis/) for Virginia score requirements. Candidates should carefully plan a test date to assure successful completion of the appropriate *Praxis* subject assessment prior to March 15 for fall-term student teachers and October 31 for spring-term student teachers. Candidates are warned not to jeopardize their student teaching placement by failing to complete this requirement by the specified dates.

Test results for most professional teacher assessments are available online two to three weeks after the testing window has closed. Test scores may be required on future job applications; therefore, **every candidate should keep a copy of the official test scores with the their personal, permanent records**. Online scores are available from ETS for one calendar-year from the score reporting date. After one year, the score report is no longer available and ETS will charge a fee for additional score reports. *Neither VWU nor the Teacher Education Program will save copies of individual candidates' official score reports.*

Register online at the ETS test site by following the link to the *Praxis*® tests, then the link to *Registration, Test Centers, and Dates*. **Designate Virginia Wesleyan University as a receiving institution so the Education Department gets official notification of the results**. If you test in Virginia, your scores will be sent automatically to the Virginia Department of Education. If you test *outside* of Virginia, you must select the Virginia Department of Education (state code 8425) as a score recipient, either when you register or request an additional score report.

Sample test questions can be viewed on the ETS site under *Prepare for a Test.* The website includes information regarding the fees, testing dates, test sites, and additional services offered by ETS. Candidates must pass the *Praxis*® test in their endorsement area to be eligible for licensure in Virginia upon program completion, even if planning to teach outside of Virginia. Requirements in other states will vary. If you intend to teach outside of Virginia, it is advisable to obtain information concerning testing requirements in that state as early as possible.

ACADEMIC SKILLS ASSESSMENT - VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT

The Virginia Communication and Literacy Assessment (VCLA) is required of all individuals seeking an initial Virginia license. VWU candidates and advisors should refer to the VCLA website (www.va.nesinc.com) for score requirements. Candidates should carefully plan a test date to assure successful completion of the VCLA prior to March 15 for fall term student teachers and October 31 for spring term student teachers. Candidates are warned not to jeopardize their student teaching placement by failing to complete this requirement by the specified dates.

READING ASSESSMENT – *PRAXIS*® SERIES READING FOR VIRGINIA EDUCATORS (RVE): ELEMENTARY AND SPECIAL EDUCATION (5306)

A reading assessment is required for all individuals seeking an initial Virginia license in Elementary Education preK-6 and Special Education: General Curriculum K-12. VWU candidates and advisors should refer to the ETS website (www.ets.org/praxis/) for score requirements. Elementary and special education candidates should carefully plan a test date to assure successful completion of the RVE prior to March 15 for fall term student teachers and October 31 for spring term student teachers. Candidates are warned not to jeopardize their student teaching placement by failing to complete this requirement by the specified dates.

Register online at the ETS test site by following the link to the *Praxis*® tests, then the link to *Registration, Test Centers, and Dates*. Designate Virginia Wesleyan University as a receiving institution so the Education Department gets official notification of the results.

Sample test questions can be viewed on the ETS site under *Prepare for a Test.* The website includes information regarding the fees, testing dates, test sites, and additional services offered by ETS. Elementary and special education candidates must pass the RVE test to be eligible for licensure in Virginia upon program completion, even if planning to teach outside of Virginia.

ROLES AND RESPONSIBILITIES DURING THE STUDENT TEACHING EXPERIENCE

STUDENT TEACHERS

A student teacher placed in a school must be sensitive to the plans and responsibilities of cooperating teachers and host administrators. The student teacher should demonstrate the dispositions of a professional teacher, to include dependability, good judgment, creativity, flexibility, and the professional treatment of confidential information. In addition, the student teacher should:

1. Review the curriculum to be covered during the student teaching experience. Check out textbooks, teacher's editions, and other materials that will provide additional background material for the topics to be taught.
2. Participate fully in the school's activities. Attend parent-teacher conferences, if appropriate, and PTA meetings and faculty meetings. Participate in school-sponsored workshops and other in-service activities, if permitted.
3. Be punctual and stay as long as necessary to complete the assigned tasks; follow the school division's calendar including teacher workdays; and observe the school division's schedules for inclement weather.
4. Be prompt in attendance daily at their host school. Should illness occur, it is the student teacher's responsibility to notify the cooperating teacher, university supervisor, and the Seminar Professor as soon as possible. It is the responsibility of the student teacher to get the day's lesson plans to the cooperating teacher in time for the lessons to be taught. Excessive or extensive absences may require that the student teacher be removed from the placement or have to spend extended time in the placement.
5. Dress professionally. Jeans, t-shirts, and athletic wear are not appropriate school attire. Clothes should be professional in style, clean, pressed, and of modest length and design.
6. Act professionally. The events of the school day, the behaviors of students, and the conversations among teachers are confidential. These topics may be discussed for

educational purposes within the confines of the integrated seminar. Student teachers must refrain from referring to students, teachers, and administrators by name. All student records, papers, and grades are confidential and should not be discussed away from school.

7. Teach the content and curriculum that is required by the school division and the host school in a manner that is appropriate for the students and their grade level.
8. Create and maintain a proactive plan for the effective management of student behavior to create a safe and positive learning environment for all students. The student teacher will make sure to leave time to critique and reflect on the learning environment at the end of the day.
9. Plan for effective instruction. Write comprehensive lesson plans that are clearly aligned to local and state standards and goals and delineate all necessary elements of a research-based lesson plan model. List all of the supplies and materials that are needed and the media and technological tools that will be used. Leave time to critique and reflect on the lesson at the end of the day.
10. Plan lessons that reflect an understanding of learning theory and students' diverse needs. The student teacher will strive to provide a variety of effective instructional practices including, but not limited to flexible grouping, cooperative learning, culturally responsive teaching, and differentiated instruction.
11. Use media and technology appropriately and within the guidelines of the school division, and when such use enhances instruction.
12. Plan time to confer with the cooperating teacher and the university supervisor on a regular basis to review teaching performance and use feedback for improvement.
13. Maintain a close relationship with the university supervisor and share concerns about the placement should any arise. The student teacher should notify the supervisor and Seminar Professor before a concern grows into a problem.

COOPERATING TEACHERS

Virginia Wesleyan University appreciates the support of cooperating teachers who accept our student teachers and acknowledges the great influence that they have on their development as teachers. The education faculty hope that cooperating teachers will encourage student teachers to try strategies that may be innovative or a change from the daily routine.

The VWU education faculty ask that cooperating teachers accept student teachers as colleagues-in-training and introduce them to the students as a teacher. If at all possible, please arrange for the student teacher to have a desk and chair in the classroom. Please provide the necessary curriculum guides, teacher's editions, and other supplies that will make the student teacher feel like a professional. In addition, the education faculty ask the cooperating teacher to attend to the following:

8. Serve as a guide for the student teacher. Beginning teachers make the usual mistakes that most novices make. We hope that these mistakes will be accepted and that the student teacher will be made aware of them when you confer at the end of the lesson or the end of the day.
9. Understand that while student teachers have had course work in human growth and development, in teaching methods, and in the content areas, they have not applied this knowledge for an extended period in a school classroom. They have had some teaching

experience during practicum experiences, but student teaching is a much greater responsibility and the student teachers understand this (see pacing guidelines below).
10. Model good classroom management skills. The student teacher cannot teach effectively if he/she cannot control the class. Management techniques that work for the master teacher may not be effective for the novice. Share ideas and encourage the student teacher to experiment with management techniques that fit his/her style.
11. Allow the student teacher to assume some teaching responsibilities in the first week of the placement. Some student teachers are anxious about fulfilling their role in the classroom and may need to start with several brief lessons.
12. Help the student teacher become familiar with the school environment. Plan for him/her to participate in a variety of activities such as parent-teacher conferences, PTA meetings, and faculty meetings when appropriate.
13. Set aside time each week for a conference and an evaluation of progress being made. Written comments help everyone to stay focused on areas for growth.
14. Complete two lesson observations and one summative evaluation for the placement. The lesson observations are intended to encourage the student teacher to grow professionally.
15. Contact the university supervisor and the Seminar Professor if problems develop.

On rare occasions, a student teacher will not be successful in the student-teaching experience. When it becomes apparent that serious issues are developing, please contact the university supervisor to schedule a conference. Student teachers who demonstrate that they may not be successful in the experience may be withdrawn from the placement and counseled to make changes before being placed in another classroom.

UNIVERSITY SUPERVISORS

University supervisors play an integral part in the student teaching experience. They serve as the liaison between the VWU and the host school. University supervisors observe student teachers in action, confer with them after each observation, and meet with the cooperating teacher to assess progress. Additionally, university supervisors have the following responsibilities:

1. Visit the student teacher a minimum of two times during each placement. Visits generally last for 45 minutes (longer in schools with a block schedule). In some instances, more than two visits may be necessary.
2. Allow time for a conference with the student teacher immediately following the lesson. Immediate feedback is essential to developing the student teacher's ability to make changes for the future.
3. Leave a written description of the lesson that shows both strong points and areas for change. This written description may serve as the basis for the conference. Some supervisors are comfortable writing an additional narrative after the conference. This can be shared with the student teacher by e-mail or at the next seminar.
4. Review lesson plans and make suggestions for the most effective delivery of lessons.
5. Establish ways to contact both the student teacher and the cooperating teacher. The university supervisor will share phone numbers and e-mail addresses with both the student teacher and the cooperating teacher so that communication is never a problem.
6. Attend each integrated seminar and meet with your student teacher(s). This is an effective way for several student teachers to share their concerns and their successes. It is also a good way to communicate key information so that all receive the same information.

7. Keep detailed records about each student teacher's progress. These records will be used at the end of the semester to determine grades for the placements. The student teacher is graded for each placement independently.
8. Complete two lesson observations and one summative evaluation for each placement. The lesson observations are intended to provide feedback that encourages the student teacher to grow professionally.
9. Contact the Seminar Professor if problems develop.

HOST ADMINISTRATORS

The ultimate responsibility for what goes on in a school building belongs to the building administrator, usually the principal. The VWU education faculty ask that the principal or assistant principal be aware of the progress of the VWU student teacher in his/her building. In addition, the faculty ask that the host administrator attend to the following:

1. Serve or appoint a designee as an additional mentor for the student teacher. He/she will provide pertinent administrative policies and procedures that must be followed by the student teacher.
2. Provide for the student teacher's general orientation to the school. The host administrator will arrange for an identification badge, explain sign-in procedures, and provide information necessary for effective participation by the student teacher.
3. Observe the student teacher in the classroom and complete the Administrator's Evaluation Form; upon completion of the observation the Form is to be given to the student teacher for filing with the university supervisor.
4. Contact the university supervisor and/or the Seminar Professor if problems occur.

STUDENT TEACHING POLICIES AND PROCEDURES

BACKGROUND CLEARANCE CHECK

Virginia Wesleyan University candidates in approved professional educational programs are required to provide a background clearance check when registering for a course that requires a field experience of more than 25 hours (e.g. practicum or pre-service teaching). The background clearance check policy became effective Fall 2014, and was significantly revised for Fall 2016.

Because the process can take up to eight (8) weeks to complete, candidates will be notified by both their advisors and the Seminar Professor to begin the process near the end of the semester prior to taking the appropriate methods course (EDUC 329, EDUC 610, SPED 384) and accompanying practicum. In the event there is a significant delay between the completion of the methods course and the accompanying Practicum and Student Teaching, or a break in attendance at VWU that requires readmission to VWU through the Enrollment Services Office, the candidate may be required to complete another background clearance check in order to be eligible to participate in student teaching.

Candidates are required to complete and submit the following to obtain background clearance:

1. Virginia Department of Social Services Central Registry Release of Information Form Must be signed and certified before a Notary Public.

   The completed form will be mailed by each candidate; results should be mailed to the Seminar Professor.

2. National Criminal Background Check for Employees or Volunteers – Form SP-24

   Completed form will be returned to the Seminar Professor with a Certified Check/Money Order payable to Virginia State Police; candidates may also pay with a credit card (no personal checks). Once collected, all fees and forms will be mailed to the Virginia State Police by the Coordinator of Accreditation, Data Collection, and Reporting. Candidates are warned not to be late completing this process in order to avoid a delay in their placement.

3. Fingerprinting – Candidates must take the Fingerprint Card provided by the Seminar Professor and be fingerprinted by the Virginia State Police. *The card must be sent with Form SP-24.*

Addendum
In the event a candidate's background check is returned with a violation that may indicate to Education Department staff and faculty a need for additional information or action, the Coordinator of Accreditation, Data Collection, and Reporting shall notify the Director of Teacher Education and the candidate of the findings. Pending due process review, the candidate will be suspended from the Program and will not be allowed to participate in practicum or student teaching activities.

In accord with the *VWU Student Handbook*, any violation of the Standards of Student Conduct could also preclude continuation in the program and of participation in practicum or student teaching activities until due process is completed.

Application and Placement Procedures

All candidates must submit an application for student teaching to the Seminar Professor by the required due date. To be approved, all candidates must have met the criteria for student teaching as listed on page 3 of thishandbook.

Attendance and Absences

Student teachers are expected to be in attendance daily at their host school during teacher contract hours. They should follow the calendar of the district in which their student teaching is hosted. Should illness occur, it is the student teacher's responsibility to notify the cooperating teacher, university supervisor, and the Seminar Professor as soon as possible. It is the responsibility of the student teacher to get the day's lesson plans to the cooperating teacher in time for the lessons to be taught.

Excessive or extensive absences (more than three for the entire semester) may require that the student teacher be removed from theplacement or have to spend extended time in the placement, which may delay graduation.

Lesson Plans

Student teachers are required to write lesson plans for **all lessons they have taught throughout both placements.** Lesson plans are to be typed using either the VWU format. Lesson plans are to be dated and kept digitally or in a Lesson Plan Notebook available for the university supervisor and cooperating teacher.

Policies and Professionalism

Candidates are expected to conduct themselves in a professional manner and to strive to adhere to the professional dispositions outlined in the Professional Dispositions Assessment. Candidates will receive feedback from their cooperating teacher regarding their professionalism and should make adjustments based on the feedback.

Candidates are required to follow the district policies for handling issues with students and parents and should ensure they are familiar with those policies at the beginning of their student teaching experience.

Coursework, Employment, and Other Activities during Student Teaching

As student teaching is a full-time experience, student teachers may not take additional coursework during the student teaching semester unless approved by the Seminar Professor and the Director of the Education Program, and only under mitigating circumstances. Likewise, employment and extracurricular activities (e.g. competing for a VWU athletic team, fraternity/sorority functions during school hours) should not interfere with the student teaching experiences or requirements (including the integrated seminar). Students competing on a VWU athletic team during the student teaching semester should arrange a meeting with the Department Chair and the Student Teaching Seminar Instructor to discuss the scheduling of practices and games and any accommodations that may need to be made to the placement dates

to ensure successful completion.

Student teachers are expected to attend any after-school activity or function that is required of their cooperating teacher. Under no circumstances should student teachers work for or be employed by a cooperating teacher or any business in which a cooperating teacher has an interest. This is considered a conflict of interest and is prohibited. Failure to adhere to this policy or failure to inform the Seminar Professor of such a circumstance will result in removal from the current student teaching placement.

SUBSTITUTE TEACHING DURING STUDENT TEACHING

During student teaching, a student teacher is not allowed to serve as a substitute teacher. A full-time teacher or qualified substitute must be in the room with the student teacher at all times. The health, safety, and general well-being of preK-12 students are at all times the legal responsibilityof the cooperating teacher and school division. Student teachers must **not** assume the role of a substitute teacher.

STUDENT TEACHING INTEGRATED SEMINAR

The student teaching experiences require participation in the integrated seminar. The seminar meets a minimum of eight times during the semester in the afternoon for approximately two hours each session. Supervisors will arrange to meet with their assigned student teachers for 30 minutes before or after the seminar or at another time convenient to the student teachers. Student teachers may be excused from their teaching assignments early, if necessary, so that they can attend seminar sessions. The integrated seminar instructor is typically a Teacher Education faculty member.

In the MAEd program, the seminar is a graded, stand-alone course (EDUC 691 – Internship Seminar) directed by the seminar professor.

PACING GUIDELINES FOR THE STUDENT TEACHING PLACEMENT

The student teacher will spend seven weeks in each placement. During the first placement, the pace will be slower because the student teacher is unfamiliar with the routines of the school and the classroom. In the second placement, the student teacher should move towards full-time teaching at a more rapid pace.

Suggested Pacing Schedule for Student Teaching Placements

For each seven-week placement, the student teacher will…

Week 1:
- Observe the classroom environment, schedule and routines
- Learn the names of the students, faculty, and staff at the school
- Become acquainted with texts and other instructional materials
- Begin to assume some instructional duties as determined by the cooperating teacher
- Help individual students, take attendance, facilitate group discussions and become familiar with classroom media and technology

Week 2:
- Continue the same activities identified above
- Gradually assume more duties, such as grading, planning, and feedback on student work
- Assume responsibility for planning and teaching at least one period or content area per day

Week 3:
- Assume responsibility for planning and teaching at least two or three periods/content areas per day

Week 4:
- Assume responsibility for planning and teaching all of the content for the day
- Assume all of the cooperating teacher's responsibilities and duties

Weeks 5-7:
- Assume full-time teaching responsibilities and duties
- Coordinate with the cooperating teacher to determine when to begin transitioning the class back to the cooperating teacher during the final week of the student teaching placement.
- Observe other grade levels or classroom teachers during the final week after transitioning full-time teaching duties back to the cooperating teacher.

EVALUATION OF STUDENT TEACHERS

Evaluation is an essential part of the student teaching experience, and its purpose is to provide concrete feedback to the student teacher regarding performance. It is important that the cooperating teacher, the VWU supervisor, and the student teacher share in the continuous evaluation process. Responsibilities for evaluation are divided among the university supervisor, the cooperating teacher, and the host administrator. The Seminar Professor may also observe student teachers as needed in the placement, and evaluates each student teacher's Impact Project and is responsible for assigning final grades for each placement.

SPECIFIC RESPONSIBILITIES

University Supervisor

- Lesson observations (appendix C) are completed on two lessons during each of the placement experiences. The observations help the student teacher identify strengths and areas for improvement.
- A conference is held with the student teacher following each of the observed lessons.
- The summative evaluation (appendix D) is completed at the end of each placement. It is a part of the student teacher's permanent record. The supervisor is encouraged to attach a narrative to the summative evaluation.

Content Area Specialist (Secondary and PreK-12)

- A lesson observation (appendix C) is completed on one lesson during the second placement experience. The observation helps the student teacher identify strengths and areas for improvement.
- A conference is held with the student teacher following the observed lesson.

Cooperating Teacher

- Formative evaluation (appendix E) of the student teacher occurs during weeks 1, 2, and 3 to ensure the student teacher is meeting the goals and requirements of the host school, school division, and WVU. The cooperating teacher shares each formative evaluation with the student teacher and the university supervisor. The cooperating teacher should request a conference with the university supervisor as needed. Formative evaluations become a part of the student teacher's permanent record.
- Lesson observations (appendix C) are completed for two lessons during the experience. The information helps the student teacher identify strengths and areas for improvement.
- Lesson observations should be discussed with the student teacher and shared with the university supervisor.
- The summative evaluation (appendix D) is completed at the end of the placement. It is a part of the student teacher's permanent record. The cooperating teacher is encouraged to attach a narrative to the summative evaluation.

Student Teacher

- Post-lesson reflections are to be completed on each lesson observed by the university supervisor.
- A secondary or preK-12 student teacher should contact a professor in their major field for the purpose of conducting a content-area evaluation. This evaluation should be completed near the end of the second placement.
- An Exit Survey is to be completed at the final seminar hosted by the Seminar Professor.
- Satisfaction surveys on the Cooperating Teacher and University Supervisor to be completed at the final seminar hosted by the Seminar Professor.
- Complete an Impact Study to determine the effectiveness of his/her teaching during each experience.
- Produce a portfolio of professional evidence and artifacts selected during their pre-service tenure.

Host- or other School Administrator

- In accordance with the Commonwealth of Virginia's requirements for approved teacher preparation programs, evaluation by a school administrator is required for each student teacher. The Administrator's Evaluation Form (appendix F) is a part of the student teacher's record.

GRADES FOR STUDENT TEACHING

Grades for the student teaching experiences are assigned by the Seminar Professor in collaboration with the university supervisor. The undergraduate student teachers earns a letter grade for each placement. MA.Ed students receive one student teaching grade for the whole semester. The grade for each placement is based on the following:

- Successful completion of the student teaching placement; this portion of the grade is based on the evaluations by the university supervisor, the cooperating teacher, and the host administrator
- Successful completion of all integrated seminar assignments during each placement
- Attendance and active participation at all integrated seminars during each placement
- Successful completion of the Professional Portfolio and Impact Study during the second placement.

EVALUATION OF STUDENT TEACHING

A grade recommendation from Virginia Wesleyan University is an assessment of the student teacher's overall performance. The final decision of a grade for the student teaching semester is made by the Seminar Professor. The grade will be determined with consideration of the following:

1. Attendance and participation in all student teaching seminars
2. Cooperating Teacher's final evaluation rating
3. University Supervisor's final evaluation rating
4. Presentation of an Impact Study, and
5. Presentation of a Professional Portfolio

A final grade of "A" indicates the student teacher:

- is ready for full-time teaching and is expected to succeed independently,
- is able to teach well in all content/grade levels observed,
- interacts with both students and colleagues in an effective and professional manner,
- is recommended for any teaching vacancy in his/her field without reservation, and
- has received an acceptable overall rating on the Impact Study and Professional Portfolio.

A final grade of "B" indicates the student teacher:

- has potential to succeed in teaching with continued growth,
- demonstrates evidence of independent teaching ability in some content/grade levels, at a consistent level of quality by the end of student teaching,
- should be considered among a group of other candidates for any teaching vacancy in his/her teaching field, and
- received an acceptable overall rating on the Impact Study and Professional Portfolio.

A final grade of "C" indicates the student teacher:

- is questionable in the ability to perform in the classroom independently, even with continued growth, and is expected to need additional support,
- is able to provide quality teaching but not on a regular basis, or in some but not all applicable content/grade levels,
- received an acceptable overall rating on the Impact Study and Professional Portfolio, and would only be recommended for a teaching vacancy with substantial reservations.

A final grade of "F" indicates the student teacher:

- is not yet ready to perform in the classroom independently,
- has two conceptual framework areas rated as "1- Unacceptable" on a summative evaluation,
- is not yet able to provide quality teaching on a regular basis,
- would not be recommended for a teaching vacancy,
- did not complete or pass the Impact Study and /or Professional Portfolio

ASSESSMENT SYSTEM DESCRIPTION

Because student teaching is the capstone experience of the Teacher Education Program, it is important that evaluations are ongoing and occur at regular intervals. The evaluation scale indicates a student teacher's performance and personal attributes that are identified as being essential for effective student teaching. A four-tiered scale on the Lesson Observation Forms guides the assessment of the student teacher. The system is designed to determine whether the student teacher's performance is *exemplary* (already shows many attributes of accomplished practice), *proficient* (meets the expectations of a beginning teacher, and shows some attributes at a high level), *developing/emerging* (moving toward, but not yet consistently demonstrating the expectations of a beginning teacher), and *needs improvement* (struggling to meet most of the expectations). The measure for success is to score at the *proficient* level or higher on all competencies for the final lesson observation, but more importantly on the cooperating teacher's and supervisors' summative evaluations, indicating readiness for teaching and employment. The above system should indicate accurate information regarding the student teacher's performance.

If a student teacher is struggling to perform or make adequate progress, the student may be put on an Improvement Plan. If a student teacher's work is unsatisfactory at any point during student teaching and fails to improve, the student teacher faces the prospect of not passing. Depending on the circumstances related to the problem, the following options may be considered by the Seminar Professor with input from the university supervisor and the cooperating teacher, and approval by the Director ofthe Education Program:

- withdraw the student teacher from pre-service teaching;
- extend the student teaching experience;
- repeat the experience (re-register for student teaching in another term);
- provide a new placement with a different cooperating teacher (only under unique circumstances);
- suggest a change in career path.

At the end of each student teaching experience, both the cooperating teacher and the university supervisor will complete the *Summative Evaluation for Clinical Experience,* which will provide additional information for determining the student's grade in this culminating activity. This form uses the same four-tiered scale as that used for the *Lesson Observation Form for Clinical Experience.*

APPENDICES

FORMS and SUPPLEMENTAL MATERIALS

Appendix A

TEACHER EDUCATION PROGRAM

UNDERGRADUATE STUDENT TEACHING APPLICATION
Deadlines
Fall Student Teachers: March 15
Spring Student Teachers: October 31

Name: _____

Email:_____ Cell phone #: _____

Endorsement (Licensure) Area: _____

Grade Level:____preK-6 ___Special Education K-12____Secondary 6-12 ___preK-12

Major: _____

Major Advisor:_____Education Advisor: _____

Anticipated Year of Graduation: _____

Year of Pre-service Teaching:_____ Semester: FALL ___ SPRING ___

Mailing Address:

Alternate Email: _____

Admission and Professional Teachers' (Licensure) Assessments:

Assessment	Assessment Score(s)				Status (Pass, Pending, Fail)	Plan of Action (retake mm/20yy)
***Praxis* Core ASE or SAT equivalent**	Reading	Writing	Math			
VCLA	Reading	Writing				
RVE (Elem and SPED)						
***Praxis* Multiple Subjects (Elem and SPED)**	Lang Arts	Math	Science	Soc Studies		
***Praxis* Subject Area (6-12 and preK-12)**						

Current Cumulative GPA: _____

Major GPA: _____

Field Experience Data:

Practicum Course	School	Grade Level/ Content Area (if applicable)	Cooperating Teacher's Full Name
EDUC 230 (if needed)			
EDUC 330 (Elem)			
EDUC 340 (Sec)			
SPED 385			
Other:			

Requests for School System:

1st Placement:____Chesapeake_____Norfolk_____Portsmouth_____Virginia Beach

___Other_____

2nd Placement:____Chesapeake_____Norfolk_____Portsmouth_____Virginia Beach

___Other_____

TB Test Result: (Attach form) _____

The Virginia Wesleyan University Teacher Education Program places candidates in area schools within a 30-mile radius (one way) from the Virginia Wesleyan campus. I understand that I am responsible for my own transportation during student teaching. YES_____(please initial)

I will be a resident student (on campus) during pre-service teaching:____Yes ___No

If no, where will you be residing? (Please provide address below)

I attest that the information provided above is, to the best of my knowledge, true and accurate.

Signature: _____

(Revised & Approved 12/2017)

Appendix B
TB Test Form to be completed prior to Practicum

VIRGINIA WESLEYAN UNIVERSITY

TEACHER EDUCATION PROGRAM

Please complete prior to starting practicum.
Results expire after one year.

This is to certify that

_____
Candidate Name

is free from active tuberculosis as shown by a negative tuberculin test (PPD) and/or a negative chest x-ray.

Date of test: _____

Signed: _____

Address: _____

_____

_____

Date: _____

Please return this form to:
Coordinator of Accreditation, Data Collection, and Reporting
Education Department
Virginia Wesleyan University
5817 Wesleyan Drive
Virginia Beach, VA 23455

(Revised 8/16, 6/17)

Appendix C

Teacher Education Program

Student Teacher Check List

Student Teacher: _____

University Supervisor: _____

Date: _____

Cooperating Teacher Lesson Observations: 1) ☐ 2) ☐
University Supervisor Lesson Observations: 1) ☐ 2) ☐

Student Teacher Post Lesson Reflection 1) ☐ 2) ☐ 3) ☐

Administrator Evaluation ☐

Summative Evaluation:

University Supervisor ☐

Cooperating Teacher ☐

Student Teacher ☐

Notes:

_____

_____

_____

Appendix D

TEACHER EDUCATION PROGRAM

Cooperating Teacher Checklist	
Student Teacher: _____ **Cooperating Teacher:** _____	**Semester: Fall _____ Spring _____** **School**: _____
□ **Evaluation of Student Teacher** ___ Week 1 – Initial Impressions ___ Week 2 – Field Experience Disposition ___ Week 3 – Indicators of Effectiveness ___ Week 4-7 – Weekly Feedback Form	**Lesson Observations** □ #1 Date_____ □ #2 Date_____
□ **Stipend form Returned to Student Teacher/Supervisor** □ **Administrator Evaluation** □ **Summative Evaluation**	**Final Grade Suggestion: A B C D** *(circle one)* **Comments** _____

Important Notes:

- Please spread out the Lesson Observations over the total experience and in different content areas if possible.
- Schedule a time for an Administrator Evaluation.
- Please submit all completed forms, including this Checklist, to the University Supervisor.

Appendix E

Teacher Education Program

Formal Student Teacher/Lesson Observation Evaluation Form

Candidate_____ Date _____

School Division_____ School _____

Grade/Subject_____ Experience _____

Completed by_____ University Supervisor Cooperating Teacher Content Specialist

Completed as a(n) □ individual lesson observation (snapshot) OR □summative evaluation of student teaching experience

The main purpose of the Lesson Observation Form is to encourage open dialogue and reflection related to specific aspects of candidates' teaching performance. It will be used for individual lesson observation (two times per 7 week placement) and the summative evaluation (at the end of placement). It is important to note that in many cases an effective lesson may not include certain criterion. In that case, "Unable to Observe" is considered appropriate for the individual lesson observation. Your professor or supervisor will review all criteria before the observation and will meet with you after the observation. If you have any questions regarding this instrument, please do not hesitate to ask your professor or supervisor.

Directions: The instrument consist of 10 Standards based inTASC Standards. You are asked to rate the student teacher on each element measured using a four (4) point Likert-type scale. For an individual lesson observation, please base your rating on the individual lesson observed. If a particular criterion is not observable during an individual lesson, you may state "unable to observe" in the criterion box. For the summative evaluation at the end of the placement, please base your rating on the behavior that the student teacher typically displays. There should not be any "Unable to Observe" ratings on the summative evaluation. Use the comment section at the end of each criterion and the instrument to elaborate further on areas of strength and areas in need of further development. The additional feedback will help the student teacher continue to progress. Finally, check the appropriate box for your overall recommendation for the candidate.

Links:

CAEP: http://caepnet.org/standards/introduction

inTASC: http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html

VA: http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/

InTASC STANDARD 1: LEARNER DEVELOPMENT

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical domains, and designs and implements developmentally appropriate and challenging experiences.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Designs and implements developmentally appropriate instruction. Aligned with: INTASC 1a,b, e, f, h, i, j CAEP 1: Content/Pedagogical Knowledge VA: Part 4	Employs an extensive repertoire of developmentally appropriate strategies to ensure full participation of all students in rigorous learning experiences.	Considers students' developmental stages consistently when designing challenging instruction.	Designs instruction with some consideration of students' developmental stages.	Does not provide developmentally appropriate instruction.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 4 (4x1)
Exceeds = 4
Proficient = 3
Developing Proficiency = 2
Does Not Meet = 1

Comments:

InTASC STANDARD 2: LEARNING DIFFERENCES

The candidate uses understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Makes appropriate and timely provisions for individual students with particular learning differences or needs. Aligned with: INTASC 1a, b; 2b, h, i, CAEP 1: Content/Pedagogical Knowledge VA Part 4	Anticipates individual student learning needs based on formative and summative assessment data and proactively designs differentiated instruction to accelerate the growth of each learner.	Responds to individual students' assessed learning development needs and plans differentiated instruction accordingly.	Understands the value of and attempts to differentiate instruction for groups of students.	Does not take into account individual students' learning differences or needs.
Incorporates tools of language development into planning and instruction to support academic English proficiency. Aligned with: INTASC: 2e, i, j, o CAEP 1: Content/Pedagogical Knowledge VA Part 4	Engages learners of academic English in assessing their progress in meeting language and content standards. Is resourceful and flexible in the design and adjustment of scaffolds based on English learners' proficiencies, knowledge, and skills in content.	Consistently uses a variety of strategies for making content accessible to learners of academic English and for supporting the development of language proficiency based upon assessed needs.	Demonstrates awareness of the needs of learners of academic English and attempts to use this knowledge in the design and delivery of instruction.	Rarely utilizes strategies that support students in the development of academic English proficiency.
Accesses resources, supports, and services to meet learning needs. Aligned with: INTASC: 2f, g, k CAEP 1: Content/Pedagogical Knowledge VA Part 4	Collaborates with resource personnel to identify, organize, and disseminate information and resources for serving students with exceptional learning needs.	Makes accommodations and modifications of instruction to support students with special needs.	Seeks ways to access resources, supports, and assistance to meet specific student learning needs.	Does not follow school procedures mandated for students with specific learning differences or needs.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 12 (4x3)
Exceeds = 12 - 10
Proficient = 9 - 7
Developing Proficiency =6 - 3
Does Not Meet = 3 - 0

Comments:

InTASC STANDARD 3: LEARNING ENVIRONMENTS

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Establishes a safe and productive learning environment. Aligned with: INTASC: 3a, c, j, k CAEP 1: Content/Pedagogical Knowledge VA Part 4	Has established clear guidelines to facilitate a safe and productive learning environment. Empowers students to be part of the process.	Consistently establishes clear classroom expectations that lead to a safe and productive learning environment.	Attempts to establish classroom expectations that lead to a safe and productive learning environment.	Does not establish a safe, productive, learning environment.
Organizes, allocates, and manages the resources (time, space, and attention) to actively and equitably engage learners. Aligned with: INTASC: 3d, m CAEP 1: Content/Pedagogical Knowledge VA Part 4	Uses total physical environment as a resource to promote individual and group learning. Masterfully manages and equitably allocates instructional time and connects with all students to maximize learning.	Designs and manages classroom space, instructional time, and physical resources to accommodate students' needs and involvement in learning. Pursues opportunities to connect with individual students on a regular basis.	Attempts to use instructional time and classroom resources to heighten learner engagement and seeks ways to connect with individual students.	Makes minimal effort to organize or allocate time or resources in support of students' learning.
Communicates with students in ways that respect unique backgrounds and support a positive classroom climate. Aligned with: INTASC: 3f,n CAEP 1: Content/Pedagogical Knowledge VA Part 4	Consistently builds rapport with students. Collaborates with students to facilitate student self-reflection and ownership for ongoing improvement of the classroom community based on respect, fairness, and the value of all members.	Sometimes builds rapport with students. Develops a positive classroom climate based on shared values and expectations for respectful interaction with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Seldom displays rapport with students. Communicates with students in a fair and respectful manner. Attempts to build classroom community by attending to the unique backgrounds of students.	Does not establish rapport with students. Rarely takes into consideration students' unique backgrounds nor commits to developing a community of learners.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 12 (4x3)
Exceeds = 12 - 10
Proficient = 9 - 7
Developing Proficiency =6 - 3
Does Not Meet = 3 - 0

Comments:

InTASC STANDARD4: CONTENT KNOWLEDGE

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

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Engages learners in applying content knowledge to authentic complex issues using interdisciplinary themes or real world problems. Aligned with: INTASC: 4d, h, n CAEP 1: Content/Pedagogical Knowledge VA Part 4	Draws from a wide repertoire of strategies to accelerate academic language development for all students.	Consistently incorporates opportunities for students to learn, practice, and master academic language.	Recognizes and begins to utilize strategies that create opportunities for students to learn and practice academic language.	Does not acknowledge the responsibility to support students' acquisition of academic language in their content area(s).
Integrates culturally relevant content to build upon learners' background knowledge. Aligned with: INTASC: 4b, g, i, m, o CAEP 1: Content/Pedagogical Knowledge VA Part 4	Creates a learning environment that integrates culturally relevant content to establish relevancy and rigor.	Designs learning experiences that integrate culturally relevant content to build on learners' background knowledge.	Elicits information about students' prior knowledge, life experiences, and interests; some connections are made to learning goals and objectives.	Demonstrates minimal knowledge of students' cultural backgrounds and experiences.
INTASC: 4.3 Demonstrates deep knowledge of content standards and learning progressions in the discipline/s she/he teaches. Aligned with: CAEP 1: Content/Pedagogical Knowledge VA Part 4h, i, n, q	Expands upon comprehensive knowledge of subject matter and content standards, learning progressions to include past learning, and student development to ensure student understanding.	Consistently demonstrates knowledge of subject matter and content standards to scaffold instruction based upon learners' needs and the increasing complexity of the content, to support student understanding.	Articulates key concepts, skills and themes of relevant content standards in an accurate and coherent manner. Develops an understanding of learning progressions.	Demonstrates little or no knowledge of subject matter and concept standards of the discipline.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 12 (4x3)
Exceeds = 12 - 10
Proficient = 9 - 7
Developing Proficiency =6 - 3
Does Not Meet = 3 - 0

Comments:

InTASC STANDARD 5: APPLICATION OF CONTENT

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Engages learners in applying content knowledge to authentic complex issues using interdisciplinary themes or real world problems. Aligned with: INTASC: 5 lCAEP 1: Content/Pedagogical Knowledge VA Part 4	Consistently interrelates key concepts and underlying themes across the curriculum to extend relevant, in-depth learning for all students. Assures students' application of cross- curricular learning by weaving themes into a meaningful learning experience.	Sometimes teaches across the curriculum. Designs learning experiences where students apply content knowledge to complex, authentic issues through interdisciplinary lenses.	Seldom Connects key concepts, skills, and themes within and across subject areas.	Does not engage learners in application of content knowledge or make interdisciplinary connections.
Facilitates learners'use of current tools, technologies, and resources to maximize content learning in varied contexts. Aligned with: INTASC: 5c, l, s CAEP 1: Content/Pedagogical Knowledge VA Part 4	Embeds an extensive repertoire of effective tools and resources that challenge students to independently and collaboratively apply their knowledge and think critically about the interdisciplinary content.	Uses and adapts currenttools, technology, and resources that support students to make meaning of interdisciplinary content. Assists students to use tools and technology to construct knowledge and think critically.	Matches appropriate tools, technology, and resources to the content to encourage student understanding and critical thinking.	Does not use tools, technology, and resources to ensure content learning.
Creates opportunities for learners to practice a variety of communication skills that address varied audiences and purpose. Aligned with: INTASC: 5e, h CAEP 1: Content/Pedagogical Knowledge VA Part 4	Integrates a wide range of communication media across multiple settings that encourage students to propose, develop, present, and defend their ideas.	Creates multiple opportunities for learners to practice communication skills in different formats for varied audiences and purposes.	Provides some opportunities for learners to practice communication skills in the classroom setting.	Does not provide opportunities for the development of students' communication skills.
Engages learners in critical and creative thinking encouraging new ideas and approaches. Aligned with: INTASC: 5o CAEP 1: Content/Pedagogical Knowledge VA Part 4	Engages students in questioning strategies to challenge conventional assumptions. Consistently provides opportunities for real-world application of learning.	Facilitates students' formation of independent ideas and creative approaches that are connected to relevant content standards. Sometimes provides opportunities for real-world application of learning.	Provides opportunities for students to engage in critical and creative thinking related to content standards. Seldom provides opportunities for real-world application of learning.	Rarely provides students content-linked opportunities to engage in critical and creative thinking. Does not provide opportunities for real-world application of learning.
Plans and implements supports for learner literacy development across content standards. Aligned with: INTASC: 5h, j CAEP 1: Content/Pedagogical Knowledge VA Part 4	Plans and implements multiple supports for literacy development that are authentic, as well as develop- mentally and culturally appropriate. Taps into students' interests to promote literacy and content development.	Plans and implements multiple supports for literacy development that are authentic, as well as develop-mentally and culturally appropriate.	Plans and implements some supports for literacy development across the curriculum, but these are not always authentic, or developmentally and culturally appropriate.	Does not plan or implement any supports for learner literacy development across the curriculum.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 20 (4x5)

Exceeds = 20 - 16
Proficient = 15 - 11
Developing Proficiency =10 - 6
Does Not Meet = 5 - 0

Comments: Comments:

InTASC STANDARD 6: ASSESSMENT

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Employs multiple forms of formative and summative assessments. Aligned with: INTASC: 6 a, t CAEP 1: Content/Pedagogical Knowledge VA Part 4	Consistently creates multiple formative and summative assessments for students to demonstrate knowledge and skills, tightly aligned to lesson objectives.	Constructs formative and summative assessments that align with lesson objectives and allow learners to show what they know.	Inconsistently uses some formative and summative assessments but may not consistently select most appropriate assessment for the context.	Uses only one or two forms of assessment and does not distinguish between formative and summative assessments.
Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction. Aligned with: INTASC: 6c, t CAEP 1: Content/Pedagogical Knowledge VA Part 4	Uses multiple measures to collect and analyze student performance data and uses data to make instructional decisions. Collaborates with colleagues and families to identify and address underlying causes for achievement.	Documents, analyzes and interprets a variety of student assessment data, independently and with cooperating teachers, to identify student needs to inform instruction.	Maintains, reviews, and monitors a variety of assessment data individually and with colleagues to identify student learning needs.	Uses assessment solely as a means to determine a grade. Does not examine assessment data alone or with colleagues to inform instructional decisions.
Engages learners in understanding and identifying quality work and provides them with effectivedescriptive feedback to guide their progress. Aligned with: INTASC: 6 l, q CAEP 1: Content/Pedagogical Knowledge VA Part 4	Models and involves students in assessing work, both individually and collectively using clearly defined performance standards. Allocates time to provide specific descriptive feedback in a timely manner to individual learners.	Provides explicit performance standards for student work, supplemented with rubrics and /or models and guides students on methods of improving the quality of their work.	Informs learners what quality work looks like and provides general feedback to students on their work.	Offers students little feedback that provides minimal guidance on how to improve performance.
Prepares all students for the demands of standardized and non-standardized assessment formats and makes appropriate accommodations for students. Aligned with: INTASC: 6 h, o, p CAEP 1: Content/Pedagogical Knowledge VA Part 4	Consistently integrates multiple testing formats into instruction to increase familiarity and comfort among students and to facilitate learning differences.	Creates opportunities for students to practice with multiple testing formats. Makes accommodations seamlessly for students with specific documented needs.	Exposes students to various testing formats. Follows guidelines from IEPs, resource colleagues or other sources for making testing accommodations.	Does not prepare students for multiple testing formats and does not make appropriate accommodations for students' needs.

OVERALL STANDARD RATING _____

KEY:
Highest Possible Domain Rating = 16 (4x4)
Exceeds = 16 - 13
Proficient = 12 - 9
Developing Proficiency =8 - 5
Does Not Meet = 4 - 0

Comments:

InTASC STANDARD 7: PLANNING FOR INSTRUCTION

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Designs and adjusts instructional plans aligned to curriculum standards and rigorous learning goals based on student needs. Aligned with: INTASC: 7a, g, n CAEP 1: Content/Pedagogical Knowledge VA Part 4	Designs short- and long-term plans that are comprehensive, aligned to content standards and informed by goals linked to student needs. Always creates high level lesson plans employing Bloom's taxonomy.	Creates short- and long-term plans aligned to content standards. Plans consistently integrate rigorous learning goals based on student needs. Sometimes creates high level lesson plans employing Bloom's taxonomy.	Makes an effort to align daily and weekly instructional plans to content standards and rigorous learning goals. Seldom creates high level lesson plans employing Bloom's taxonomy.	Does not plan lessons systematically. Classroom instruction lacks alignment with standards and rigorous learning goals. Does not create high level lesson plans employing Bloom's taxonomy.
Plans collaboratively with colleagues and/or specialists to design and jointly deliver instruction to meet unique learning needs. Aligned with: INTASC: 7e, m, o CAEP 1: Content/Pedagogical Knowledge VA Part 4	Creates optimal learning experiences for students with unique needs in collaboration with colleagues and/or specialists and families. Uses inclusive teaching practices.	Collaborateswith colleagues and/or specialists to plan and deliver instruction that enhances learning opportunities for students' unique learning needs.	Seeks opportunities tomeet with colleagues to receive support in the planning and delivery of instruction to meet unique student learningneeds.	Does not access colleagues and/or specialists for collaborative planning.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 8 (4x2)
Exceeds = 8 - 7
Proficient = 6 - 5
Developing Proficiency =4 - 3
Does Not Meet = 2 - 0

Comments:

InTASC STANDARD 8: INSTRUCTIONAL STRATEGIES

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Engages students in using a range of learning skills and available technology tools to, interpret, evaluate and apply information. Aligned with: INTASC: 8g, n, r CAEP 1: Content/Pedagogical Knowledge VA Part 4	Engages students in designing and carrying out inquiries to analyze content, draw conclusions, and share findings considering multiple perspectives within and across subject matter. Differentiates instruction, motivates students and adjusts strategies to meet student needs.	Engages students in accessing, interpreting, evaluating and applying key concepts through active learning. Supports students to initiate inquiry using a variety of learning skills and tools. Sometimes differentiates instruction.	Provides limited opportunities for students to identify and use learning skills and tools related to topics of study. Seldom differentiates instruction.	Makes little or no effort to engage students in using a range of learning skills and tools to access, interpret, evaluate, and apply information. Does not differentiate instruction.
Asks questions that facilitate discussion and help students learn. Aligned with: INTASC: 8f CAEP 1: Content/Pedagogical Knowledge VA Part 4	Provides opportunities for all students to apply critical thinking and problem solving using questioning styles that connect prior knowledge and stimulate curiosity.	Uses questioning strategies that stimulate discussion, probe for understanding, and help students articulate ideas and thinking modes.	Uses questioning strategies that require most students to recall, interpret and think critically.	Asks questions mainly focused on factual recall.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 8 (4x2)
Exceeds = 8 - 7
Proficient = 6 - 5
Developing Proficiency =4 - 3
Does Not Meet = 2 - 0

Comments:

InTASC STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICES

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals).

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Engages in ongoing learning opportunities to develop and apply knowledge and skills. Aligned with: INTASC: 9a, n CAEP 1: Content/Pedagogical Knowledge VA Part 4	Uses feedback from colleagues and supervisors to improve practice. Is a regular member of a PLC or collegial group and actively shared expertise with others.	Seeks feedback from colleagues and supervisors. Seeks out opportunities for professional development based on self- assessment.	Receptive to feedback from colleagues. Participate in some school and district professional development opportunities.	Does not participate in any professional opportunities offered at the schools.
Uses multiple sources of evidence (e.g. student growth data, self-reflection tools, classroom observations) to self-assess professional practice. Aligned with: INTASC: 9g, h, I, k, n CAEP 1: Content/Pedagogical Knowledge VA Part 4	Integrates experimentation, data analysis, and reflection intodaily practice.	Utilizes multiple sources of evidence, including collegial feedback and self-assessment to improve professional practice.	Minimally uses sources ofevidenceto self-assess practice.	Does not use evidence to self-assess professional practice.
Reflects on personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build relationships and create relevant learning experiences. Aligned with: INTASC: 9i, m CAEP 1: Content/Pedagogical Knowledge VA Part 4	Transcends personal biases and uses a variety of approaches to understand students' diverse learning needs, practices self-reflection and expressing a belief in all students' capacity for achievement.	Incorporates culturally responsive pedagogy. Continues to deepen understanding of students differences and explores ways to address individual student needs.	Acknowledges student differences and addresses some individual student needs.	Lacks awareness of personal biases that may impact the learning environment. Does not take into account student differences in ways that support instruction.
Applies knowledge of legal and ethical rights and responsibilities. Aligned with: INTASC: 9o CAEP 1: Content/Pedagogical Knowledge VA Part 4	Models the highest legal and ethical standards and advocates for school practices and procedures that support professional standards of practice and state and federal laws.	Conducts self in a professional and ethical manner and complies fully with school or district regulations or policies as well as state and federal laws.	Demonstrates knowledge of legal and ethical expectations of the profession.	Does not demonstrate awareness of legal and ethical expectations of the profession.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 16 (4x4)
Exceeds = 16 - 13
Proficient = 12 - 9
Developing Proficiency =8 - 5
Does Not Meet = 4 - 0

Comments:

InTASC STANDARD 10: LEADERSHIP AND COLLABORATION

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance theprofession.

Criterion	Exceeds Standard (4)	Proficient Relative to Standard (3)	Developing Proficiency Toward Standard (2)	Does Not Meet Standard (1)
Takes an active role on school-based instructional team. Aligned with: INTASC: 10a CAEP 1: Content/Pedagogical Knowledge VA Part 4	Initiates opportunities for collaboration that focus on feedback on practice, collaborative examination of student work, and solving school or district level issues of practice. Shows exceptional potential for teacher leadership.	Actively engages in meetings and activities designed to plan curriculum, coordinate resources, and share accountability for student learning. Shows some potential for leadership.	Attends and participates in schools or district meetings. Demonstrates beginning level of engagement. Shows little interest in leadership.	Does not attend school or district meetings and does not participate in collaborative activities.
Works collaboratively with students, student services, and families to support learner development and student achievement. Aligned with: INTASC: 10b, c, d, m, q CAEP 1: Content/Pedagogical Knowledge VA Part 4	Integrates a systemic partnership that encourages ongoing collaboration and communication, both oral and written, with students, families, and student services to enhance student success.	Collaborates regularly with students, families and student services to support student success.	Shares student progress and classroom activities in a manner that invites student and family participation.	Does not collaborate with others to support student learning.
OVERALL STANDARD RATING _____				

KEY:
Highest Possible Domain Rating = 8 (4x2)
Exceeds = 8 - 7
Proficient = 6 - 5
Developing Proficiency =4 - 3
Does Not Meet = 2 - 0

Comments:

Summary **Directions**: Place the overall rating received for each domain in the column to the right. (Please note if a rating includes any "unable to observe" the overall rating will be lower than expected)	**Overall Rating**

A. Standard 1	/4
B. Standard 2	/12
C. Standard 3	/12
D. Standard 4	/12
E. Standard 5	/20
F. Standard 6	/16
G. Standard 7	/8
H. Standard 8	/8
I. Standard 9	/16
J. Standard 10	/8
Overall Performance	**/116**

KEY: 116 - 88	**Exemplary/Exceeds Standard**
87 – 59	**Proficient Relative to Standard**
58 – 30	**Developing Proficiency Towards Standard**
29 and Below	**Does Not Meet Standard**

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate..

As professional educators we recommend the student evaluated above:

☐ Continue preparation for a teaching license.

☐ Be required to complete an individualized contract to remedy deficiencies.

☐ Discontinue preparation for a teaching license.

Comments:

Areas of Strength:
Areas to be Developed:

Signatures (following review of the evaluation)

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Supervisor: _____Date: _____

Appendix F
To be completed by Cooperating Teacher

TEACHER EDUCATION PROGRAM

Formative Evaluation of Student Teacher

Initial Impressions – Week 1

Student Teacher_____ Date_____

Cooperating Teacher_____ Grade/Subject_____

School_____ School Division_____

1. List characteristics that you have observed in the student teacher that could lead to success in the classroom.

2. Describe how the student teacher has engaged with students.

3. In what ways has the student teacher demonstrated initiative in the classroom.

Goals for week 2:

Do you need a conference with the University Supervisor? ☐ Yes ☐ No

_____ _____

Cooperating Teacher's Signature Student Teacher's Signature

Appendix G

To be completed by Cooperating Teacher

VIRGINIA WESLEYAN UNIVERSITY

TEACHER EDUCATION PROGRAM

Field Experience Disposition – Week 2

Student Teacher _____ Date _____

Cooperating Teacher _____ Grade/Subject _____

School _____ School Division _____

***This form is due by the end of Week 2**

Rating Scale – 3 – This is a strength 2-Have no concerns 1-Have some concerns

Disposition	Observation/Comments
1.Passion and enthusiasm for teaching and working with children	
2. Integrity and honesty; meets ethical expectations	
3. Flexibility and responsiveness to change	
4. Ability to work collaboratively with cooperating teacher and school staff	
5. Commitment to continued learning, reflection, and self-assessment	
6. Value student achievement and learning of all students	
7. Ability to focus during learning process and respond positively to suggestions for improvement	
8. Punctuality, attendance, and ability to meet deadlines.	
9. Determination; persistence in overcoming obstacles	
10. Positive attitude	

_____ _____

Cooperating Teacher's Signature Student Teacher's Signature

Appendix H

To be completed by Cooperating Teacher

VIRGINIA WESLEYAN UNIVERSITY

TEACHER EDUCATION PROGRAM

Indicators of Effectiveness – Week 3

Student Teacher_____ Date_____

School_____ Grade/Subject _____

The student teacher:

Curriculum & Instruction	**Yes**	**Sometimes**	**No**
1. Has visible objectives and refers to them.			
2. Hooks the lesson.			
3. Links the hook to lesson objectives/topic.			
4. Engages students in active participation throughout lesson.			
5. Varies stimuli during instruction.			
6. Varies strategies for instruction.(MI)			
*7. Teaches **skills** using modeling, guided practice, and independent practice or **content** through chunking and scaffolding.*			
8. Uses checks for understanding/formative assessment.			
9. Incorporates critical thinking.			
10. Closes end of lesson.			

Management	**Yes**	**Sometimes**	**No**
1. Uses a signal for attention.			
2. Speaks in a clear and commanding voice.			
3. Waits until all students are attentive before beginning instruction or directions.			
4. Uses consistent, specific praise.			
5. Uses various strategies to maintain attention			
6. Monitors student behavior through proximity as appropriate.			
7. Knows and uses student names			
8. Connects lesson with student interests/strengths			
9. Refers to classroom expectations.			
10. Uses systematic response to record and apply consequences to misbehavior			

Cooperating Teacher's Signature

Student Teacher's Signature

January, 2019

Appendix I

TEACHER CANDIDATE	CLINICAL FACULTY	DATE

WEEKS 4-7 FEEDBACK

This form has been designed to help clinical faculty give teacher candidates' frequent specific feedback. After checking items in each area, please turn page and provide more specific information.

1. Attendance ☐Frequently absent ☐Rarely absent ☐Exemplary attendance	**2. Punctuality** ☐Frequently late ☐Generally punctual ☐Always on time	**3. Professional Appearance** ☐appearance not appropriate for educational setting ☐Appearance is neat ☐Appearance is professional
4. Parent/Guardian Relations ☐Is sometimes antagonistic towards parents/guardians ☐Shy - hesitant to work with parents/guardians ☐Is sensitive to parent/guardians needs and concerns ☐Treats parents/guardians with respect	**5. Tact/Judgment** ☐Thoughtless: Insensitive to others' feelings and opinions ☐Limited sensitivity and diplomacy ☐Perceives what to do or say in order to maintain good relations with others and responds accordingly ☐Highly sensitive to others' feelings and opinions: Diplomatic	**6. Reliability/Dependability** ☐Sometimes fails to complete assigned tasks and duties ☐Sometimes needs to be reminded to attend to assigned tasks or duties ☐Responsible: Attends to assigned tasks or duties ☐Self-starter: Perceives needs and attends to them immediately
7. Self-Initiative/Independence ☐Passive: Depends on others for direction, ideas and guidance ☐Has good ideas, works effectively with limited supervision ☐Creative and resourceful: Independently implements plans	**8. Collegiality** ☐Prefers to work in isolation ☐Reluctant to share ideas and materials ☐Prefers being part of a team ☐Willingly shares ideas and materials	**9. Interaction with Peers** ☐Is sometimes antagonistic towards peers ☐Shy: Hesitant to work with peers ☐Relates easily and positively with peers ☐Outgoing: Actively seeks opportunities to work with peers
10. Response to Feedback/Self-Improvement ☐Defensive: Unreceptive to feedback ☐Receptive - BUT doesn't implement suggestions ☐Receptive - AND adjusts performance accordingly ☐Solicits suggestions and feedback from others	**11. Interaction with Students** ☐Is sometimes antagonistic towards students ☐Shy: Hesitant to work with students ☐Relates easily and positively with students ☐Outgoing: Actively seeks opportunities to work with students ☐Accepts responsibility for student leaning - believes all students can learn	

Identify at least two areas of instructional strength your teacher candidate demonstrated this week (Indicate with a "+"). Then identify at least two areas that the teacher candidate needs to focus on for the next week (Indicate with a "✓"). . After checking items in each area, please turn page and provide more specific information.

Area	Area

Teaching Plans		13. Reviews homework activities to instructional objectives	-
1. Plan has objectives for current lesson	-	14. Begins lesson on schedule	-
2. Plan has objectives related to appropriate SOL	-	15. Presents concrete and/or visual models when appropriate	-
3. Plan has group/individualized for diverse learners	-	16. Uses effective question techniques	-
4. Plan has procedures for assessing student progress	-	17. Uses appropriate wait time for students after asking questions	-
5. Plans are given to clinical faculty three days in advance	-	18. Uses effective closure or summarization techniques	-
Classroom Management		19. Uses instructional time effectively	-
6. Provides clear academic and behavioral expectations at beginning of lesson	-	20. Uses instructional pacing that is appropriate for student performance levels	-
7. Reinforces appropriate student behavior	-	21. Maximize instructional time	-
8. Enforces classroom expectations/rules consistently, firmly, and fairly	-	22. Provide students the opportunity to demonstrate understanding	-
9. Positions self to see majority of students	-	**Assessment and Feedback**	
10. Scans class regularly to proactively address student behaviors	-	23. Provides feedback in timely manner	-
11. Communicates enthusiasm for teaching	-	24. Assists students in evaluating their own performance	-
Classroom Instruction		25. Uses assessment data to routinely differentiate instruction	-
12 Provides objectives and establishes student's prior knowledge	-		

WEEKLY FEEDBACK GUIDE

If there are elements of professional development or instructional development competencies that need more attention, please provide specific examples of how the teacher candidate may strengthen this area.

In the In the space below, the teacher candidate will briefly outline plans to strengthen or improve areas noted by the clinical faculty.

Appendix J

To be completed by the Host Administrator or designee

TEACHER EDUCATION PROGRAM

Administrator Evaluation of Student Teacher

Student Teacher _____

School_____School Division _____

Grade/Subject_____Date _____

Administrator_____Position _____
(please print)

3- Exceeds Criteria **2- Meets Criteria** **1-Below Expectations** **0-Not Observed**

	3	2	1	0
Communication Skills				
Lesson Planning				
Knowledge of Content				
Teaching Performance				
Classroom Management				
Rapport with Students				
Professional Attitudes and Behaviors				

Please comment on strengths, areas for improvement, and potential as an educator.

_____ _____
(Signature) (Position)

Appendix K

VIRGINIA WESLEYAN UNIVERSITY
Teacher Education Program

To be completed by the Student Teacher and University Supervisor at the end of the student teaching semester (once)

* Required

Please complete name and course information below.

Name * Click or tap here to enter text.

Your current program status * (place click/check appropriate box)

Elementary Teaching Candidate ☐

Special Education Teaching Candidate ☐

M.A.Ed. Teaching Candidate ☐

Course Name: * (place click/check appropriate box)

INST*203 ☐

EDUC*330/Practicum ☐

M.A.Ed. Application ☐

Student Teaching ☐

Course Professor: * (place click/check appropriate box)

Dr. Rebecca John ☐

Dr. Malcolm Lively ☐

Dr. William McConnell ☐

Dr. Clair Berube ☐

Other (Professor Not Listed Above) ☐ Please add name of professor below, if not listed above

Click or tap here to enter text.

Click or tap here to enter text.

Directions: Please rate yourself on each aspect of the dispositions listed. Please use the drop down box to choose the appropriate number/rating for each disposition. Thank you.

1. Effective oral communication skills. InTASC: 3(r) *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Demonstrates effective oral communication skills.	Choose an item.
Models academic language	Choose an item.
Varies oral communication to motivate students	Choose an item.
Makes appropriate comments in the classroom	Choose an item.
Promotes linguistic diversity	Choose an item.
Demonstrates effective oral communication skills.	Choose an item.
Models academic language	Choose an item.
Varies oral communication to motivate students	Choose an item.
Makes appropriate comments in the classroom	Choose an item.
Promotes linguistic diversity	Choose an item.

1. Effective oral communication skills. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

2. Effective written communication skills. *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Demonstrates effective written communication skills	Choose an item.

Communicates respectfully with all stakeholders Choose an item.

Demonstrates appropriate spelling and grammar Choose an item.

Focuses all written communication positively Choose an item.

Demonstrates effective written communication skills Choose an item.

Communicates respectfully with all stakeholders Choose an item.

Demonstrates appropriate spelling and grammar Choose an item.

Focuses all written communication positively Choose an item.

2. Effective written communication skills. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

3. Demonstrates professionalism InTASC: 9(o) *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Demonstrates professionalism Choose an item.

Responds to emails promptly Choose an item.

Exhibits punctuality and attendance Choose an item.

Turns in work promptly Choose an item.

Avoids inappropriate conversations inside/outside the classroom Choose an item.

Respects and adheres to the ethical standards of practice Choose an item.

Demonstrates professionalism Choose an item.

Responds to emails promptly Choose an item.

Exhibits punctuality and attendance Choose an item.

Turns in work promptly Choose an item.

Avoids inappropriate conversations inside/outside the classroom Choose an item.

Respects and adheres to the ethical standards of practice Choose an item.

3. Demonstrates professionalism. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

4. Demonstrates a positive and enthusiastic attitude. *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Goes above and beyond requirements Choose an item.

Demonstrates an appropriately positive affect with students Choose an item.

Seeks solutions to problems instead of complaining Choose an item.

Encourages students Choose an item.

Tries new things that are suggested Choose an item.

Engages openly and actively with students Choose an item.

Goes above and beyond requirements Choose an item.

Demonstrates an appropriately positive affect with students Choose an item.

Seeks solutions to problems instead of complaining Choose an item.

Encourages students Choose an item.

Tries new things that are suggested Choose an item.

Engages openly and actively with students Choose an item.

4. Demonstrates a positive and enthusiastic attitude. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

5. Demonstrates preparedness in teaching and learning *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Accepts constructive feedback	Choose an item.
Learns and adjusts from experience and reflection	Choose an item.
Comes to class planned and with needed materials	Choose an item.
Alters lessons in progress when needed	Choose an item.
Accepts constructive feedback	Choose an item.
Learns and adjusts from experience and reflection	Choose an item.
Comes to class planned and with needed materials	Choose an item.
Alters lessons in progress when needed	Choose an item.

5. Demonstrates preparedness in teaching and learning. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

6. Exhibits an appreciation of and value for cultural and academic diversity InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q) *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Exhibits an appreciation of and value for cultural and academic diversity	Choose an item.
Demonstrates awareness of traditional and non-traditional family status	Choose an item.
Embraces all diversities/differences to include racial, SES, and learning styles	Choose an item.
Creates a “safe classroom” with zero tolerance of negativity to others	Choose an item.
Plans activities to raise awareness and acceptance of differences	Choose an item.
Understands the importance of a positive school experience	Choose an item.
Exhibits an appreciation of and value for cultural and academic diversity	Choose an item.
Demonstrates awareness of traditional and non-traditional family status	Choose an item.
Embraces all diversities/differences to include racial, SES, and learning styles	Choose an item.
Creates a “safe classroom” with zero tolerance of negativity to others	Choose an item.
Plans activities to raise awareness and acceptance of differences	Choose an item.
Understands the importance of a positive school experience	Choose an item.

6. Exhibits an appreciation of and value for cultural and academic diversity. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

7. Collaborates effectively with stakeholders InTASC: 1(k), 3(n), 3(q), 7(o) *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Engages parental and guardian involvement Choose an item.

Disagrees respectfully Choose an item.

Possesses social awareness Choose an item.

Uses flexibility Choose an item.

Listens to what stakeholders are saying as evidenced by considered response Choose an item.

Maintains a respectful tone at all times Choose an item.

Shares successful teaching strategies Choose an item.

Refrains from profanity Choose an item.

Exhibits a sense of equality Choose an item.

Engages parental and guardian involvement Choose an item.

Disagrees respectfully Choose an item.

Possesses social awareness Choose an item.

Uses flexibility Choose an item.

Listens to what stakeholders are saying as evidenced by considered response Choose an item.

Maintains a respectful tone at all times Choose an item.

Shares successful teaching strategies Choose an item.

Refrains from profanity Choose an item.

Exhibits a sense of equality Choose an item.

7. Collaborates effectively with stakeholders. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

8. Demonstrates self-regulated learner behaviors/takes initiative InTASC: 9(l), 9(n), 10(r), 10(t) *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Demonstrates self-regulated learner behaviors/takes initiative Choose an item.

Recognizes own weaknesses and asks for support Choose an item.

Asks questions proactively and is self-directed Choose an item.

Takes responsibility for knowing students and/or colleagues Choose an item.

Demonstrates self-regulated learner behaviors/takes initiative Choose an item.

Recognizes own weaknesses and asks for support Choose an item.

Asks questions proactively and is self-directed Choose an item.

Takes responsibility for knowing students and/or colleagues Choose an item.

8. Demonstrates self-regulated learner behaviors/takes initiative. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability *

1 = Emerging: no evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

NA = Nothing about this item pertains to this course or to the experiences provided in this course/observation

Exhibits the social and emotional intelligence to promote personal and educational goals/stability

Choose an item.

Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm Choose an item.

Does not overreact to criticism or other situations Choose an item.

Demonstrates perseverance and resilience Choose an item.

Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses Choose an item.

Demonstrates sensitivity to feelings of others Choose an item.

Exhibits the social and emotional intelligence to promote personal and educational goals/stability

Choose an item.

Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm Choose an item.

Does not overreact to criticism or other situations	Choose an item.
Demonstrates perseverance and resilience	Choose an item.
Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses	Choose an item.
Demonstrates sensitivity to feelings of others	Choose an item.

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability. Comments regarding strengths/areas for growth. *

Click or tap here to enter text.

Appendix L

To be completed by Student Teacher

TEACHER EDUCATION DEPARTMENT

Student Teaching Log

Student Teacher: _____ **Experience: (first or second)**_____

Cooperating Teacher: _____ **School:** _____

University Supervisor: _____ **Semester:** _____

Maintain this log throughout each student teaching experience to document your hours in your assigned school. Completion of student teaching and this log is governed by the University. Student teaching requires 14 weeks of full time experience in a school setting, divided into two different experiences.

Week	Date	Time In	Time Out	Total Time		Time for Direct Instruction*		Cooperating Teacher's Initials
				Hours	Min	Hours	Min	
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								

Student Teacher: _____ **Page 2** _____

Week	Date	Time In	Time Out	Total Time		Time for Direct Instruction*		Cooperating Teacher's Initials
				Hours	Min	Hours	Min	
Week 6								
Week 7								
Partial Week								
				Total Time		Time for Direct Instruction*		
				Hours	Min	Hours	Min	
Total Number of Hours								

Please bring this form with you to each Seminar

Revised, January 2019

**Direct Instruction includes time during which the student teacher is delivering instruction to students during whole group, small group or individual tasks.*

Appendix M

PROCEDURE FOR SECURING A CONTENT-AREA EVALUATION

For student teachers seeking secondary and preK-12 endorsements, it is a collaborative policy of the Teacher Education Program that a content-area specialist from VWU observe a lesson taught by a student teacher. Student teachers are asked to please follow steps below to request this observation:

1. Contact a VWU professor who is a content specialist in the appropriate endorsement/major area EARLY in the semester via email to schedule a meeting to discuss, plan, and schedule the observation.
    a. Be aware that professors will need at least two weeks to schedule the visit as they are busy with teaching and faculty-related responsibilities. Do not wait until the last minute to schedule!
    b. Be aware that some departments designate a professor to be responsible for this task each semester.
    c. The observation should occur near the end of the second placement, but should be scheduled *well before* the mid-point of the second placement.
2. During the planning meeting with the professor, be prepared to discuss the content being addressed and presented during the lesson.
3. Schedule the observation during a time (class period) that you and the professor can meet to debrief immediately following the lesson.
4. *Please* be aware of your tone, demeanor, and professionalism throughout the entire process. Be respectful of the professor's time and responsibilities, as well as their concerns and questions.
5. If the professor of your choice becomes unavailable to complete the observation, ask him or her to recommend another professor and repeat the process above.
6. If you have questions or concerns about the process, please contact the Seminar Professor or the Director of the Education Program for assistance.

Appendix N

STUDENT TEACHING IMPACT STUDY

All student teachers must demonstrate to the cooperating teacher, university supervisor, and the Seminar Professor that they are having a positive impact on learning for all PreK-12 students.

A pre-test and post-test must be administered by student teachers as a way of collecting student performance data for analysis and evaluation purposes. These assessments should be part of a unit prepared by each student teacher. To showcase this impact on students' learning in a formal way, student teachers will present their Impact Study as a poster session during Port Day. Electronic copies of impact studies and presentations will be collected and saved for purposes of internal and external evaluations of the VWU Teacher Education Program.

Additional instructions and directions for this study and presentation will be provided by the Seminar Professor during the Integrated Seminar.

For MAEd candidates, the Impact Study is a formal, research-based study that begins in the Fall Semester in EDUC 620 – Research Methods in Education, and is to be completed during EDUC 690 – Internship in Supervised Teaching.

Appendix O

TEACHER EDUCATION PROGRAM

Student Teaching Demographic Survey

1. Student Teacher:_____
2. Cooperating Teacher:_____
3. Grade(s)/Subject(s):_____Experience:_____
4. School:_____District:_____
5. Number of students in the class (if PK-12 or secondary, you will need this information for EACH class):

   1)_____Boys _____Girls
   2) _____Boys _____Girls
   3) _____Boys _____Girls
   4) _____Boys _____Girls
   5) _____Boys _____Girls

6. How many TOTAL students in your classes are:

   _____American Indian/Alaskan Native
   _____Asian/Pacific Islander
   _____Black
   _____Hispanic
   _____White
   _____Multi-racial
   _____Other

7. How many TOTAL students in your classes:
   _____Are on IEPs? For which categories?_____
   _____Are ELL/ESL—what languages?_____
   _____Are gifted/talented?_____

8. Is this/are your class(es) representative or not representative of the total school population? In what ways?_____
   _____
   _____

9. The school is a (check all that apply)
   _____Neighborhood school
   _____Title 1 School
   _____Magnet School--Type:_____

_____Schoolwide bilingual program—which languages?_____
_____Other: Describe:_____

10. What is the school's mission?

11. Number of students who attend this school:_____

12. Number of teachers at your grade level or in your department:_____

13. How instructional planning is handled across your grade level or department?_____
_____
_____

13. What state or district or local tests are required at your grade/subject area? When are they given? _____
_____

14. What are the achievement goals for the various tests at your grade/subject area?_____
_____
_____

15. What provisions does the school make for students who are English Language Learners?____
_____
_____
_____

16. What provisions does the school make for exceptional learners (students identified either as gifted or as having a disability)?_____
_____
_____
_____

17. What district resources are available for instruction for your grade/subject (including technology)? _____
_____
_____
_____
_____

18. What district or school initiatives are in place that might affect your planning or instruction?_____
_____
_____
_____