

VIRGINIA UNION UNIVERSITY

EVELYN R. SYPHAX
School of Education, Psychology and
Interdisciplinary Studies

TEACHER EDUCATION PROGRAM

Charting the Course for All Students to Learn



STUDENT TEACHING HANDBOOK

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Portions of this Handbook are adapted from Handbooks used by other nationally recognized programs, including Howard University, San Mateo County Community College, University of Richmond, Wilmington University and Columbia Teachers’ College.

SECTION I: INTRODUCTION

VIRGINIA UNION UNIVERSITY



Mission Statement

Virginia Union University is nourished by its African American and Christian heritage and energized by a commitment to excellence and diversity.

Its mission is to:

1. Provide a nurturing intellectually challenging and spiritually enriching environment for learning;
2. Empower students to develop strong moral values for success; and
3. Develop scholars, leaders, and lifelong learners of a global society.

To accomplish this mission, Virginia Union University offers a broad range of educational opportunities that advance liberal arts education, teaching, research, science, technology, continuing education, civic engagement, and international experiences.

TEACHER EDUCATION PROGRAM



Mission Statement

The mission of the Evelyn Reid Syphax School of Education, Psychology and Interdisciplinary Studies is to provide a nationally validated program that develops a community of professionals competent and dedicated to improving humanity. These professionals will exhibit knowledge and skills in their fields of study, engage in life-long learning and will be committed to professional growth. The School encourages scholarly inquiry based on reflective analysis in search for excellence, solid values, and a sense of personal worth in diverse settings. The mission of the Department of Teacher Education is to prepare candidates to become competent, highly qualified and successful teachers.

Conceptual Framework

The Teacher as Reflective Explorer: Charting the Course for All Students to Learn

Virginia Union's teacher candidates use the process of reflective inquiry to implement the four components of the instructional model:

- Competent
 - Has good communication skills
 - Knows subject area content
 - Understands the value of cultural diversity
- Adaptive Constructivist
 - Uses a variety of assessments
 - Encourages creativity
 - Uses diverse instructional strategies
- Ethic of caring
 - Models professional standards
 - Demonstrates respect
 - Acts with sensitivity and compassion
- Skillful manager
 - Develops strategies to extend learning
 - Encourages student to be critical thinkers
 - Encourages self-regulated student management

TEACHING ENDORSEMENT AREAS/ GRADE LEVELS

The programs listed below are offered at Virginia Union University and approved by the Virginia Department of Education.

Elementary Education Pre K-6

Candidates must major in Interdisciplinary Studies: Elementary Education

Special/ Exceptional Education K-12

Candidates must major in Interdisciplinary Studies: Special Education

Secondary Education 6-12

Candidates must major in their content area and will receive a Secondary 6 -12 endorsement in that area'

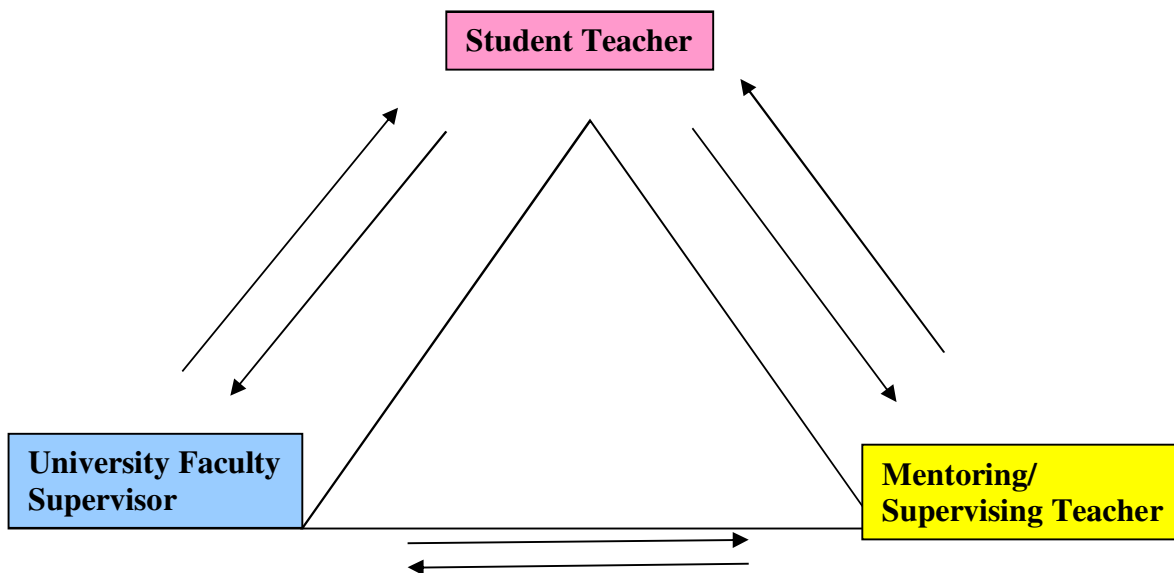
- English
- Mathematics
- Chemistry
- Biology
- History
- Business & Information Technology

PURPOSE OF THIS HANDBOOK

The Handbook is designed to serve as a resource for teacher education candidates, professional education faculty and university faculty, as well as administrators and school-based practitioners in cooperating school divisions. The collaborative working relationships established with Richmond metropolitan area school divisions assist in the design and delivery of curriculum. It is, therefore, crucial that communication regarding goals, objectives and procedures be clearly delineated for all participants.

In this handbook are the responsibilities of the teacher candidates, Supervising Teachers and university faculty. **All parties are expected to be knowledgeable about the content of this document.**

Student teaching is the capstone experience for teacher preparation programs. This is a full day assignment for a minimum of ten weeks in which the Student Teacher transitions from guided observations to full responsibility for the classroom. **Supervision and feedback are provided collaboratively by the University Supervisor (and/or faculty in content area for Secondary Education if applicable) and the school-based Cooperating Teachers. The Triad we envision is highly interactive and conceptualized as such:**



The time candidates spend in student teaching and the documented feedback provided to the University play a significant role in developing quality educators.

GOALS FOR STUDENT TEACHING

According to the *Regulations Governing the Licensure of School Personnel*, the student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours with at least half of that time spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. The expectation is that full responsibility would be transitioned to the student teacher. A proposed schedule is provided in this Handbook to facilitate that transition.

The Va. DOE developed a “blueprint” for successful field experiences that emphasized the importance of a continuum of experiences based on clearly identified purposes and expectations (“*Designing a Continuum of Successful Field Experiences: A Blueprint*”). Those purposes would include providing “real-life experiences” and on-going assessment and feedback. Similar principles are evident in “Transforming Teacher Education Through Clinical Practice”, the report of the Blue Ribbon Panel on Clinical Preparation and Partnership for Improved Student Learning, commissioned by NCATE in 2010.

The goals for student teaching are precisely aligned with the goals within the VUU Department of Teacher Education Conceptual Framework. They are:

Goal 1.0 The Teacher as Reflective Explorer is Competent: to be competent in teaching, the candidate must have content literacy, tools of inquiry, content pedagogy, and a Liberal Arts background.

Goal 2.0 The Teacher as Reflective Explorer is an Adaptive Constructivist: to be an adaptive constructivist, the candidate must be capable of creating learning environments that implement developmental and sequential instruction and that encourages all students to actively construct meaningful learning experiences.

Goal 3.0 The Teacher as Reflective Explorer has an Ethic of Caring: to have an ethic of caring, the candidate is bound to provide a caring climate for the socio-emotional and intellectual development of students while engages in self-care.

Goal 4.0 The Teacher as Reflective Explorer is a Skillful Manager: to be a skillful manager, the candidate must understand that quality education occurs within a structure that involves judgment, imagination, and flexibility.

There are two additional competencies identified by the Department of Teacher Education as being importance concepts, skills and knowledge for student teachers to possess. They are:

The Teacher Demonstrates the Appropriate Use of Assessments and the Teacher Demonstrates Appropriate Professional Dispositions. These competencies are directly linked to the InTASC (Interstate Teacher Assessment and Support Consortium) standards and are also aligned with the VUU Department of Teacher Education Conceptual Framework.

Approval for Student Teaching

STEP 1: Apply for student teaching

All students interested in student teaching must submit a complete application packet. The packet will include:

- Student Teaching Application Cover Sheet
- A completed application
- Updated resume
- Transcript/Course History
- A completed Health Form
- A completed TB Form
- A copy of score reports indicating passing scores for:
 - Virginia Communication And Literacy Assessment (VCLA)
 - Praxis I
 - Virginia Reading for Educators (Elementary and Exceptional Education Majors only)
 - Praxis II (Content Area Tests)

The application, health and TB forms can be found online or in the Program Handbook.

Deadlines for Submitting Application Packet:

Students seeking a placement for the fall semester must submit the complete application packet by March 1. Students seeking a placement for the spring

PLACEMENT SEMESTER	APPLICATION PACKET DEADLINE
Fall	March 1 (of preceding semester)
Spring	October 1

semester must submit the complete application packet by October 1.

STEP 2: Approval and placement request

The application packet is submitted to the Placement Coordinator who reviews each candidate's packet and determines if the student has successfully met all criteria. Upon

approval, the Placement Coordinator applies to the school district for a placement. On the application, candidates are able to provide preferences for placement sites, however, school sites are carefully selected so that candidates are provided experiences consistent with the goals of the unit's programs. This includes appointment to dual sites if the candidate's projected endorsement area requires it. **Ultimately, placement decisions are made collaboratively by the university and the district; therefore, there is NO guarantee that students will be placed at their stated school of preference. All placement decisions should be considered as final.**

Step 3: Notification of assignment.

Candidates are notified **via their VUU email account** of the assigned placement and should begin preparations to meet the expectations for that location. This would include transportation to/from the site and any other personal arrangements required for he/she to be prepared (e.g., work schedule, child care) to start the placement.

Students should also immediately contact their Supervising Teacher to arrange a time to come by and introduce themselves to him/her and to the principal. This would also be the time to confirm the start date of the placement.

SECTION II: TO THE STUDENT TEACHER

Virginia Union University
 Syphax School of Education and Interdisciplinary Studies
 Fall 2012
 EDU 424 Student Teaching

Office Hours: M – Thur. 2:00-4:00 p.m. Other times by appointment.
Office Location: Room 114 or 128Martin E. Gray Hall
Office Telephone: (804) 342-3889 or 257-5743
E-mail: bwiggins@vuu.edu or mthorton@vuu.edu

<u>Course Title</u>	<u>Credit Hours</u>	<u>Semester</u>	<u>Date/Time</u>
EDU 424	9	Fall 2012	N/A

Course Description:

Student Teaching is the culminating activity in a teacher preparation program and provides an opportunity for the student to observe professional teachers and students in their educational environment, and to participate in the planning and implementation of instruction. It is a supervised field experience of approximately ten (10) weeks normally completed within one academic semester. Student Teachers are placed with a Supervising Teacher in approved clinical settings appropriate to their area of endorsement. The Student Teacher will engage in the teacher-learner process as a reflective explorer and is expected to demonstrate basic levels of competency in each of the learning outcomes.

Conceptual Framework Statement:

The rationale and organizing principles that guide all curricula and instruction for professional education at Virginia Union University are identified by the theme, **The Teacher As Reflective Explorer**. The candidate for licensure is charged with the task of *charting the course for all students to learn*. The principle characteristics of the reflective explorer are: 1) having competence; 2) having an ethic of caring; 3) using an adaptive approach to constructivist teaching, and 4) being a skillful manager. Reflective inquiry is the central structure of each of these components and the process by which candidates prepare and evaluate student learning.

Student Learning Outcomes

Outcome 1: The Teacher As Reflective Explorer is Competent.

To be competent in teaching, the candidate must have content literacy, tools of inquiry, content pedagogy and a Liberal Arts background.

The Candidate

1.1 Demonstrates proficiency in communication: reading, writing, speaking and listening.

1.2 Demonstrates proficiency in the use of technology as a learning and

problem solving tool.
1.3 Demonstrates an awareness of the interrelatedness of knowledge.
1.4 Has an understanding of the value of cultural diversity and multi-cultural perspectives.
1.5 Applies theories of learning.
1.6 Plans lessons and adjusts instruction to meet needs of diversity learners.
1.7 Uses multiple approaches to deliver content.
1.8 Assesses student progress and uses results to make instructional decisions.
1.9 Synthesizes and evaluates information (knowledge) across disciplines.
1.10 Uses explanations/representations that link curricula to prior student learning.
1.11 Demonstrates mastery of the content area.
1.12 Applies historical and philosophical perspectives to educational practice.
1.13 Integrates concepts of cross-disciplinary themes that can serve as tools for thinking about global issues.

Outcome 2: The Teacher As Reflective Explorer is An Adaptive Constructivist.

To be an adaptive constructivist the candidate must be capable of creating learning environments that implement developmental and sequential instruction and that encourages all students to actively construct meaningful learning experiences.

The Candidate

2.1 Plans lesson strategies for creating instructional opportunities for diverse student populations.
2.2 Develops critical thinking and problem solving skills among learners.
2.3 Uses motivational strategies to encourage students to learn.
2.4 Engages students in individual and cooperative learning activities.
2.5 Uses traditional and authentic assessment to measure the continuous academic development of the students.
2.6 Communicates effectively with the larger community in support of the student.
2.7 Guides students in the use of technology for local and global interaction.
2.8 Plans lessons that infuse students' beliefs and life experiences.

Outcome 3: The Teacher As Reflective Explorer Has An Ethic of Caring.

To have an ethic of caring, the candidate is bound to provide a caring climate for the socio-emotional and intellectual development of students while engages in self-care.

The Candidate

3.1 Provides socio-emotional standards that demonstrate caring.
3.2 Provides positive ways for students to assert their needs, resolve conflicts and make friends.
3.3 Engages in intellectual development as means of caring.
3.4 Demonstrates knowledge of students.
3.5 Serves as an advocate for students with the belief that all can learn.
3.6 Models self-care.
3.7 Makes ethical decisions in delivering instruction.

Outcome 4: The Teacher As Reflective Explorer is a Skillful Manager.

To be a skillful manager, the candidate must understand that quality education occurs within a structure that involves judgment, imagination and flexibility.

The Candidate

4.1 Practices effective classroom management upkeep.
4.2 Prepares and adjusts lessons according to the students' stages of development, learning strengths and needs.
4.3 Uses correct procedures appropriate to behaviors.
4.4 Develops strategies to encourage self-regulated student management.
4.5 Maintains efficient and orderly records.
4.6 Maintains an appropriate sense of humor.
4.7 Uses "artistic" problem-solving strategies.
4.8 Makes efficient use of time, space, and resources.
4.9 Develops strategies to encourage students to extend their thinking.
4.10 Develops strategies to encourage students to be critical thinkers.
4.11 Is reflective.
4.12 Is flexible and open to constructive feedback.

***Outcome 5: The Teacher Demonstrates the Appropriate Use of Assessments.**

To demonstrate the appropriate use of assessments, the teacher must demonstrate knowledge of selecting and using multiple types of assessments to support instructional decisions.

The Candidate

5.1 Uses multiple types of assessment processes to support, verify, and document learning.

5.2 Assesses student progress and uses results to make instructional decisions.

5.3 Takes responsibility for aligning instruction and assessment with learning goals.

5.4 Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

5.5 Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

***Outcome 6: The Teacher Demonstrates Appropriate Professional Dispositions.**

To demonstrate appropriate professional dispositions, the teacher must demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Virginia Union University Department of Education Conceptual Framework.

The Candidate

6.1 Respects learners' differing strengths and needs and is committed to using this information to further each learner's development. Strengths are used as a basis for growth and learner misconceptions are used as opportunities for learning.

6.2 Takes responsibility for promoting learners' growth and development.

6.3 Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

6.4 Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
6.5 respects learners as individuals with differing personal and family backgrounds and various skills, languages and dialects, abilities, perspectives, talents, and interests and seeks to integrate this diversity into his/her instructional practice to engage students in learning.
6.6 Makes learners feel valued and helps them learn to value each other.
6.7 Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
6.8 Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
6.9 Is a thoughtful and responsive listener and observer.
6.10 Recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
6.11 Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
6.12 Respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
6.13 Is committed to exploring how the use of new and emerging technologies can support and promote student learning.
6.14 Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
6.15 Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
6.16 Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
6.17 Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
6.18 Embraces the challenge of continuous improvement and change.

**Information regarding these outcomes is being collected for purposes of program improvement, not for purposes of grading.*

Course requirements as related to course objectives and their corresponding learning outcomes

Student teaching is an intensive experience in which the student transitions into the role of the full-time Supervising Teacher. Responsibilities and duties are outlined in the Student Teaching Handbook. In addition, the student will maintain a daily journal. Specifications for the journal will be provided by the University Supervisor.

At the School site:

1. Attend student teaching every day that school is in session. Contact cooperating teacher and university supervisor as soon as possible when an absence occurs.
2. Attend and/or participate in Parent-Teacher conferences.
3. Attend school faculty meetings.
4. Attend PTA meetings.
5. Participate in school in-service workshops.
6. Communicate/Conference DAILY with cooperating teacher.
7. Provide cooperating teacher with lesson plans as required.
8. Design and implement at least one bulletin board display involving a multicultural theme.

Please note that the Student Teacher follows the calendar of the placement school, not the University.

Teaching/Learning Methods:

Candidates/teacher observations, discussion sessions, reflections, practice teaching in a school setting, participation in collegial meetings, participation in school-wide activities, lesson modeling and analyses, group and individual activities.

Grading and other policies and expectations:

All grades will be based on the University scale of A, B,C,D, and F as stated in the catalog.

Assessment/Evaluation Methods:

Lesson Plans – All Student Teachers prepare and submit detailed classroom analyses, lesson plans and reflections, as directed by their Supervising Teachers and/or University Supervisor, using models provided by the university and/or placement site.

Observations and Reflections - Supervising Teachers and University Supervisors assess Student Teachers on a continuous basis throughout the clinical semester. Student Teachers are also expected to reflect and self-assess on a regular and rigorous basis. A

performance assessment instrument addresses each of the learning outcomes, specifies desired levels of competency, describes performance indicators, and using a Likert type scale reflects the degree to which Student Teachers are progressing toward meeting each of the standards.

The performance assessment instruments are reviewed and signed by the Student Teacher, the Cooperating Teacher, and the University Supervisor. Original copies of performance assessments are retained by the University in the Student Teacher's permanent placement file. Student Teachers receive a final grade based on the University scale of A, B,C,D, and F which is recorded on the University transcript.

Required Readings:

- Daniel, Kisha, Patterson, Gerrelyn, & Dunston, Yolanda (2011). *The Ultimate Student Teaching Guide*. Thousand Oaks, CA: Sage Publications, Inc.

The Ultimate Student Teaching Guide provides the candidate with information and examples with grounded research in education and psychology. The text offers practical applications to aid the candidate in forming strategies to be a skillful manager. It provides a format especially addressing the issues of student teaching.

Supplemental Readings/Additional Bibliography:

Charney, R.S. (1991). *Teaching Children to Care: Management in the classroom*. Greenfield, ME: Northeast Foundation for Children.

Kellough Richard D. (2009). *Your First Year of Teaching: Guidelines for Success*.

From Student Teacher to Teacher: Making the First Cut (Part I), *Journal of Instructional Psychology* by Reyes L. Quezada. Vol 31, 2004.

Great Expectations for Student Teaching: Explicit and Implied. Journal article by Amelia Mays Woods, Jerie Weasmer. *Education*, Vol 123, 2003.

Dewey, J. (2003). How we think. Boston, MA: Houghlin Mifflin Company.

Course Activity/Assignment Alignment Matrix			
Course Activity/ Assignment	Specific Conceptual Framework Learning Outcome(s) Addressed	Specific SPA (Specialized Professional Associations) Standard(s) Addressed (* Refer to the SPA report(s) last submitted for your area(s))	Specific State Standard(s) Addressed
Resume			
Autobiographical Statement	4.11	5.1	Methods 1b and 1h, History 2a
Lesson Plans and resource materials	1.6,1.7, 1.11, 2.1, 2.8	1.0, 3.1	
Student Assessments	1.8	4	
Exit Presentation	1.1, 4.11	5.1	Math 1f
Exit Interview	1.1, 4.11	5.1	Math 1f
Seminars	4.11, 4.12	1.0, 3.1- 3.5, 5.1	History 2a

GUIDELINES FOR TEACHER CANDIDATES

Schedule

Follow the same daily schedule as the Supervising Teacher. Participate in all faculty-related activities. Punctuality is vital. Be early. A good rule of thumb is, “being exactly on time is late.”

Absence or Late Arrival

The Student Teacher is expected to follow the schedule for teachers at the assigned placement school. If you will not be at your site on any given day, contact the Supervising Teacher and University Supervisor immediately. Advance notice must be given when possible. However, please note that absences are expected only in cases of emergency or serious illness. Absences due to university functions will be cleared with the schools at the beginning of the semester. Any absence must be made up.

Outside Commitments

Student teachers are encouraged to avoid any outside commitments such as jobs, course work, or demanding personal commitments during this semester. This experience is full time and intense and full attention is required in order to reap optimum results.

Holidays

Follow the calendar of the school to which you are assigned. University holidays are not to be considered unless otherwise notified by your University Supervisor.

Personal Appearance

The Student Teacher should be dressed professionally and conservatively at all times: you are a model for your students. Professional appearance sets a businesslike environment in your class. Casual appearance may be fine for certain occasions, but grubby jeans and a wrinkled blouse or shirt will not do much for your professional image.

DRESS CODE

1. Head gear is not permitted.
2. Gentlemen should wear a shirt and tie with dress pants daily.
3. Ladies should wear dresses, suits, or pantsuits daily. Do not wear short dresses or skirts. Business casual is acceptable in most cases.

4. Do not wear tennis shoes and ladies should not wear high heeled shoes
5. Avoid the use of too much or flashy jewelry.
6. Conceal tattoos and brandings.
7. Avoid wearing too much cologne or perfume.
8. Hair should be neat and clean. Hair color should be black, brown, blond or gray (no neon colors or exotic styles).
9. Nails should be trimmed and nicely manicured. Ladies are to wear subtle polish
10. All clothing should be worn professionally.

Your University Supervisor can provide additional guidance, if needed. A good rule of thumb is, if you have to ask if something is appropriate, it probably is not.

Cell phones are NOT allowed in the public school setting.

Transportation

The student teacher is responsible for acquiring and managing dependable transportation to and from the school site on a daily basis. This also includes attendance at events outside the routine school day.

Substitute Teachers

Continue the appropriate student teaching phase schedule if the Supervising Teacher is absent. A qualified substitute teacher must be the responsible party and in place throughout the school day. **At no time is the student teacher to serve as substitute.**

Corporal Punishment

Abstain from administering or formally witnessing corporal punishment.

Religious Observance

Adhere to the policies and procedures of the district to which assigned.

Confidentiality

Regard all information concerning students as confidential.

Assignments

Submit all assignments given by the University Supervisor or Supervising Teacher as well as lesson plans for approval in a complete and professional format on or before the due date.

Conferences

Plan to be available for routine and other conference sessions with school district and university personnel. Prepare in advance for these times through review of log entries and other data as indicated.

Evaluation

Anticipate that feedback from those assessing your performance will applaud your strengths and point to areas where improvement is necessary. Expect to accept both types of information eagerly and graciously, knowing your response pattern is a mark of your professional development. These are opportunities to grow into an effective educator.

Additional Guidance

1. Carefully develop the reputation you want to project—organized, efficient, effective, fair, and consistent. Students next year will know the reputation you created this year when they walk into your room.
2. Be very cautious in preparing anything in writing for students or parents. Misspelled words or sloppy copies will only cause you grief. Review your written work with a colleague before releasing it to pupils or parents.
3. Whatever you do, learn from your mistakes—you will make plenty in the first year. Be determined not to make the same mistake twice.
4. In most schools, staff members are expected to do extra-duty assignments. Before being given an assignment you may not want, volunteer for an assignment that suits you and you can handle well.
5. Learn from successful veterans on your staff. Seek out established, respected teachers, whose advice will be invaluable.
6. Be especially considerate of custodians and clerical staff. Your reward will be their willingness to go the extra mile for you, particularly when time is short and your nerves are on edge.
7. Be a restrained and positive contributor at faculty meetings. Listen, assess, learn; do not attempt to address issues about which you are not fully knowledgeable.
8. Use appropriate time to correct student papers, such as during planning periods. Do not correct papers during faculty meetings. It may be convenient,

but may be unwise since most administrators will consider your lack of attention disrespectful.

9. Do not spend a lot of time in the Teachers' Lounge. Mix socially, avoid being a loner but remember you are not a peer with the faculty. You will develop valuable relationships and gain advice from your colleagues, but your Supervising Teacher is not your 'buddy'.

Professional Code Of Ethics

Every student is expected to represent him or herself honestly and respectfully in all situations, whether orally or in written statements. Students are also expected to behave respectfully to all administrators, faculty, staff, students, and visitors in the placement site and to behave respectfully when representing the University or placement site at any event.

Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. If a student is uncertain of what these standards are, he or she may consult his or her instructor for appropriate counsel, but a student's ignorance is no legitimate defense for academic dishonesty. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam.

Student Teachers are expected to adhere to the rules and regulations set by the placement site and the University. Please refer the VUU Student Handbook for additional guidance.

A CHECKLIST OF THINGS YOU NEED TO KNOW

There is some information you need to know before you start your placement, or at least by the end of your first week. As you are able to gather this information, share them with your University Supervisor.

Completed	Item/Information
	School Profile
	Location/access to curriculum standards, guides, and teachers' editions of textbooks
	Safety and security procedures
	School calendar, holiday schedules
	Dress code for students and staff
	Parking rules, assigned spaces, etc.
	School openings and closing times (how early can you come, how late can you stay?)
	Pupil and staff sign-in/out

	Emergency procedures (what are your specific responsibilities during weather emergencies, bomb threats, fire drills, civil disturbances, utility failures?)
	Playground rules and responsibilities.
	Policies regarding pupil searches (personal, clothing, possessions, lockers, etc.)
	Procedures for handling rumors/knowledge of weapons or of drug possession/use
	Procedures for reporting cases of suspected child abuse or neglect
	Accident reports (how, to whom, when?)
	School/classroom accommodations for students with different abilities
	Procedures for handling medical emergencies, pupil medications, allergies, etc.
	School policies regarding pupil possession and use of toys, games, electronic devices
	Location and access to pupil emergency cards, information, telephone numbers
	Policies concerning student/family rights and privacy
	Procedures for handling parent/guardian requests for early or unusual dismissals
	Policies regarding children arriving early and/or staying after school
	Attendance report procedures
	Procedures for handling students left at school, students who missed the bus, late buses
	Access to/requests for teaching materials and supplies
	Participation in parent-teacher-student organizations
	Participation in faculty meetings, association/union meetings
	Participation in parent-teacher conferences
	Written records of conferences, parent contacts
	Procedures/involvement in reporting pupil progress, preparing report cards
	School policies concerning use of school telephones
	School restrictions on use of pagers, beepers, cell phones, etc.
	Copy machine protocols, restrictions, paper supply, times, access
	Access to computer labs and equipment
	School/classroom discipline plans, referral procedures, and documentation
	District/school policies concerning class parties (holiday, birthdays, etc.)
	Breakfast/lunch procedures (times, tickets, pre-pay, procedures for handling free/reduced price lunches for children, charges/choices/costs for adults?)

INTRODUCTORY MEETING WITH SUPERVISING TEACHER

You should schedule an introductory meeting with your Supervising Teacher prior to the beginning of the clinical semester. While this meeting should be informal in nature, you should be prepared to discuss specific questions relating to the school and the class. Here are some examples of the kinds of questions you could ask and the kinds of information you should begin to acquire.

- What is the required work day for teachers? What is your normal work day? What time do you expect me to be here, and how late do you expect me to stay? Do I have permission to work later? Do I have permission to use the teacher lounge and work areas? What is the school's policy regarding use of telephones?
- What is your typical daily schedule? When is your planning period? Are copies of curriculum guides and manuals available for my use? Is there a professional library?
- Can we establish a deadline and a procedure (day and time) for checking lesson plans (e.g., every Friday for the coming week)?
- How can I learn more about the cultural, ethnic, economic and linguistic composition of the school in general, and of your classroom? Can you take me on a tour of the school?
- Is there a list of students with special medical problems, allergies, restrictions, handicaps, etc.? Under what circumstances do you refer children to the nurse? Do children in the school have access to medical/dental clinics and/or other family service agencies? Will I be expected to assist with orthopedic and/or hearing and vision screening?
- What staff resources are available? Is there a nurse, counselor, diagnostician, or a psychologist? Are there specialists for speech, hearing, occupational therapy, learning disabilities, reading disabilities, etc.? How are referrals handled? Will I have the opportunity to observe and interact with specialists?
- How are parent conferences handled? Do I have permission to attend parent conferences? What kinds of parent contacts do you want me to make?
- May I prepare and send home an introductory letter that tells parents about my background and lists some of my plans for the semester? Will you check the letter for structure, grammar, appropriateness, etc.?
- Are there school policies for homework, making up work missed due to absence, tardiness, etc? Are there policies or procedures for medical excuses from gym/outdoor activities?

- What is the school's policy on disciplinary matters? Is there a Code of Student Conduct? Is there a school-wide disciplinary system or philosophy? How do you want me to handle discipline problems?
- How does the school's lunch program work? Is there a breakfast program? How does it work? What would you like me to do to assist with those programs?
- Could I have a copy of the school calendar, the teacher handbook, student handbook, parent handbook, administrative guidelines, school board policies, teacher contracts, etc.?
- What are the school's policies regarding cases of suspected abuse and neglect? Is there a procedure for handling cases of assault, weapons, threats, extortion, theft, and/or other violations?
- How are staff absences reported? What is the procedure for obtaining and placing substitute teachers? How will we communicate about such matters as illness, emergencies, school closings, etc.?
- How will we communicate after school hours? Telephone, e-mail, etc? How will we handle unexpected situations, emergencies, illness, snow-days, etc.?
- Do I need/can I obtain a school or district photo ID
- What extra-curricular activities will I be permitted to attend? How can I participate? Will I be permitted to attend staff meetings? Is there a schedule for such meetings?
- How do you handle clerical and record-keeping tasks? How do you want me to interact with office, custodial, and cafeteria personnel? How does the attendance reporting system work? What is the nature of the reporting system?
- Are there regulations for parking, checking in and out of the school, early dismissal of students, visitors?
- Am I able to videotape some lessons?
- Will you help me analyze the video?
- What professional books and journals do you recommend?
- Can you help me arrange times to visit and observe other classrooms?

RESPONSIBILITIES OF STUDENT TEACHERS

Student Teaching is designed to bridge the gap between being a *student of teaching* to being a *teacher of students*. A student expects to be cared for; a teacher is expected to care for others. The Student Teaching experience should provide opportunities for the teacher candidate to demonstrate the personal and professional attributes that exemplify the effective teacher, and should provide opportunities to implement the practices associated with effective teaching. These attributes include, but are not limited to:

- ✓ respecting and appreciating individual and cultural differences;
- ✓ treating others fairly and respectfully;
- ✓ communicating to others the idea that learning and schools are valuable;
- ✓ setting attainable, challenging standards for student learning and behavior;
- ✓ specifying lesson/activity objectives;
- ✓ providing clear and focused instruction appropriate to students' developmental levels;
- ✓ planning and preparing for lessons/activities;
- ✓ using a variety of instructional strategies and materials to meet differing learning styles;
- ✓ monitoring and assessing student progress in a systematic, regular fashion;
- ✓ using class time in an efficient manner;
- ✓ contributing to the life of the school by participating in extra- and co-curricular activities, school events, music and art programs, meetings for parents, parent/teacher conferences, fund-raising activities, in-service programs, etc.

Throughout the experience, you are expected to:

- exemplify the attitudes and actions of a professional educator.
- grow personally and professionally through inquiry, analysis, and reflection.
- exhibit self-control, poise, vitality, and enthusiasm.
- report for school and related activities on time.
- follow the same daily schedule as your Supervising Teacher.

- conform to school regulations, policies, and local standards of behavior.
- dress appropriately and in keeping with professional standards.
- submit all reports (checklists, self-evaluations, logs, journals, letters, etc.) as required;
- attend all scheduled seminars and complete all assignments related to those seminars.
- attend school and district sponsored in-service staff development sessions.
- prepare necessary lesson materials and have all materials ready at the start of the lesson.
- deal with others (adults and children) in a courteous, honest, conscientious, and caring manner.
- safeguard all personal and confidential information concerning students, and use such information only for professional purposes.
- accept constructive criticism; build on strengths and endeavor to correct weaknesses and shortcomings.

SUGGESTED SCHEDULE* FOR 50 DAY PLACEMENTS

PHASE	TIME PERIOD	RESPONSIBILITIES
I Introductory Phase	Week 1 (5 days)	<p>The Student Teacher participates in guided observations, including a broad-based exposure to the total school culture under the direction of the Supervising Teacher. Specifically, the Student Teacher will:</p> <ol style="list-style-type: none"> 1. Become acquainted with and establish rapport with the faculty and staff; 2. Become familiar with facilities, materials, and policies of the school and classroom (daily, routines, duties, fire drills, etc); 3. Become acquainted with the students in general and with any special situation related to individual students; 4. Adhere to the school calendar as much as possible; <ol style="list-style-type: none"> a. Consult Supervising Teacher for length of school day. b. It may be necessary to come to school early or to remain after school on some days for conferences with your Supervising Teacher and/or field supervisor. 5. Attend all professional activities with the Supervising Teacher as appropriate; such as, faculty meetings, special duties, sponsored groups, conferences, P.T.A., team meetings, etc. 6. Maintain a comprehensive daily log of observations, questions, and concerns. Use the questions from the reflection sheet as your guide; 7. Gradually assist the Supervising Teacher in clerical related, but non-instructional and management related tasks; 8. Conference routinely with the university supervisor and daily with the Supervising Teacher regarding log entries and observations.
II Initial	Weeks 2-3 (10 days)	The Student Teacher develops, teaches, and reflects on lesson plans in collaboration with the

<p>Participation Phase</p>		<p>Supervising Teacher. Specifically, the Student Teacher will:</p> <ol style="list-style-type: none"> 1. Plan and instruct one lesson daily using the VUU Model; 2. Submit written plans to the Supervising Teacher and/or the University Supervisor. All plans should be approved by the Supervising Teacher prior to the teaching of the lesson; 3. Provide increased levels of assistance to the Supervising Teacher; 4. Prepare environment and materials for lessons; 5. Immediately evaluate lesson in daily log for conference period; 6. Work with individual and small groups of children on academic tasks as directed; 7. Diagnose and plan for student with special learning issues; 8. Continue regular conferencing with Supervising Teacher and/or the University Supervisor.
<p>III Increased Responsibility Phase</p>	<p>Weeks 4 -5 (10 school days)</p>	<p>The Student Teacher gradually assumes the responsibility for one subject area or period per week, increasing by one course/period each week. The rate of responsibility is dependent on the Student Teacher's skills. Specifically, the Student Teacher will:</p> <ol style="list-style-type: none"> 1. Plan, instruct, and manage for half of the school day; 2. Submit all plans well in advance to Supervising Teacher at least two days in advance; 3. Provide appropriate follow-up to all class instruction through additional planning, grading, or individual student conferences; 4. Assume responsibility for collaborating with other faculty for optimum lesson effectiveness; 5. Assume responsibility for school/home communication when indicated; 6. Continue routine conferencing with your clinical faculty team. <p>In addition, a Mid-Term Assessment is completed. The Student Teacher's performance is reviewed in a three-way conference (University Supervisor, Student Teacher, and Supervising Teacher). A decision is made regarding the Student Teacher's readiness to assume full responsibility. If necessary, a plan is developed for areas/skills needing improvement.</p>
<p>IV Full Role</p>	<p>Weeks 6 - 9</p>	<p>Pending a satisfactory mid-term assessment, responsibilities increase until Student Teacher is in</p>

<p>Assumption Phase</p>		<p>complete control of the class. Full responsibility continues for at least two weeks. Specifically, the Student Teacher will:</p> <ol style="list-style-type: none"> 1. Assume full responsibility for planning, instructing, and managing the school day; 2. Anticipate observation and evaluation by school and university personnel; 3. Participate in conferences with school and university personnel. <p>In addition, the Student Teacher develops a plan for the gradual and systematic return of full responsibility to the Supervising Teacher.</p>
<p>V Final Assessment</p>	<p>Week 10 (5 school days)</p>	<p>Responsibilities are transitioned back to the Supervising Teacher. Closure is achieved in a manner that is thoughtful and sensitive to the needs of children in the class. The final, three-way evaluation conference is held. In addition, the Student Teacher will:</p> <ol style="list-style-type: none"> 1. Prepare a twenty-minute oral presentation incorporating technology and the Conceptual Framework that summarizes the student teaching experience; 2. Complete the final portfolio using the outline provided in the Handbook; 3. Prepare for the Exit Interview.

*Ultimately, the University Supervisor and the Supervising Teacher will determine the Student Teacher’s schedule based on the learning needs of the classroom students and Student Teacher.

All Student Teachers are required to enroll in the Reflective Teaching Colloquium (EDU 425). Please check the Course Catalog to verify Colloquium schedules.

The Mid-Term and Final Evaluations are completed cooperatively by the Supervising Teacher and the Virginia Union University Supervisor. Original, signed documents should be submitted to the Department of Teacher Education for inclusion in the student’s file, with copies provided for the Student Teacher and the Supervising Teacher.

Legal Issues in Student Teaching

Student Teachers may not begin working in schools until officially registered for the appropriate clinical course(s). This is a legal/liability issue affecting the University, the school, and all participants. Registered Student Teachers working in approved placement settings under the supervision of the University and a certified teacher have, in some cases, been accorded the same legal protections as regular classroom teachers, although protections can vary and are highly dependent on specific circumstances. Student Teachers are urged to seek guidance and advice from school officials and/or the program coordinator regarding any issue or event about which they have questions or which may have possible legal ramifications.

Regardless of legal status, Student Teachers must remember that they are assuming responsibility for the health and safety of children under their care. Student Teachers who are negligent in accepting or exercising this responsibility may face a tort action. A tort action is a *civil* wrongdoing where a person suffers loss or harm as the result of improper conduct of another. In such cases the injured person is entitled to compensatory monetary damages from the person(s) found to be negligent, and such awards can be significant. Negligence charges can include misfeasance, nonfeasance, and/or malfeasance. These charges result from unwise or unsafe actions (misfeasance), a lack of action when there was a duty to do so (nonfeasance), or acts undertaken to deliberately and knowingly harm a student (malfeasance).

Student Teachers have a responsibility to exercise what is known as “duty of care.” A court can decide if the probability of injury could have been foreseen, and can decide how a reasonable person with similar training would have acted. The “beyond a reasonable doubt” rule does *not* apply in these cases, and teachers are held to a higher standard than are non-teachers. Standards are even higher where risks of injury are greater (playgrounds, gyms, bathrooms, corridors, school buses, stairs, cafeterias, on school-sponsored field trips, at athletic events, in science classes, etc.).

Teachers and Student Teachers must also be aware of malpractice issues (although such cases are rare). Malpractice refers to an action that is either unprofessional or inappropriate, resulting in negative consequences for a student. This can involve failure to bring a student up to satisfactory achievement levels; improper testing, evaluation, and placement; and/or failure to act to protect a learner in situations where personal harm might result.

Student Teachers also need to be aware of laws governing a number of other issues. These include personal appearance (of teachers and students), property rights of students, search and seizure, saluting the flag, sexual harassment, student dress codes, lifestyle issues, immoral conduct, censorship, slander and libel, freedom of association, family rights and privacy (FERPA), learner privacy (especially related to grading), freedom of expression, copyright protection, religious content of the curriculum, civil rights, rights of learners with disabilities, reporting of suspected child abuse, and discrimination (race, religion, gender, age, sexual orientation, etc.)

The Placement Coordinator may, for a variety of reasons, reassign a Student Teacher to a different placement setting. School principals also have the absolute authority to terminate a Student Teacher’s placement at any time, and are not required to provide advance notification or reasons. If told to do so by either the duly authorized building administrator or the program coordinator, a

Student Teacher must leave the school premises immediately, or be subject to charges of criminal trespass.

Student Teacher behavior that violates any school, school district, or University regulation, **or a mid-term rating of unsatisfactory on any teaching standard** can result in termination of the clinical placement. Notice of termination will be issued by the Placement Coordinator or Department Chair. No refund of fees or tuition will be made, and Virginia Union University is under no further obligation to the Student Teacher in terms of program continuation or other clinical placements.

Violation of applicable laws or school district policies regarding controlled substances (including drugs, tobacco, and alcohol), FERPA, child welfare/safety, weapons, use of profane or offensive language, or any other criminal offenses (including but not limited to threats, offensive touching, assault, misdemeanor or felony theft, and trespass) will result in immediate termination of the clinical placement. Student Teachers must be aware that even an *indictment* on a criminal charge can be the basis for dismissal from the program and denial or revocation of a teaching certificate.

Student Teachers should never put themselves in the position of being alone with an individual student, especially when dealing with a student experiencing some emotional distress. It is always better to have a third party present or to work with an individual student in a location that is visible to another adult.

Under no circumstances are Student Teachers authorized to administer or participate in any form of corporal (physical) punishment, even if permitted by local or state school authorities. Student Teachers are not permitted to take part in any “strip” or “partial strip” searches of students, under any circumstances, regardless of the age of the students involved or the conditions surrounding such action.

Student Teachers are not authorized to use personal vehicles for transporting any student, even if parents have submitted signed permission forms. Permission slips do not exempt Student Teachers from liability.

Responsibilities:

Termination of a placement or the failure to satisfactorily complete any fieldwork requirement (including but not limited to seminar requirements/attendance, units, lesson plans, portfolio, research paper, etc.) will result in the grade of INCOMPLETE or “F”. A rating of “Basic” or better is required on all teaching standards and on the portfolio. Incomplete grades automatically change to “F” in 60 days. University-based Supervisors and the Department Chair have the final authority for determining grades.

Student Teachers may assist with any duties and responsibilities normally expected of teachers under Virginia law. However, Student Teachers should *not* be asked or required by the school or Supervising Teacher to assume sole supervisory responsibility for students in settings outside the classroom (cafeteria, playground, trips, etc.) except in cases of emergency.

Student Teachers are expected to participate in-service sessions, staff meetings, parent-teacher meetings, evening conferences, special school programs, extra-curricular activities, field trips, etc.

Student Teachers must conform, as a condition of placement, to ALL state and local requirements for health and safety standards, including testing for communicable diseases (TB, etc.).

REFLECTION QUESTIONS

Guidelines for Observing and Teaching

Always be purposeful. Initially, the questions below can guide you while observing your Supervising Teacher. However, these questions should also guide your planning as you transition into full responsibility.

Environment

- Seating arrangement (Are any students separated from the group? Why?)
- Heat/light/cleanliness
- Bulletin boards
- Age of students
- Number of students (Boys? Girls?)
- Appearance attire of students
- Attitude toward subject
- Attitude toward teacher
- Attitude toward peers
- Supplemental materials (Computers? Books? TV? Centers?)
- Is room inviting? Friendly? What is the tone?

Motivation

- Are students involved in the learning process?
- Are they interested?
- What does the teacher do to make the subject more real-to-life?

Discipline

- What does the teacher do to prevent problems from occurring in class?
- How does teacher handle problems that do occur?
- How do students respond?
- Are rules posted in class?
- Are consequences posted?
- How is group behavior monitored?

Learning Styles

- What does the teacher do for students who finish first?
- What about students that finish last?
- How does the teacher accommodate any physical disabilities?
- Are students grouped according to ability levels?
- Does the teacher use several methods of instruction (examples: lecture, group work, activity, video, etc)

Technology

- Is the teacher using technology?
- Are the students using technology?

Assessment

- How do teachers feel about standardized testing?
- How do students feel about standardized testing?
- What kinds of tests does the teacher give the students?

Dispositions

- How does the teacher demonstrate a professional attitude in class? Outside of class? With other teachers?
- How much time does the teacher spend outside of class on planning, grading and preparation of materials?

CLINICAL EXPERTISE AND LESSON PLANNING

Student Teachers will be observed by the Supervising Teacher and the University Faculty Supervisor. Evaluation will be based on how well students demonstrate competencies aligned with the Conceptual Framework. Evaluation forms can be found in the Appendix.

On a day to day basis, Student Teachers are expected to use lesson planning guides and/or templates in use by the host placement school. However, there will be at least three (3) occasions when students will be required to use the VUU Lesson Plan Template. Lesson delivery will be evaluated using the VUU Lesson Plan Scoring Rubric and/or the Evaluation of Candidate's Lesson Delivery Form. The VUU Lesson Plan Template and forms used to evaluate lesson delivery can be found in the Appendix.

PORTFOLIO REQUIREMENTS

Student teachers, in preparation for their exit presentation, are required to put together a reflective portfolio, capturing the essence of their teaching experience. The following are the required sections for the portfolio:

Section I: Picture Documentary

Tell the story of your student teaching using pictures, captions, etc. You should have documentation starting from your first day.

Section II: Personal Overview

- a. Resume
- b. Autobiography
- c. Statement of Teaching Philosophy
- d. Letters of Recognition and/or Certificates

Section III: Clinical Experiences

- a. Reflection Journal Summary
- b. Sample Lesson Plan(s) of a Lesson you Taught (handouts you used should be included)
- c. Student Assessments
- d. Lesson Plan Evaluations
- e. Final Clinical Evaluation (completed by Supervising Teacher and University Faculty Supervisor)
- f. Student Case Study

Some of the exhibits for your Final Portfolio will be pulled from your Working Portfolio (see chart below).

FINAL PROFESSIONAL PORTFOLIO – REQUIREMENTS

(Shaded items are collected during Student Teaching)

REQUIREMENTS		PULLED FROM WORKING PORTFOLIO	COLLECTED DURING STUDENT TEACHING	COMMENTS
Picture Documentary			X	Tell the story of your student teaching using pictures, captions, etc. You should have documentation starting from your first day.
Personal Overview	Resume	X		This is an overview of you as a teacher candidate.
	Autobiographical statement	X		
	Statement of Teaching Philosophy	X		
	Letters of Recognition and/or Certificates	X	X	Samples that pertain to the profession of teaching.
Clinical Experience	Reflection Journal Summary		X	A 2 -3 pp summary of the reflections made during student teaching.
	Case Study	X		(Completed during EDU 422 and 423)
	Lesson plans and resource materials		X	1-2 samples that illustrate differentiated instruction and multi-modal presentations
	Student Assessments		X	2 -3 samples, with student work, that illustrate different approaches
	Final Clinical Evaluation		X	

EXIT PRESENTATION AND INTERVIEW

After you have completed your placement, you will give a presentation and be interviewed on the student teaching experience. The presentation will be for a group of your peers and should be **no longer than fifteen minutes**. You will be evaluated on how clearly areas of growth aligned with the conceptual framework are articulated), organization (clarity and focus of the points you present), media and technology, and style and body language. You should be professionally dressed for your presentation. The rubric for the presentation and the list of interview questions you should be prepared to address are included in the Appendix.

**SECTION III:
TO CLINICAL FACULTY - THE SUPERVISING TEACHER
and UNIVERSITY SUPERVISOR**

GUIDELINES AND RESPONSIBILITIES FOR CLINICAL FACULTY/SUPERVISING TEACHERS

The classroom Supervising Teacher supervises the teacher candidates on a daily basis throughout the experience. The Supervising Teacher must have a minimum of three years of experience in their current school, be fully licensed to teach his/her current assignment, have demonstrated effective teaching strategies, be recommended by his/her principal, and be willing to accept the professional responsibility of working with the candidate. The University Supervisor observes the teacher candidate at least four times during the experience and supports the Supervising Teacher by assisting the teacher candidate in developing plans for growth and improvement. The University Supervisor and the Supervising Teacher are in continuous communication and are responsible for joint mid-term and final evaluations.

Supervising Teacher Responsibilities

The Supervising Teacher is an equal partner in the process of teacher preparation. Supervising Teachers serve as mentors, coaches, critics, counselors, confidantes, and models. We want them to engage Student Teachers in shared decision making about curriculum, expectations for student learning, organizational behavior and classroom environment. We want them to help Student Teachers understand and reflect on the major components of the Conceptual Framework.

The following Supervising Teacher responsibilities have been organized in a format consistent with the teaching/learning process. Observation and Evaluation forms used by Supervising Teachers may be found in the **Appendix** of this **Handbook**.

1. Planning and the Student Teaching Experience

- a. Plan and provide the student teacher with an initial orientation to the assigned school and the classroom.
- b. Meet with the student teacher to provide and discuss basic instructional materials, faculty and student handbooks; to share an overview of the school faculty and the working relationships in the school; and to make plans and review expectations for class(es).
- c. Orient the student teacher to the school planning process; help the student teacher establish objectives for the pupils; and provide specific expectations and deadlines for daily lesson plans, unit plans, and pupil evaluation.
- d. Plan with the student teacher and the university supervisor for the student teacher's early induction into the teaching process and gradual assumption of full responsibility for classroom instruction.
- e. Plan with the university supervisor for continuous evaluation of the student teacher's performance in all phases of teaching.

2. Climate and the Student Teaching Experience

- a. Develop and provide a teaching/learning atmosphere that supports dialogue and discussion, share advice and constructive feedback, and encourage open communication for the student teacher's self-reflection and professional growth.
- b. Establish a teaching/learning climate that is conducive to student learning and that allows the student teacher to develop skills in planning and provides opportunities for him/her to test theory and practice in the classroom.
- c. Foster the support of building-level administrators, staff, and other faculty.

3. Teaching and the Student Teaching Experience

- a. Review and provide feedback on the student teacher's lesson plans prior to their being taught.
- b. Observe the student teacher informally each day and provide oral feedback on both classroom management skills and at least one lesson or activity.
- c. Serve as a resource person to the student teacher regarding the teaching process, supplies, equipment and curriculum responsibilities.
- d. Work cooperatively with the university supervisor to see that the student teacher is meeting university goals and expectations.
- e. Work cooperatively with the university supervisor to monitor the student teacher's readiness to assume increased classroom teaching responsibilities and to provide those additional opportunities as appropriate.
- f. Provide increasing feedback and support as the student teacher assumes full responsibility for classroom instruction.

4. Reflection, Collaboration, and Communication and the Student Teaching Experience

- a. Keep the student teacher apprised of his/her progress at all times and revise goals and expectations as necessary.
- b. Meet formally with the student teacher at least once a week to discuss his/her progress, review short- and long-term instructional plans, and identify specific objectives to work on the following week.
- c. Keep the university supervisor and the building principal informed of the student teacher's progress on a regular basis.
- d. Complete written midterm and final student teacher evaluations to be submitted to the university supervisor.

e. Provide the student teacher with opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire school's program.

Supervising Teachers should share teaching activities with the student teacher in a variety of ways, and eventually leave him/her alone in the classroom for extended periods of time. Brief periodic absences not only will provide minimum disruption to the class, but also will help ease the student teacher's transition to full-time teaching responsibilities. Remember, though, that "soloing" does not imply that Supervising Teachers must leave the student teacher alone all day; observations and feedback on teaching skills are even more critical as the he/she assumes a greater teaching role. It is the total responsibility for teaching each day that is important, not just being alone in the classroom.

The student teaching experience is a direct, substantial and full day's assignment for a minimum of ten weeks encompassing five phases: **introductory phase, initial participation, increased responsibility, full role assumption and final assessment.**

Phase I: Introductory Phase

The Student Teacher participates in guided observations, including a broad-based exposure to the total school culture under the direction of the Supervising Teacher. Specifically, the Student Teacher will:

1. Become acquainted with and establish rapport with the faculty and staff;
2. Become familiar with facilities, materials, and policies of the school and classroom (daily, routines, duties, fire drills, etc);
3. Become acquainted with the students in general and with any special situation related to individual students;
4. Adhere to the school calendar as much as possible;
 - a. Consult Supervising Teacher for length of school day.
 - b. It may be necessary to come to school early or to remain after school on some days for conferences with your Supervising Teacher and/or field supervisor.
5. Attend all professional activities with the Supervising Teacher as appropriate; such as, faculty meetings, special duties, sponsored groups, conferences, P.T.A., team meetings, etc.
6. Maintain a comprehensive daily log of observations, questions, and concerns. Use the questions from the reflection sheet as your guide;
7. Gradually assist the Supervising Teacher in clerical related, but non-instructional and management related tasks;

8. Conference routinely with the university supervisor and daily with the Supervising Teacher regarding log entries and observations.

Phase II: Initial Participation Phase

The Student Teacher develops, teaches, and reflects on lesson plans in collaboration with the Supervising Teacher. Specifically, the Student Teacher will:

1. Plan and instruct one lesson daily using the Madeline Hunter Model as approved;
2. Submit written plans to the Supervising Teacher and/or the field supervisor. During the field placement, all plans should be approved by the Supervising Teacher prior to the teaching of the lesson;
3. Increase level of assistance;
4. Prepare environment and materials for lessons;
5. Immediately evaluate lesson in daily log for conference period;
6. Work with individual and small groups of children on academic tasks as directed;
7. Diagnose and plan for student with special learning issues;
8. Continue regular conferencing with Supervising Teacher, Chair of Elementary Education and Interdisciplinary Studies and/or the university supervisor.

Phase III: Increased Responsibility Phase

The Student Teacher gradually assumes the responsibility for one subject area or period per week, increasing by one course/period each week. The rate of responsibility is dependent on the Student Teacher's skills. Specifically, the Student Teacher will:

1. Plan, instruct, and manage for half of the school day;
2. Submit all plans well in advance to Supervising Teacher at least two days in advance;
3. Provide appropriate follow-up to all class instruction through additional planning, grading, or individual student conferences;
4. Assume responsibility for collaborating with other faculty for optimum lesson effectiveness;
5. Assume responsibility for school/home communication when indicated;

6. Continue routine conferencing with your clinical faculty team.

Phase IV: Full Role Assumption Phase (*minimum two weeks)

Pending a satisfactory mid-term assessment, responsibilities increase until Student Teacher is in complete control of the class. **Full responsibility continues for at least two weeks.** Specifically, the Student Teacher will:

1. Assume full responsibility for planning, instructing, and managing the school day;
2. Anticipate observation and evaluation by school and university personnel;
3. Participate in conferences with school and university personnel;
4. Plan with Supervising Teacher a smooth transition to end the student teaching experience at each site.

Phase V: Final Assessment

Responsibilities are transitioned back to the Supervising Teacher. Closure is achieved in a manner that is thoughtful and sensitive to the needs of children in the class. The final, three-way evaluation conference is held. In addition, the Student Teacher will:

1. Prepare a fifteen-minute oral presentation incorporating technology and the Conceptual Framework that summarizes your student teaching experience;
2. Prepare a portfolio using outline provided;
3. Prepare for the exit interview, mid-term, and final assessments.

CHECKLIST FOR CLINICAL FACULTY/SUPERVISING TEACHER

Check off each item as it has been presented to the student teacher.

Preliminary Steps

- _____ 1. Interview to discover the student's reasons for wanting to become a teacher, his /her own learning styles, perception of strengths and weaknesses in working with others, outside experiences which may strengthen teaching experience, preliminary concerns, willingness and availability to participate in student activities, in and out of school. This interview should take place prior to the first days of school in a prearranged meeting or in an informal setting to put the novice and yourself at ease.
- _____ 2. Provide a desk or appropriate work space for the student teacher.
- _____ 3. Introduce the student teacher as your "partner," "team teacher," and use Mr., Ms., Miss, or Mrs. when addressing her/him in front of the students.

Orientation

- _____ 1. Furnish student(s) with policy manuals, various faculty handbooks, and division/school calendar.
- _____ 2. Provide a tour of the building.
- _____ 3. Review the procedures used in ordering supplies, securing equipment, and materials.
- _____ 4. Take or encourage student teacher to drive through the neighborhoods in which the students live.
- _____ 5. Make a local newspaper available.
- _____ 6. Familiarize student teacher with the history and development of the community.
- _____ 7. Discuss key factors in the economic life of the area.
- _____ 8. Discuss the social and ethnic composition of the community.
- _____ 9. Introduce student teachers to counselors who will make available cumulative records, test scores, and observation reports concerning students.
- _____ 10. Explain attendance procedures and policies.
- _____ 11. Explain fire and disaster drill procedures.

- _____ 12. Explain school and classroom grading policies and the format for keeping school and classroom records.
- _____ 13. Explain student assembly, lunch and school day schedules.
- _____ 14. Introduce to principal, assistant principals, secretaries, and custodian and familiarize with the specific role of each.
- _____ 15. Introduce to other teachers and school staff, alerting the student teacher to each school personnel's area(s) of expertise.
- _____ 16. Work in a partnership to set up specific classroom management in regard to textbook allocation, assignments, make-up work, and student responsibilities.
- _____ 17. Explain school-wide and classroom discipline policies and referrals.
- _____ 18. Make a copy of professional ethics code available.
- _____ 19. Discuss your student teacher evaluation procedure, frequency of use, and the instruments to be used.
- _____ 20. Discuss student teacher's time schedule, procedure dealing with absence and lateness, in accordance with university expectations.

Lesson Planning

- _____ 1. Help student teacher to understand that instruction is a process of deliberate decision making and action that makes learning more probable and more deliberately successful than it would be without such teaching.
- _____ 2. Work as a team first and then expect the student teacher to select objectives of the lesson and relevant teacher behaviors that will lead to the accomplishment of the objectives.
- _____ 3. Coach student teacher to monitor learning behavior and then adjust for mastery of the objective.
- _____ 4. Provide assistance in determining effective use of principles of learning that affect the motivation, rate, and degree of learning and retention of students.
- _____ 5. As student teacher gains in experience, encourage creative teaching by allowing different approaches or techniques, use newly researched concepts, share successes with other faculty members.

Conferencing and Evaluation

- _____ 1. Continue evaluation of the student teacher's progress.
- _____ 2. Remain in the classroom for the first two weeks of the student teacher's actual teaching, or more, as the situation warrants.
- _____ 3. Evaluate every day, then every two or three days, and then weekly, choosing specific problems and requiring specific solutions to be used in the next teaching hour.
- _____ 4. Avoid extreme and continual criticism.
- _____ 5. Emphasize those aspects of the teaching which are good and worthwhile; do not take for granted that the student teacher will know when she/he is doing well.
- _____ 6. Avoid intercession when the student teacher is teaching unless:
 - a. a potentially dangerous disciplinary situation is developing
 - b. student teacher has lost self-control
 - c. student teacher seeks your support
 - d. inaccurate information is conveyed and extensive re-teaching would be necessary
 - e. student teacher has departed too far from the approved lesson plan
- _____ 7. Arrange for regular conference times when you can relax, plan, and evaluate together.
- _____ 8. Schedule these conferences regularly.
- _____ 9. Be an attentive listener.
- _____ 10. Encourage student teacher to use self-evaluation; video and audio taping are excellent methods.
- _____ 11. Include personal appearance, work habits, mannerisms of body and voice in the evaluation.
- _____ 12. Use university evaluation forms.
- _____ 13. Be constructive in criticism, providing and soliciting practical solutions to problems.

Modeling

- _____ 1. Be conscious of your appearance, work habits, mannerisms and professionalism. You are the main model for the student teacher.
- _____ 2. Be positive in your attitude toward students. Avoid negative assessments and value judgments.
- _____ 3. Share methods which you have found successful and help student teacher to see the supportive research, if at all possible.
- _____ 4. Confine discussions about students, other teachers, and administrators to common issues such as learning skills, working assignments, strengths, and areas of agreement.
- _____ 5. Help the student teacher to understand she or he need not be a carbon copy of the Supervising Teacher.
- _____ 6. Foster an atmosphere of objectivity in regard to student behavior, teacher behavior, and school problems.
- _____ 7. Be a partner, an equal, and support to the student teacher and be careful not to embarrass him/her.

Teaching

- _____ 1. The student teacher should spend the first week in observation.
- _____ 2. The second and succeeding weeks should see a gradual increase in the teaching time of the student teacher until he or she assumes the full teaching load.
- _____ 3. The student teacher should first assist, then team with you, and finally teach alone.
- _____ 4. Let the student teacher teach the lesson to a different class after observing you teach.
- _____ 5. The classroom teaching responsibilities should be expanded as fast as the student teacher's abilities permit. Use your judgment.
- _____ 6. Leave the room for brief periods while the student teacher is conducting class.
- _____ 7. Observe the student teacher in action through at least one full class per day.

- _____ 8. Require lesson plans from the student teacher at least two full days in advance or in accordance with your school's policy.
- _____ 9. Relieve the student teacher for one or two class periods when a particularly different lesson is being taught.

University Supervisor Responsibilities

The University Supervisor is available to provide support and collaboration. They serve as valuable links between the University and our partner schools, and are there, to not only support the Student Teacher, but to help support the instructional programs and educators in our partner schools. The Supervisor is expected to be much more than a "sit-in-the-back-of-the-room" evaluator of lessons. He/She is to emphasize team-building, problem-solving, and shared decision-making.

University Supervisors are expected to be good listeners, good coaches, good (meaning honest, knowledgeable and forthright) critics, and, most of all, good teachers. They are to work closely with Student Teachers and the Cooperating Teacher to articulate a clear and shared vision of what effective schools and teaching should be, and they are to work collaboratively with our partners to accomplish shared goals.

We are trying to establish an atmosphere of collaboration, mutual trust, respect, professional collegiality, reciprocity and equity. We want all stakeholders (teachers, Student Teachers, University faculty, school administration, parents, etc.) to feel a sense of ownership and empowerment in the teacher preparation process. In simpler terms, we believe that the schools and the University should be *professional partners*, working together to solve common problems and to create *learning environments* that work.

The following supervisor responsibilities have been organized in a format consistent with the teaching/learning process. Student teaching forms used by the University Supervisor may be found in the **Appendix**.

Student teaching supervisors are expected to complete the following activities:

- a. Visit each student teacher at least four times during the experience (more frequently if individual circumstances warrant). *The supervisor and clinical faculty member should discuss this at the beginning of the student teaching experience and review as necessary.*
- b. Review the student teacher's lesson plans (before observing him/her teach whenever possible).
- c. Observe the student teacher teach one or more classes or activities during each visit.
- d. Confer with the student teacher and Supervising Teacher, or schedule another time to do so.
- e. Provide four-week and final written assessments of the student teacher's progress.

f. Conduct midterm and final student teacher and Supervising Teacher conferences to evaluate the student teacher's progress.

g. Assign final course grade. Submit final course grade.

SECTION IV: ASSESSMENT and EVALUATION

ASSESSMENT PROCEDURES

The teacher candidate is observed and evaluated based on clearly defined criteria. To ensure that a fair and consistent process is provided, teacher candidates from Virginia Union University will be evaluated on a regular basis by the University and the Supervising Teacher.

Lesson Plans – All Student Teachers prepare and submit detailed classroom analyses, lesson plans and reflections, as directed by their Supervising Teachers and/or University Supervisor, using models provided by the University and/or placement site.

Observations and Reflections – Supervising Teachers and University Supervisors assess Student Teachers on a continuous basis throughout the clinical semester using the *Field and Clinical Report*. Student Teachers are also expected to reflect and self-assess on a regular and rigorous basis. At least three (3) times during the semester Student Teachers will prepare lesson plans using the VUU template. The delivery of those lessons will be evaluated using the VUU Lesson Plan Scoring Rubric and/or the Evaluation of Candidate's Lesson Delivery Form.

Mid-term and final assessments will be completed by the University Supervisor and the Supervising Teacher using the *Student Teacher Evaluation Form*. This performance assessment instrument addresses each of the learning outcomes, specifies desired levels of competency, describes performance indicators, and using a Likert type scale, reflects the degree to which Student Teachers are progressing toward meeting each of the standards.

Completed assessments are reviewed and signed by the Student Teacher, the Supervising Teacher and the University Supervisor. Original copies of the assessments are retained by the University in the Student Teacher's permanent placement file. Student Teachers receive a final grade based on the University scale of A, B, C, D, and F which is recorded on the University transcript. **The university supervisor has primary responsibility for assigning the candidate's grade.**

All evaluation forms are provided in the Appendix.

SECTION V: APPENDIX

APPLYING FOR STUDENT TEACHING

STUDENT TEACHING APPLICATION

Student Teaching is a full-time classroom experience in the student's area of licensure in which s/he is supervised regularly by both a faculty/ supervisor from a teacher education program and the classroom teacher(s) with whom the student is placed.

Clinical and field-based instruction provides opportunities in realistic settings for meaningful learning experiences for all teacher candidates. The field-based experiences are provided in a variety of communities including the Richmond Public Schools and Henrico County Public Schools. The field-based and clinical experiences, as evidenced in the syllabi, reflect an integration of a variety of learning styles, communities, ages, exceptionalities and cultural aspects.

- The length of required student teaching assignments is ten weeks long (a minimum of 300 clock hours).
- Student teaching is not a paid experience.
- Student teachers assume the class schedule and supervisory responsibilities of their Supervising Teacher(s).
- There is usually a phase-in period before the teacher candidate is gradually given more responsibility of the classroom.
- The University supervisors have prior teaching experience and serve as liaisons between the schools' personnel, the teacher candidates and the University.
- The University supervisors will visit the student teachers with or without notice to complete a visitation report and give feedback/advice and encouragement as appropriate. The purpose of the University supervisor's visits is to observe teacher candidates while they are engaged in the teaching process and to help them attain an enriching experience. In addition to observing the teacher candidate, the University supervisor consults with the Supervising Teacher and the principal. The University supervisor may also ask to see lesson plans and the teacher candidate's ongoing journal. Reading these and making written comments help assess the student teacher's progress and growth and gives a more complete picture of the overall experience.
- Teacher candidates may request to be placed at a specific school but placement decisions are ultimately made by the University supervisors in light of many factors, total number of student teachers and availability of qualified Supervising Teachers.

Student Teaching Application Cover Sheet

The information identified below must be included at the time you officially submit this application packet for Student Teaching (EDU 424).

- Student Teaching application form
- Updated Resume (MUST be typed, Times New Roman, 12))
- Completed Health and TB Forms – The forms are only valid for one year and that year must include the full placement semester.
- Transcript/Course History
- (No I's, U's, D's, or F's in Major or Professional Studies Courses)
- Passing Scores on Assessments required for Licensure:**
 1. Virginia Communication And Literacy Assessment (VCLA)
 2. Praxis I
 3. Virginia Reading for Educators (Elementary and Exceptional Education Majors only)
 4. Praxis II (Elementary and Content Area Tests)

INCLUDE YOUR OFFICIAL RESULTS FOR EACH ASSESSMENT

.....
FOR OFFICIAL OFFICE USE ONLY

The candidate has met Decision Point 3 Criterion – Pre-Student Teaching Requirements

Name of Candidate: _____ I.D. Number: _____

Date: _____

Target Date for Student Teaching: Fall _____ Spring _____ Year _____

**SUBMIT THE APPLICATION AND ALL REQUIRED DOCUMENTATION ABOVE TO
MS. BYNETTA WIGGINS FOR APPROVAL AND PLACEMENT**



Virginia Union University
Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies

Student Teaching Application Form

Semester: _____ Date of Application: _____

Name: _____ Student I.D. Number: _____

Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: (_____) _____ Cell Phone: (_____) _____

Name of Contact Person in case of Emergency: _____

Phone of Emergency Contact Person: (_____) _____

TORT Insurance? YES _____ NO _____ Carrier Name: _____

Licensure Information:

Major: _____ Associate Major: _____

Interdisciplinary Studies Concentration: _____

Do you have a PREFERENCE for School placement? YES _____ NO _____

If yes, Name of the School: _____

Name of Principal: _____

Address of School: _____

THERE IS NO GUARANTEE THAT YOU WILL BE PLACED AT YOUR STATED PREFERENCE

In a few sentences, please explain the reason(s) for these particular placement requests:

Please complete the following:

1. Have you ever been convicted of the manufacture, delivery or possession or intent to deliver a controlled substance or a counterfeit controlled substance in this state or any other jurisdiction?

YES _____

NO _____

2. Have you ever been convicted of any felony in this state or any other jurisdiction?
YES _____ NO _____
3. Have you ever been convicted of a crime against a child in this state or another jurisdiction?
YES _____ NO _____
4. Have you ever been convicted of a crime of abuse or violence against a child or adult in this state or any other jurisdiction?
YES _____ NO _____
5. Have you ever been convicted of a crime involving an illegal substance in this state or any other jurisdiction? Note: This includes underage consumption and/or possession of alcohol under the legal age.
YES _____ NO _____
6. Are you or have you ever been listed on the Virginia Child Protection Registry or a similar registry in any other state:
YES _____ NO _____

If you wish to discuss any of your responses in more detail, you may call or email:

Ms. Bynetta Wiggins Email: bwiggins@vuu.edu
Phone: 804-342-3889

The statements in this document are accurate. I will follow the rules and regulations of the Department of Teacher Education and Interdisciplinary Studies relating to the obligations of Student Teaching, including attending all required meetings of the student teacher seminar and the school district to which I am assigned. As a representative of Virginia Union University and the teaching profession, I will conduct myself in a professional manner, including standard speech, demeanor, dress and no cell phone on site. If proven otherwise, I understand that my Student Teaching can be terminated.

Signature of Applicant _____ Date _____

**VIRGINIA UNION UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION**

TO BE COMPLETED BY A PHYSICIAN OR HEALTH CARE PROVIDER

Dear Physician/Health Care Provider:

This candidate is applying to enroll in student teaching. This is the long-term, school-based, supervised field experience that occurs at the end of a teacher preparation program. A student teacher is required to assume an active role in the instruction of children/youth over a period of several months. In addition to the technical and intellectual abilities required, a student teacher must also possess the physical stamina and emotional stability required of a classroom teacher.

Due to the length of the experience and the level of responsibility that must be assumed, all student teachers must be screened before they are given final approval to begin working in schools. The **Health Certificate** below is part of the screening process. Thank you for your assistance.

HEALTH CERTIFICATE FOR TEACHER PREPARATION STUDENTS

This is to certify that the applicant, _____, has been examined and is known by me to be free from any physical or emotional condition that might interfere with his/her success as a student teacher.

Restrictions: _____

Date _____

Signed _____

****For identification, the health care provider signing this certificate should also sign the top of his/her prescription form or letterhead. Please return the signed certificate and the signed prescription for or letterhead to the applicant, or mail directly to:***

Ms. Bynetta Wiggins
Evelyn R. Syphax School of Education, Psychology and IDS
Virginia Union University
1500 N. Lombardy Street
Richmond, VA 23220

VIRGINIA UNION UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

PPD (Mantoux) Tuberculin Test

State health regulations require that all applicants for school-based fieldwork provide written proof of a current, negative PPD (Mantoux) Tuberculin Test. **Please note that a Tine or Monovac Test may not be substituted for the PPD Test.** The test can be performed by your personal physician or at any health clinic and the results must be reported as positive or negative, recorded in millimeters (mm).

Applicants must be able to provide proof of a negative tuberculin test that was administered within 12 months of the beginning the placement. **If you have been tested previously the results should be valid for three years; however, be aware that some school nurses may only accept results of tests administered within the last 12 months.** Your test results must be valid throughout the length of your placement.

A **copy of this form** should be presented to the nurse at your placement school.

PPD (MANTOUX) TUBERCULIN SKIN TEST

(Tine or Monovac is not acceptable)

PRINT Name: _____
Last First M.I.

Student ID: _____

PPD (Mantoux) Test Result: ___ Negative ___ Positive Induration (mm.): _____

Date administered: _____ Date read: _____

Signature of Health Care Provider: _____

****For identification, the health care provider signing this certificate should also sign the top of his/her prescription form or letterhead. Please return the signed certificate and the signed prescription for or letterhead to the applicant, or mail directly to:***

Ms. Bynetta Wiggins
Evelyn R. Syphax School of Education, Psychology and IDS
Virginia Union University
1500 N. Lombardy Street
Richmond, VA 23220

Student Teaching Contract

As a student teacher enrolled in the Teacher Licensure Program at Virginia Union University, I understand that I must adhere to all program requirements as stated in the student teacher handbook and as outlined below.

- Be in the classroom when assigned.
- Follow the same schedule as the Supervising Teacher.
- Notify Supervising Teacher and university supervisor as early as possible if there is the possibility of an absence due to illness.
- Absences or leaves other than sickness must be requested in writing and approved in advance of the requested date by the Supervising Teacher and university supervisor.
- Adhere to the policies and procedures of the hosting school and district where assigned.
- All lesson plans must be written according to the Teacher Education Department format.
- Have completed lesson plans to the Supervising Teacher by an agreed upon date prior to teaching the lesson.
- Completed lesson plans must be in place in order to teach.
- Implement lesson plan modifications and adjustments made by the Supervising Teacher and university supervisor.
- Maintain a complete and up to date binder of lesson plans and have it available for the Supervising Teacher and university supervisor.
- Maintain an accurate and daily accounting of time as noted on the student teaching timecard.
- Be professional in appearance, dress, demeanor and disposition.
- Follow the recommendations of the Supervising Teacher and the university supervisor.
- Employment in addition to student teaching is *highly discouraged* and is not a reason for failure to comply with the requirements of student teaching.

My failure to fulfill the stated criteria will result in dismissal from the student teaching placement and removal from the Teacher Licensure Program. I have read the Student Teaching Contract and understand that I am responsible for meeting these requirements at the highest level of proficiency.

Printed Name

Signature

Date

LESSON PLANS

VUU LESSON PLAN TEMPLATE

Date:	Grade Level:
Teacher's Name:	No. of Students:
SOL (State the standard of focus for this lesson):	
Essential Knowledge and Skills:	
Lesson Objective:	
Class Information (important information about the students and how this might impact the teaching strategies selected):	
Materials Needed:	
Activation Strategy/Anticipatory Set (something to activate prior knowledge or excite the students about the subject matter):	
Pre-Assessment:	
Strategies (Teaching; Guided and Independent Practice; Formative Assessments and Summarizing):	
Post-Assessment:	
Reflection and Next Steps:	

VUU LESSON PLAN SCORING RUBRIC

Student: _____

Evaluator: _____

Lesson Plan Components	Unacceptable (standard not met) Maximum Points: 0-1	Acceptable (standard met) Maximum Points: 2-7	Outstanding (target) Maximum Points: 8-10	TOTAL SCORE FOR EACH COMPONENT:
Student Population	Identification of student population is incomplete Achievement levels are not fully identified	Grade level identified Achievement levels identified	Achievement levels identified Grade level is identified Demonstrates awareness of special needs of learners when appropriate	
Materials/Resources	Essential materials not listed	Most materials and resources listed	Complete listing of materials; include technology as resources	
Standards of Learning (SOLs)	Not identified or incomplete Not appropriate for grade level or content Does not contain number or fully stated Does not match objective	Complete with number and fully stated Appropriate for grade level and content Matches objective	Complete with number and fully stated Appropriate for grade level and content Matches objective Integration of two or more subject areas when appropriate; show interrelatedness of knowledge when appropriate	
Instructional Objective(s)	Not appropriate for content or time Not developmentally appropriate Not stated in specific, measurable terms Technology not appropriately used to promote mastery of the lesson objective or to assess mastery	Appropriate for content and time Developmentally appropriate Stated in specific, measurable and observable terms Aligned to lesson assessment Appropriate use of technology to promote mastery of the lesson objective or to assess mastery when appropriate Clearly communicate lesson objective	Objective is stated in specific, measurable terms, including Bloom's Taxonomy levels identified Aligned to lesson assessment Developmentally appropriate Appropriate for content and time Student use of technology to promote mastery of the lesson objective or to create a product that will be used to assess mastery when appropriate Clearly describes lesson objective	
Anticipatory Set	Not identified or related to objective Technology not used	Focuses attention of students on upcoming lesson Teacher use of technology to promote mastery of the lesson objective or to assess mastery	Focuses attention on the lesson and piques the students' interest Student use of technology to promote mastery of the lesson objective or to create a product that will be used to assess mastery when appropriate	

Lesson Plan Components	Unacceptable (standard not met) Maximum Points: 0-1	Acceptable (standard met) Maximum Points: 2-7	Outstanding (target) Maximum Points: 8-10	TOTAL SCORE FOR EACH COMPONENT:
Input or Procedure (Instruction)	<p>Incomplete or inaccurate information given</p> <p>Not age or developmentally appropriate</p> <p>Technology not appropriately used to promote mastery of the lesson objective or to assess mastery</p>	<p>Includes clearly stated and logically sequenced, age-appropriate accurate explanation</p> <p>Teacher use of technology to promote mastery of the lesson objective or to assess mastery when appropriate</p> <p>Includes modifications for special populations or students with diverse needs</p>	<p>Includes clearly stated and logically sequenced accurate, age and developmentally appropriate</p> <p>Questioning technique</p> <p>Student use of technology to promote mastery of the lesson objective or to create a product that will be used to assess mastery when appropriate</p> <p>Includes modifications for special populations or students with diverse needs</p>	

Lesson Plan Components	Unacceptable (standard not met) Maximum Points: 0-1	Acceptable (standard met) Maximum Points: 2-7	Outstanding (target) Maximum Points: 8-10	TOTAL SCORE FOR EACH COMPONENT:
Input (Modeling)	<p>No demonstration of what students will do</p> <p>No multi-sensory support related to lesson</p> <p>No use of resources</p> <p>Learning activities are not student centered</p> <p>No check for understanding of skill or concept</p> <p>Technology not appropriately used to promote mastery of the lesson objective or to assess mastery when appropriate</p>	<p>Demonstrates what the students will do providing some kind of sensory support related to the lesson including only one of the following:</p> <p>Provides multi-sensory support related to the lesson using resources (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate)</p> <p>Integrates multicultural and interdisciplinary components when appropriate</p> <p>Learning activities are student centered, diverse and differentiated</p> <p>Check for understanding to ensure students are progressing towards mastery of the skill or concept</p> <p>Teacher use of technology to promote mastery of the lesson objective or to assess mastery when appropriate</p> <p>Includes modifications for special populations or students with diverse needs</p> <p>Engage students in some critical thinking and problem solving activities</p>	<p>Demonstrates what the students will do providing some kind of sensory support related to the lesson including both of the following:</p> <p>Provides multi-sensory support related to the lesson using resources (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate)</p> <p>Integrates multicultural and interdisciplinary components when appropriate</p> <p>Learning activities are student centered, diverse and differentiated</p> <p>Check for understanding to ensure students are progressing towards mastery of the skill or concept</p> <p>Student use of technology to promote mastery of the lesson objective or to create a product that will be used to assess mastery when appropriate</p> <p>Includes modifications for special populations or students with diverse needs</p> <p>Clearly addresses and responds to multiple intelligences in the classroom</p> <p>Critical thinking and problem solving are “artistic” and the foundations of instruction</p>	

Lesson Plan Components	Unacceptable (standard not met) Maximum Points: 0-1	Acceptable (standard met) Maximum Points: 2-7	Outstanding (target) Maximum Points: 8-10	TOTAL SCORE FOR EACH COMPONENT:
Guided Practice	<p>Provides minimal practice of lesson skill Varied learning styles are not addressed No direct supervision by teacher All students are not involved No check for understanding of skill or concept Technology not appropriately used to promote mastery of the lesson objective or to assess mastery when appropriate</p>	<p>Provides adequate practice of lesson skill At least two learning styles are addressed when appropriate Minimal teacher supervision provided All students are involved Check for understanding to ensure students are progressing towards mastery of the skill or concept Teacher use of technology to promote mastery of the lesson objective or to assess mastery when appropriate Includes modifications for special populations or students with diverse needs</p>	<p>Provides extensive and/or highly creative practice of lesson skill All learning styles are addressed when appropriate Adequate teacher supervision provided All students are involved Check for understanding to ensure students are progressing towards mastery of the skill or concept Student use of technology to promote mastery of the lesson objective or to create a product that will be used to assess mastery when appropriate Includes modifications for special populations or students with diverse needs</p>	
Independent Practice	<p>Does not match stated objectives, modeling and/or guided practice No use of technology when appropriate No modifications Provides no or unclear directions. Technology not appropriately used to promote mastery of the lesson objective or to assess mastery when appropriate</p>	<p>Matches stated objectives, modeling, and/or guided practice Incorporates the use of learner-centered technology when appropriate Includes modifications for special populations or students with diverse needs Clear directions provided Teacher use of technology to promote mastery of the lesson objective or to assess mastery when appropriate</p>	<p>Matches stated objectives, modeling, and/or guided practice Incorporates the use learner-centered technology when appropriate Includes modifications for special populations or students with diverse needs Clear directions are provided Student use of technology to promote mastery of the lesson objective or to create a product that will be used to assess mastery when appropriate Very creative and innovative in formulating independent practice</p>	

Lesson Plan Components	Unacceptable (standard not met) Maximum Points: 0-1	Acceptable (standard met) Maximum Points: 2-7	Outstanding (target) Maximum Points: 8-10	TOTAL SCORE FOR EACH COMPONENT:
Assessment	Not identified or assessment does not match stated lesson instructional objective No use of learner-centered technology Rubric not included when appropriate Technology not appropriately used	Identified and matches stated lesson instructional objective Use of learner-centered technology Grading rubric(s) included when appropriate. Teacher use of technology Includes modifications for special populations or students with diverse needs	Identified and matches stated lesson instructional objective Use of learner-centered technology identified when appropriate Detailed grading rubric systematically used (students are also made aware of the rubric) Student use of technology Includes modifications for special populations or students with diverse needs Use of Teacher-made assessment instruments Use of both traditional and non-traditional assessment methods	
Closure	Not identified Teacher tells them what they have learned Not connected to objective(s) No student involvement Technology not appropriately used	Identified Addresses stated objective(s) Includes student participation Teacher use of technology	Identified Addresses stated objective(s) Includes student participation Ties to real-life and/or future learning and to students' prior knowledge and experiences; stresses interrelatedness of learning Student use of technology	
GRAND TOTAL:	----	----	----	/110 Maximum Points

This Scoring Rubric responds to the following Conceptual Framework Learning Outcomes:

1.1; 1.2; 1.3; 1.5; 1.6; 1.7; 1.8; 1.10; 2.1; 2.2; 2.4; 2.5; 2.7; 2.8; 4.2; 4.7; 4.8; 4.9; 4.10

This Scoring Rubric responds to the following SPA Standards:

ACEI 1; 3.1-3.5; 4; 5.1; 5.2

CEC: 3.2, 4, 5, 7, 8

NCTM: 1.1, 2.3, 6.1, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9

NCTE: 2.1, 2.4, 2.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10

NSTA: 1, 2, 3, 5, 6, 7, 8, 10,

NCSS: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9

EVALUATION OF CANDIDATE’S LESSON DELIVERY

This Instrument responds to the following Conceptual Framework learning outcomes:

1.6; 1.7; 1.8; 1.9; 2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8

SPA Standards: ACEI, CEC, NCTM, NCTE, NSTA, NCSS

Learning Outcomes	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>Plans lessons and adjusts instruction to meet needs of diverse learners (1.6) ACEI: 3.2 CEC: 4; 7 NCTM: 8.1 NCTE: 4.4 NSTA: 5; 6 NCSS: II.2</p> <p>Score: _____</p>	<p>Candidate displays little understanding of content-related teaching practices. Instructional methods, activities, materials and resources do not support the stated instructional goals/ objectives or engage students in meaningful learning. Candidate does not use a variety of methods, materials, activities, and resources that extend and support the learning goals/ objectives. Candidate’s learning goals and instructional procedures are unclear or inappropriate for students.</p>	<p>Candidate displays a simple understanding of content-related teaching practices. Some of the elements of the instructional plan support the instructional goals/ objectives and engage students in meaningful learning while others do not. Candidate uses methods, materials, activities and resources to teach the lesson. Candidate’s learning goals and instructional procedures are not completely appropriate to students or may require further explanations to avoid confusion.</p>	<p>Most of the elements of the instructional design support the stated instructional goals/ objectives and engage students in meaningful learning, and the instructional plan has a clearly defined structure and sequence. Candidate provides a variety of methods, materials, activities and resources. Candidate consistently communicates clearly and accurately appropriate learning goals and procedures to students.</p>	<p>All of the elements of the instructional design support the stated instructional goals/ objectives and engage students in meaningful learning. Candidate’s instructional plan is highly coherent and has a clear structure and sequence. Candidate uses a variety of methods, materials, activities and resources that extend and support the learning goals/ objectives. Candidate communicates clearly and accurately the appropriate learning goals to all students, making accommodations for diverse learners. Students carry out instructional procedures.</p>
Uses multiple	Candidate’s feedback to	Candidate’s feedback to	Candidate’s feedback to	Candidate’s feedback to

<p>approaches to deliver content (1.7) ACEI: 3.4 CEC: 4; 7 NCTM: 8.2; 8.7 NCTE: 4.2 NSTA: 1; 5 NCSS: II.3</p> <p>Score: _____</p>	<p>students is of poor quality and is not given in a timely manner. Feedback does not foster student persistence. Candidate adheres to the instructional plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; candidate assumes no responsibility for students' failure to understand.</p>	<p>students is uneven and its timeliness is inconsistent. Feedback that fosters students' persistence is inconsistent. Candidate demonstrate limited flexibility and responsiveness to students' needs and interests during a lesson; candidate assumes some responsibility for students 'success but does not actively seek ways to ensure successful learning for all students.</p>	<p>students is frequent, timely and is consistently of high quality. Feedback is meaningful and fosters student learning. Candidate seeks ways to ensure successful learning for all students, making adjustments as needed to instructional plans and responding to student interests and questions.</p>	<p>students is frequent, timely and is consistently of high quality. Feedback fosters student learning. Students are encouraged to seek feedback from their peers and other adults. Candidate is highly responsive to student interests and questions. Making major lesson adjustments, if necessary, and persists in ensuring the success of all students.</p>
<p>Assesses student progress and uses results to make instructional decisions (1.8) ACEI: 4 CEC: 8 NCTM 8.3: NCTE: 4.10 NSTA: 8 NCSS: II.7</p> <p>Score: _____</p>	<p>Candidate's approach to assessing student learning contains no clear criteria or standards and lacks congruence with the instructional goals. Candidate has no plans to use assessment results in designing future instruction. Due to the candidate's ineffectiveness, there is a general lack of student progress toward academic goals.</p>	<p>Candidate's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Candidate uses authentic assessment to plan for future instruction for the class as a whole. Due to the candidate's level of effectiveness, there is evidence of inconsistent student progress towards</p>	<p>Candidate's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Candidate uses authentic assessment to plan for groups of students or individuals. Due to the candidate's level of effectiveness, there is evidence of consistent</p>	<p>Candidate's plan for student assessment is fully aligned with the instructional goals, are authentic in nature, contain clear assessment criteria and standards that are understood by students. Candidate uses multiple forms of assessment. Students monitor their own progress in achieving the goals. Assessment results are used to design future work for individuals.. Due to the candidate's level of</p>

		academic goals.	student progress towards academic goals.	effectiveness, there is evidence of exemplary student progress towards academic goals.
Synthesizes and evaluates information (knowledge) across disciplines (1.9) ACEI: 3.1; 1.4 CEC: 4; 7 NCTM: 8.6 NCTE: 3.7; 4.1; 4.3 NSTA: 1a; 8b; 10 NCSS: II.1; II.8; II.9 Score: _____	Candidate is unable to design lessons that connect current content to past and future learning. Candidate displays little understanding of the subject.	Candidate displays a simple understanding of content knowledge. Knowledge does not extend to its concepts, prerequisite relationships, connection with other disciplines or to possible student misconceptions.	Candidate demonstrates solid understanding of the content concepts, prerequisite relationships and connection to other disciplines but does not extend to possible student misconceptions. Instructional practices reflect current content related knowledge.	Candidate demonstrates an extensive knowledge of content and content-related practices, showing evidence of a continued search for improve practice. Candidate sees connections between prior and future learning and actively build on concepts, knowledge of prerequisites, and misconceptions when planning instruction or seeking causes for student misunderstanding.
Uses explanations/ representations that link curricula to prior student learning (1.10) ACEI: 3.1 CEC: 7 NCTM: 8.3 NCTE: 4.1; 2.5 NSTA: 5e NCSS: II.1; II.4	Candidate does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Candidate makes poor use of discussion and questioning techniques. Candidate lacks enthusiasm for	Candidate partially engages students in lessons resulting from activities, materials, or content delivery. Candidate’s use of questioning and discussion techniques is uneven. Candidate demonstrates a modest level enthusiasm for the discipline	Candidate generally engages students throughout the lesson with appropriate activities, materials, and instructive delivery of content. Candidate’s use of questioning and discussion techniques reflects full participation by all students. Candidate’s enthusiasm for	Candidate highly engages students throughout the lesson with meaningful activities, materials and content. Lesson provides for student reflection and closure. Candidate’s use of questioning and discussion reflects true interaction with all students participating. Students assume responsibility for

Score: _____	the discipline and teaching.	and teaching	the discipline is evident.	participation in discussion, questioning and activities. Candidate demonstrates a high level of enthusiasm.
Plans lesson strategies for creating instructional opportunities for diverse student populations (2.1) ACEI: 3.2 CEC: 7; 4 NCTM: 8.3, 8.7 NCTE: 4.7; 4.4 NSTA: 5 NCSS: II.1; II.2; II.6 Score: _____	Candidate's goals represent insignificant learning, are unsuitable for students, are stated only as activities, do not permit appropriate methods of assessment, or are not interdisciplinary learning experiences integrating several subject areas. Candidate does not consider the development of character, aspiration, and civic virtues in making instructional decisions.	Candidate's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit appropriate methods of assessment. Candidate attempts to create interdisciplinary goals across a single subject area. Candidate partially considers character, aspiration, and civic virtues in making instructional decisions.	Candidate's goals represent curriculum-based learning and are suitable for most students in the class; they reflect opportunities for integration and lead to appropriate methods of assessment. Candidate creates interdisciplinary goals that integrate several subject areas. Candidate considers the development of character, aspiration, and civic virtues in making instructional decisions.	Candidate's goals reflect high-level learning relating to curriculum frameworks and standards; goals are adapted, where necessary, to the needs of individual students and permit appropriate methods of assessment. Learning goals reflect interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas. Candidate considers individual student development of character, aspiration, and civic virtue when making instructional decisions.
Develops critical thinking and problem solving skills among learners (2.2) ACEI: 3.3 CEC: 4S2	Candidate uses low level questions and is unable to use student ideas and allow for students to think critically.	Candidate involves students minimally in higher order activities, discussion, and questioning.	Candidate's use of questioning and activities reflects a high-level of student creativity and critical	Candidate uses high-level questions. All students are challenged to compare, contrast, support answers, create examples, and provide

<p>NCTM: 1.1, 8.8 NCTE: 4.6; 2.4 NSTA: 2; 3 NCSS: II.3</p> <p>Score: _____</p>			<p>thinking.</p>	<p>varied ideas.</p>
<p>Uses motivational strategies (2.3) ACEI: 1; 3.4 CEC: -- 5K8 NCTM: 2.3 NCTE: 2.1; 4.4; 4.8 NSTA: 5 NCSS: II.4</p> <p>Score: _____</p>	<p>The classroom does not represent a culture for learning and is characterized by low candidate commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in work. Candidate does not communicate challenging learning expectations.</p>	<p>The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little candidate commitment to the content, and inconsistent student persistence and satisfaction in work. Both candidate and students are performing at the minimal level to “get by.” Candidate infrequently communicates challenging learning expectations</p>	<p>The classroom environment represents a positive culture for learning evidenced by commitment to the content by candidate and students, high expectations for student achievement, and student persistence and pride in work. Candidate communicates challenging learning expectations to some students.</p>	<p>Classroom environment reflects a genuine culture for learning. Students assume much of the responsibility for the culture by persisting and taking pride in their work, holding their work to the highest standard. Candidate demonstrates a high degree of commitment to individual student’s achievement. Candidate communicates challenging learning expectations to all students.</p>
<p>Engages students in individual and cooperative learning activities (2.4) ACEI: 3.5 CEC: 7S8</p>	<p>Candidate displays little understanding of content-related teaching practices. Instructional methods, activities, materials, and</p>	<p>Candidate displays a simple understanding of content-related teaching practices. Some of the elements of the instructional plan support the</p>	<p>Most of the elements of the instructional design support the stated instructional goals/objectives and engage students in meaningful</p>	<p>All of the elements of the instructional design support the stated instructional goals/objectives and engage students in meaningful learning.</p>

<p>NCTM: 8.4, 8.7 NCTE: 4.5; 4.2 NSTA: 5 NCSS: II.4; II.5</p> <p>Score: _____</p>	<p>resources do not support the stated instructional objectives or engage students in meaningful learning. Candidate does not use a variety of methods, materials, activities, and resources that extend the learning goals/objectives.</p>	<p>instructional goals/objectives and engage students in meaningful learning, while others do not. Candidate uses methods, materials, activities, and resources to teach the lesson.</p>	<p>learning, and the instructional plan has a clearly defined structure and sequence. Candidate provides a variety of methods, materials, activities, and resources.</p>	<p>Candidate's instructional plan is highly coherent and has a clear structure and sequence. Candidate uses a variety of methods, materials, activities, and resources that extend and support the learning goals/objectives.</p>
<p>Uses traditional and authentic assessment to measure the continuous academic development of students (2.5) ACEI: 4 CEC: 4; 7 NCTM: 8.4; 8.7 NCTE: 4.10; 4.7 NSTA: 8 NCSS: II.1; II.7; II.8</p> <p>Score: _____</p>	<p>Candidate's approach to assessing student learning contains no clear criteria or standards and lacks congruence with the instructional goals. Candidate has no plans to use assessment results in designing future instruction.</p>	<p>Candidate's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Candidate uses authentic assessment to plan for future instruction for the class as a whole.</p>	<p>Candidate's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Candidate uses authentic assessment to plan for groups of students or individuals.</p>	<p>Candidate's plan for student assessment is fully aligned with the instructional goals, are authentic in nature, contain clear assessment criteria and standards that are understood by students. Candidate uses a multiple forms of assessment. Students monitor their own progress in achieving the goals. Assessment results are used to design future work for individuals.</p>
<p>Guides students in the use of technology for local and global interactions (2.7) ACEI: 3. 5 CEC: 4; 7</p>	<p>Candidate does not use any form of technology</p>	<p>Candidate uses technology minimally in the classroom and in preparing lessons</p>	<p>Candidate uses technology during teaching and to prepare lessons</p>	<p>Candidate effectively enhances learning by using technology in a meaningful way & regularly.</p>

<p>NCTM: 6.1; 8.9 NCTE: 4.6 NSTA: 5d NCSS: II.2; II.3; II.5</p> <p>Score: _____</p>				
<p>Plan lessons that infuse students beliefs and life experience s(2.8) ACEI: 3.1; 5.2 CEC: 4; 7 NCTM: 8.3, 8.4 NCTE: 4.8 NSTA: 5e; 7 NCSS: II.1; II.2; II.6</p> <p>Score: _____</p>	<p>Candidate makes little or no attempt to acquire knowledge of students' development, backgrounds, skills, or interests, and does not use such information in planning.</p>	<p>Candidate demonstrates partial knowledge of students' development, backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.</p>	<p>Candidate demonstrates an extensive knowledge of students' development, backgrounds, skills, and interests, and uses this knowledge to plan for groups of students</p>	<p>Candidate demonstrates comprehensive knowledge of all aspects of students' development, backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.</p>
GRAND TOTAL:				48 / Maximum Points

Student: _____

Evaluator: _____

CLINICAL OBSERVATIONS

**Virginia Union University
Department of Teacher Education
Field and Clinical Report**

Student Teacher Name _____ **Date** _____

School _____ **Grade/Subject** _____ **Time** _____

Description of Lesson/Activity

Supervising Teacher Comments

Strength(s)	
Area(s) of Focus	

University Faculty Comments

Strength(s)	
Area(s) of Focus	

Supervising Teacher's Signature _____ Date _____

University Faculty's Signature _____ Date _____

Student Teacher's Signature _____ Date _____

VIRGINIA UNION UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
STUDENT TEACHER EVALUATION FORM

Student Teacher _____ **Date** _____

Supervising Teacher _____

University Supervisor _____

This checklist provides a vehicle for University Supervisors and Supervising Teachers to assess a Student Teacher's progress toward mastery of competencies represented in our conceptual framework, as well as additional competencies identified by the Department of Teacher Education as being importance concepts, skills and knowledge for student teachers to possess. This instrument will be used at the mid-point of the placement and during the final weeks of the placement to determine progress towards proficiency. By the time of the final evaluation, it is expected that at a minimum, that the Student Teacher demonstrate basic levels of understanding and performance in each of the rated areas. Each item is to be rated on a scale of 1 – 5.

5 = Distinguished. (This rating is rarely assigned during student teaching.) A distinguished rating reflects mastery of the component at a level equal to that of experienced, professional practitioners.

4= Proficient. The Student Teacher clearly understands the component and implements it well. Ready to assume full responsibility with periodic supervision.

3= Basic. The Student Teacher is implementing the elements of the component on a relatively consistent basis. Potential for proficiency is evident. Improvement is likely with experience. Ready to assume full responsibility with normal supervision.

2= Emerging. The Student Teacher appears to understand the theory behind all components and is beginning to implement its elements intermittently. Not ready for full responsibility, but may assume limited responsibility under close supervision.

1 = Unsatisfactory. The Student Teacher has not demonstrated an understanding of the component nor an ability to implement it. Not ready for full responsibility. An improvement plan is required for continuation of the field placement.

Goal 1: The Teacher As Reflective Explorer is Competent.

To be competent in teaching, the candidate must have content literacy, tools of inquiry, content pedagogy and a Liberal Arts background.

The Student Teacher

	Rating
• Demonstrates proficiency in communication: reading, writing, speaking and listening.	1 2 3 4 5
• Demonstrates proficiency in the use of technology as a learning and problem solving tool.	1 2 3 4 5
• Demonstrates an awareness of the interrelatedness of knowledge.	1 2 3 4 5
• Has an understanding of the value of cultural diversity and multi-cultural perspectives.	1 2 3 4 5
• Applies theories of learning.	1 2 3 4 5
• Plans lessons and adjusts instruction to meet needs of diversity learners.	1 2 3 4 5
• Uses multiple approaches to deliver content.	1 2 3 4 5
• Assesses student progress and uses results to make instructional decisions.	1 2 3 4 5
• Synthesizes and evaluates information (knowledge) across disciplines.	1 2 3 4 5
• Uses explanations/representations that link curricula to prior student learning.	1 2 3 4 5
• Demonstrates mastery of the content area.	1 2 3 4 5
• Applies historical and philosophical perspectives to educational practice.	1 2 3 4 5
• Integrates concepts of cross-disciplinary themes that can serve as tools for thinking about global issues.	1 2 3 4 5

Comments

Goal 2: The Teacher As Reflective Explorer is An Adaptive Constructivist.

To be an adaptive constructivist the candidate must be capable of creating learning environments that implement developmental and sequential instruction and that encourages all students to actively construct meaningful learning experiences.

The Student Teacher

	Rating
• Plans lesson strategies for creating instructional opportunities for diverse student populations.	1 2 3 4 5
• Develops critical thinking and problem solving skills among learners.	1 2 3 4 5
• Uses motivational strategies to encourage students to learn.	1 2 3 4 5
• Engages students in individual and cooperative learning activities.	1 2 3 4 5
• Uses traditional and authentic assessment to measure the continuous academic development of the students.	1 2 3 4 5
• Communicates effectively with the larger community in support of the student.	1 2 3 4 5
• Guides students in the use of technology for local and global interaction.	1 2 3 4 5
• Plans lessons that infuse students' beliefs and life experiences.	1 2 3 4 5

Comments**Goal 3: The Teacher As Reflective Explorer Has An Ethic of Caring.**

To have an ethic of caring, the candidate is bound to provide a caring climate for the socio-emotional and intellectual development of students while engages in self-care.

The Student Teacher

	Rating
• Provides socio-emotional standards that demonstrate caring.	1 2 3 4 5
• Provides positive ways for students to assert their needs, resolve conflicts and make friends.	1 2 3 4 5
• Engages in intellectual development as means of caring.	1 2 3 4 5
• Demonstrates knowledge of students.	1 2 3 4 5
• Serves as an advocate for students with the belief that all can learn.	1 2 3 4 5
• Models self-care.	1 2 3 4 5
• Makes ethical decisions in delivering instruction.	1 2 3 4 5

Comments

Goal 4: The Teacher As Reflective Explorer is a Skillful Manager.

To be a skillful manager, the candidate must understand that quality education occurs within a structure that involves judgment, imagination and flexibility.

The Student Teacher

	Rating
• Practices effective classroom management upkeep.	1 2 3 4 5
• Prepares and adjusts lessons according to the students' stages of development, learning strengths and needs.	1 2 3 4 5
• Uses correct procedures appropriate to behaviors.	1 2 3 4 5
• Develops strategies to encourage self-regulated student management.	1 2 3 4 5
• Maintains efficient and orderly records.	1 2 3 4 5
• Maintains an appropriate sense of humor.	1 2 3 4 5
• Uses "artistic" problem-solving strategies.	1 2 3 4 5
• Makes efficient use of time, space, and resources.	1 2 3 4 5
• Develops strategies to encourage students to extend their thinking.	1 2 3 4 5
• Develops strategies to encourage students to be critical thinkers.	1 2 3 4 5
• Is reflective.	1 2 3 4 5
• Is flexible and open to constructive feedback.	1 2 3 4 5

Comments

ADDITIONAL COMPETENCIES
(For program improvement data collection only)

The identifiers in parentheses are linked to the InTASC (Interstate Teacher Assessment and Support Consortium) standards. These proficiencies and outcomes are also based on the VUU Department of Teacher Education Conceptual Framework.

The Teacher Demonstrates the Appropriate Use of Assessments.
To demonstrate the appropriate use of assessments, the teacher must demonstrate knowledge of selecting and using multiple types of assessments to support instructional decisions.

The Student Teacher

	Rating
<ul style="list-style-type: none"> • Uses multiple types of assessment processes to support, verify, and document learning.(6t) 	1 2 3 4 5
<ul style="list-style-type: none"> • Assesses student progress and uses results to make instructional decisions. 	1 2 3 4 5
<ul style="list-style-type: none"> • Takes responsibility for aligning instruction and assessment with learning goals. 6 (r) 	1 2 3 4 5
<ul style="list-style-type: none"> • Is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning. 6 (q) 	1 2 3 4 5
<ul style="list-style-type: none"> • Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. 6 (v) 	1 2 3 4 5

Comments:

The Teacher Demonstrates Appropriate Professional Dispositions.
To demonstrate appropriate professional dispositions, ,the teacher must demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Virginia Union University Department of Education Conceptual Framework.

The Student Teacher

	Rating
<ul style="list-style-type: none"> Respects learners' differing strengths and needs and is committed to using this information to further each learner's development. Strengths are used as a basis for growth and learner misconceptions are used as opportunities for learning. 1 (h), 1(i) 	1 2 3 4 5
<ul style="list-style-type: none"> Takes responsibility for promoting learners' growth and development. 1(j) 	1 2 3 4 5
<ul style="list-style-type: none"> Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development. 1(k) 	1 2 3 4 5
<ul style="list-style-type: none"> Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. 2(l) 	1 2 3 4 5
<ul style="list-style-type: none"> respects learners as individuals with differing personal and family backgrounds and various skills, languages and dialects, abilities, perspectives, talents, and interests and seeks to integrate this diversity into his/her instructional practice to engage students in learning. 2(m and o) 	1 2 3 4 5
<ul style="list-style-type: none"> Makes learners feel valued and helps them learn to value each other. 2(n) 	1 2 3 4 5
<ul style="list-style-type: none"> Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. 3(o) 	1 2 3 4 5
<ul style="list-style-type: none"> Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. 3(p) 	1 2 3 4 5
<ul style="list-style-type: none"> Is a thoughtful and responsive listener and observer. 3(r) 	1 2 3 4 5
<ul style="list-style-type: none"> Recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. 4(q) 	1 2 3 4 5
<ul style="list-style-type: none"> Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. 5 (s) 	1 2 3 4 5
<ul style="list-style-type: none"> Respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. 7 (n) 	1 2 3 4 5
<ul style="list-style-type: none"> Is committed to exploring how the use of new and emerging technologies can support and promote student learning. 8(r) 	1 2 3 4 5
<ul style="list-style-type: none"> Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. 9(l) 	1 2 3 4 5
<ul style="list-style-type: none"> Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. 9(n) 	1 2 3 4 5
<ul style="list-style-type: none"> Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and 	1 2 3 4 5

policy. 9(o)	
<ul style="list-style-type: none"> • Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. 10(r)	1 2 3 4 5
<ul style="list-style-type: none"> • Embraces the challenge of continuous improvement and change. 	1 2 3 4 5

PLEASE SIGN BELOW

University Supervisor _____

Supervising Teacher _____

Student Teacher _____

**Virginia Union University
Department of Teacher Education**

ACTION PLAN FOR IMPROVEMENT

Student Teacher _____ Date _____

School _____ Supervising Teacher _____

Subject/Grade Level _____ University Supervisor _____

This plan of action is being developed collaboratively by the Supervising Teacher, the University Supervisor and the Student Teacher whenever a Student Teacher's performance has not met expectations. The goal is to assist the Student Teacher in achieving a satisfactory assessment and meeting basic expectations.

I. Specific areas of concern:

II. Expected Outcomes to demonstrate improvement:

III. Timeline:

IV. Assistance/resources to be provided by the Supervising Teacher and the University Supervisor:

V. Assessment criteria and procedures:

Student Teacher Signature

Date

Supervising Teacher Signature

Date

University Supervisor Signature

Date

PORFOLIO CONTENT REQUIREMENTS

PORTFOLIO CONTENT REQUIREMENTS



The candidate will complete a student portfolio (working portfolio) using LiveText during the professional education courses in the teacher education program. The purpose of this portfolio is to demonstrate growth in the areas represented by the goals of the Conceptual Framework. This portfolio will evolve into the Final Professional Portfolio that will be submitted and presented for the exit interview at the conclusion of student teaching. This is a ‘showcase’ portfolio and thus the candidates should carefully select artifacts from the working portfolio to include in the professional portfolio by asking questions such as:

- a) How does this artifact demonstrate who I am as an educator?
- b) How does this artifact relate to the competencies and standards I have learned as outlined in the Conceptual Framework goals and outcomes?

The following items must be included in the working portfolio:

- Statement of Teaching Philosophy (1 page, typed-up, 1 ½ spacing, Times New Roman Font 12)
- Autobiography (no longer than 2 pages, typed-up, 1 ½ spacing, Times New Roman Font 12)
- Most recent professional resume
- Two (or more) Letters of Reference that focus on professional growth
- Special Projects in Pedagogical Courses (case studies, lesson plans, unit plan, “invitation to the imagination” project, research papers, essays, position papers, brochures, computer projects, bulletin boards, teacher interviews, teacher made materials, videotapes or critiques of teaching, etc...)
- Three to five samples of journal entries based on reflection areas highlighted in the Practicum Handbook. The samples should indicate growth pertaining to the goals of the Conceptual Framework.
- Personal Development Paper (Guidelines are in the Practicum Handbook)
- Log in/out form
- Assessment forms from Cooperating Teacher
- INTASC Standards/ Artifact Alignment Table

The following items must be included in the final professional portfolio:

Section I: Picture Documentary

Tell the story of your student teaching using pictures, captions, etc. You should have documentation starting from your first day.

Section II: Personal Overview

- a. Resume
- b. Autobiography
- c. Statement of Teaching Philosophy
- d. Letters of Recognition and/or Certificates

Section III: Clinical Experiences

- a. Reflection Journal Summary
- b. Sample Lesson Plan(s) of a Lesson you Taught (handouts you used should be included)
- c. Student Assessments
- d. Lesson Plan Evaluations
- e. Final Clinical Evaluation (completed by Supervising Teacher and University Faculty Supervisor)
- f. Student Case Study

Some of the exhibits for your Final Portfolio will be pulled from your Working Portfolio (see chart below).

FINAL PROFESSIONAL PORTFOLIO – REQUIREMENTS

(Shaded items are collected during Student Teaching)

REQUIREMENTS		PULLED FROM WORKING PORTFOLIO	COLLECTED DURING STUDENT TEACHING	COMMENTS
Picture Documentary			X	Tell the story of your student teaching using pictures, captions, etc. You should have documentation starting from your first day.
Personal Overview	Resume	X		This is an overview of you as a teacher candidate.
	Autobiographical statement	X		
	Statement of Teaching Philosophy	X		
	Letters of Recognition and/or Certificates	X	X	Samples that pertain to the profession of teaching.
Clinical Experience	Reflection Journal Summary		X	A 2 -3 pp summary of the reflections made during student teaching.
	Case Study	X		(Completed during EDU 422 and 423)
	Lesson plans and resource materials		X	1-2 samples that illustrate differentiated instruction and multi-modal presentations
	Student Assessments		X	2 -3 samples, with student work, that illustrate different approaches
	Final Clinical Evaluation		X	

PORTFOLIO EVALUATION INSTRUMENT

This form is to be completed by: a) The instructor of a pedagogical course when a working portfolio is submitted for evaluation; b) The committee assigned to review student teachers' final professional portfolios.

Name of Candidate: _____ **Endorsement Area:** _____

Evaluator's Name: _____ **Semester/ Year:** _____

Rating Scale:

- 1 = incomplete, poorly done**
2 = all items included but of poor quality
3 = all items included, average quality
4 = above average, exceed requirements
5 = exemplary, highest quality

Corresponding Conceptual Framework Goals and Learning Outcomes	Sample Evidences:	Actual Evidences Present in Portfolio	Evaluator Rating
Goal 1: The Teacher as Reflective Explorer is Competent: to be competent in teaching, the candidate must have content literacy, tools of inquiry, content pedagogy and a Liberal Arts background <ul style="list-style-type: none"> • Effective Communication • Content Knowledge • Instructional Strategies 	Article summaries; case studies; lesson plans; unit plans; statement of teaching philosophy; transcripts; Praxis II Content Knowledge scores; Special projects in pedagogical courses; field-based assessment		
Goal 2: The Teacher As Reflective Explorer is An Adaptive Constructivist: to be an adaptive constructivist, the candidate must be capable of creating learning environments that implement developmental and sequential instruction and that encourages all students to actively construct meaningful learning experiences <ul style="list-style-type: none"> • Assessment of Student Learning • Use of Technology • Lesson Planning 	Lesson plans; unit plans; case studies; Special projects in pedagogical courses; videos; teacher-made materials; teacher-made assessments; correspondences with families/ schools; student work samples; student teaching evaluations; field-based assessment		

<ul style="list-style-type: none"> • Communication with Families and Communities 			
<p>Goal 3: The Teacher As Reflective Explorer has An Ethic of Caring: to have an ethic of caring, the candidate is bound to provide a caring climate for the socio-emotional and intellectual development of students while engaged in self-care.</p> <ul style="list-style-type: none"> • Professional Dispositions • Professional Growth 	<p>Case studies; field-based reflective journals; personal development paper; student teaching evaluations; field-based assessment; professional dispositions rubric scores; certificates; scholarships</p>		
<p>Goal 4: The Teacher As Reflective Explorer is a Skillful Manager: to be a skillful manager, the candidate must understand that quality education occurs within a structure that involved judgment, imagination and flexibility</p> <ul style="list-style-type: none"> • Reflection on Teaching • Knowledge of Student and student Development • Classroom Management 	<p>Field-based reflective journals; personal development paper; student teaching evaluations; case studies; videos</p>		

EXIT INTERVIEW AND PRESENTATION

STUDENT TEACHER EXIT INTERVIEW PROTOCOL

1. Describe how you have professionally grown in the areas represented by the four goal statements of the Conceptual Framework.
2. Discuss classroom decisions you had to make that impacted student learning.
3. Discuss a SOL-based lesson you have developed and implemented. How did you ensure fair access for all students to learn?
4. Give specific examples of how you differentiated instruction. What were the specific student attributes that led to the differentiation you described?
5. Describe how you incorporated technology to enhance student learning?
6. Think about your overall challenges and successes. Describe what you have learned. What particular lessons will you take with you into your next classroom?
7. Select three words that best describe how meaningful your student teaching experience was for you.
8. What are your plans for future ongoing professional growth?

Student Name _____

EXIT PRESENTATION RUBRIC

	1 Point	2 Point	3 Point	4 Point
<p>CONTENT</p> <p>Score: _____</p>	<p>Areas of growth are minimally addressed. The use of technology and/or assessment is not addressed. There is little to no indication or evidence of impact on student learning. There is no indication of reflective analysis. An attempt is made to answer questions from the audience but response is confusing or no attempt is made.</p>	<p>Areas of growth are presented but do not address all four goals of the conceptual framework. The use of assessment and/or technology is not addressed. Supporting examples are presented but are more listy than developed. There are flaws in reasoning or aptness of remarks. Student learning is minimally addressed, if at all. There is minimal indication of reflective analysis. Questions from the audience are answered, but the response is fairly basic.</p>	<p>Areas of growth that addressed all four goals are presented but the use of assessment and/or technology is not fully addressed. Student learning is addressed but minimal evidence is provided. Limited examples of challenges or successes are noted but they do indicate reflective analysis. Questions from the audience are answered clearly.</p>	<p>The student clearly presents how he/she has grown in areas represented by the four goals in the conceptual framework. Uses of assessment and technology are discussed, as well as evidence to support impact on student learning. Several examples, of both challenges and successes, are provided that support the growth and they demonstrate reflective analysis. Questions from the audience are clearly answered with specific and appropriate information.</p>
<p>ORGANIZATION</p>	<p>The presentation is neither focused nor are the points made clear. The main idea is</p>	<p>The presentation is focused but the points are not clear or the presentation is</p>	<p>The presentation is somewhat focused but the points made are not</p>	<p>Overall, the presentation is focused and clear. During the introduction the main idea is clearly stated and a</p>

<p>Score: _____</p>	<p>not stated and the topic is unclear. There is no clear introduction or summary. The presentation is difficult to follow. There is little or no evidence of preparation or organization.</p>	<p>unfocused but the points made are clear. The main idea is not clearly stated but a general overview is given. Summary is vague, leaves the listener hanging. There is some evidence of preparation and organization.</p>	<p>always clear. During the introduction the main idea is stated but no preview is given of key points. The order of the ideas presented may not be clear or logical. Summary is clear. There is evidence of preparation and organization.</p>	<p>preview is given of key points to be discussed. Ideas are presented in an order that is clear, logical and maintains audience interest. The summary is succinct and clear. There is strong evidence of preparation and organization.</p>
<p>MEDIA AND TECHNOLOGY</p> <p>Score: _____</p>	<p>Supporting materials or technology are not used and would have been helpful.</p>	<p>1) Supporting materials and technology are used but not judiciously; either too much or not enough. Or</p> <p>2) They are used judiciously but are unclear, difficult to understand or not tied directly to the point being made. Or</p> <p>3) Not used but not really needed – would have added to presentation.</p>	<p>Supporting materials and technology (overheads, charts, etc.) are used judiciously. They are clear and easy to understand.</p>	<p>Supporting materials or aids (overheads, charts, etc.) are used judiciously. They are visually exciting and fully support the point being made.</p>

	1 Point	2 Points	3 Points	4 Points
STYLE AND BODY LANGUAGE Score: _____	Style or body language is distracting. Eyes roam around the room or remain fixed on one object or person. Nervous gestures are used (tapping the finger, repeated use of “uh”). There are obvious signs of stress or discomfort. Audience feels uncomfortable because of speaker’s distress.	Style and body language is somewhat distracting. Eyes may roam around the room or remain fixed on one object or person. Style is tense. Volume of speech is either too loud or too soft. Rate of speech fluctuates. There may be errors in grammar.	Style and body language serve a relatively neutral role. It is neither supportive of presentation nor distracting. Nothing is done to really engage the audience. Little if any attempt is made to establish rapport. There are attempts to maintain eye contact. Style is not relaxed but not overly tense. Rate of speech may fluctuate. There may be errors in grammar.	Style and body language serve to enhance the presentation. Rapport is established with the audience. Eye contact is maintained. Gestures are used but are not distracting. General stance and style is relaxed. Rate of speech is moderate. Volume of speech and inflection is appropriate. Uses good grammar.

Please note: This presentation should be no longer than 15 minutes. There will be an automatic point deduction for going over the time limit.

Comments:

Evaluator: _____

(Please Print Name)

(Signature)

SECTION VI: RESOURCES



Virginia Union University
Syphax School of Education and Interdisciplinary Studies
Reflective Explorer, Charting the Course for all Students to Learn

Conceptual Framework

Below is the Conceptual Framework with explanations, definitions, and attributes of the Teacher as Reflective Explorer. The four characteristics of a Reflective Explorer are given in relation to charting the course for student learning. Please read these definitions carefully and use them to complete your Philosophy of Education.

The Conceptual Framework defines the Teacher as Reflective Explorer as an adaptive constructivist who has an ethic of caring and is a skillful manager. Each of these components has specific characteristics, which ensures that field experiences are well-planned, sequences and of high quality.

Competent:

The candidates are competent because they know the central concept, tools of inquiry, and structures of the discipline(s) taught. They have a knowledge base in learning theory, human growth and development as well as the impact of environmental factors on that development. Having these skills the candidates will be able to use multiple approaches to deliver content that reflects the concepts, ideas, values, facts and methods of inquiry in the discipline. Candidates also will be able to plan lessons and adjust instruction to meet diverse learner needs in all domains, articulate a high standard of literacy with comparable and written skills, and assess student progress and use those results to make instructional decisions.

Adaptive Constructivist:

Candidates are adaptive constructivists because they are skillful in planning strategies for creating instruction for diverse populations. They know how to encourage critical thinking and problem-solving skills. They are acutely aware of motivational techniques and group interaction. They also are able to use assessment strategies to insure continuous intellectual development. Additionally, they can foster relationships with the larger community to support the educational process. Because candidates have these skills, they can plan lessons to engage students with diverse learning styles, use a variety of instructional strategies, and merge students in individual and cooperative learning activities. Candidates guide students in using technology for local and global effect. Candidates use not only formal, but also informal assessments, such as projects, observations, and portfolios to judge their students' work. Candidates provide individual and cooperative learning opportunities. Candidates develop and maintain active relationships with the learning community to enhance student learning.

An Ethic of Caring:

Candidates have an ethic of caring because they are knowledgeable about the responsibilities of home, school, and community affecting student learning. Candidates are ethically bound to understand their students' perspectives. Candidates have high expectations for students' performances; therefore, they model respect for diverse learning and thinking.

Candidates recognize that diversity and multiculturalism are valuable for students' self-esteem and appreciation of others. Candidates model the necessity for life-long learning patterns and professional standards of behavior. Candidates demonstrate their ethic of caring by eliciting student responses in a way that creates a learning environment. Candidates maintain active communication with others in the learning community who have an impact on the students. In addition to an ethic of caring for students, candidates demonstrate personal care by active membership in professional organizations, seeking opportunities to enroll in professional development courses, maintaining an attitude of scholarly enthusiasm and collegiality, and present a professional appearance and demeanor.

Skillful Manager:

Candidates are skillful managers because they understand the multiplicity of the student populations in today's inclusive classrooms. Candidates can understand and practice classroom management skills that are grounded in research. Candidates can recognize behavioral factors that impact student motivation and group interactions; therefore, the candidate can adjust the lesson plan to better respond to students' needs and understanding. These skills allow the candidate to establish and enforce classroom policies/ procedures, prepare students to respect others' differences, incorporate school policies into classroom expectations, guide students toward independent learning, maintain student records, use correct behavioral modification, and encourage student self-discipline.

*Virginia Department of Education Division of
Teacher Education and Licensure
P. O. Box 2120
Richmond, VA 23218-2120*

APPLICATION FOR A VIRGINIA LICENSE

(Application for a teaching license, pupil personnel services license, division superintendent license, and a license with an endorsement to serve as an administrator and supervisor)

Thank you for your interest in licensure in Virginia. Please follow the guidelines below, complete the application forms, attach all required documentation, and return all completed information in a single packet to the address noted below. If you are employed in a Virginia educational agency, please submit your completed application packet directly to the appropriate individual in your school division or nonpublic school.

Please submit a complete packet. If an incomplete packet is submitted and a license cannot be issued, your application information will only be retained for one year. If a license has not been issued within a year, you will be required to resubmit a complete packet, including the fee.

Please follow the instructions below to apply for licensure.

CRITERIA FOR SUBMITTING AN APPLICATION FOR AN INITIAL VIRGINIA LICENSE

You may submit an application for an **initial** Virginia license if you meet the criteria in at least one of the following:

Have completed a state-approved teacher preparation program, to include student teaching; (If you have completed a Virginia approved program, you should request that your application be submitted by the college or university.);

Have completed a state-approved school counselor, school psychologist, school social worker, or speech language pathology program or hold a current, valid license in another state with no deficiencies in one of these pupil personnel services areas;

Hold a current, valid license from another state with no deficiencies with comparable endorsement(s) or teaching area(s);

Are employed full-time under contract by a Virginia school division (Please submit your application directly to the employing school division.);

Have completed an approved program in administration and supervision or hold a current, valid out-of-state license in administration and supervision. [An individual who holds a Virginia teaching license and who is seeking to add an administration and supervision endorsement does not need to submit an application for an initial license, but rather request an additional endorsement.]

Are seeking a division superintendent license. (Please review the specific procedures for submitting a division superintendent license application.)

PLEASE NOTE:

Please do **not** submit the initial Application for a Virginia License packet if you ever have been issued a Virginia teaching license or if you hold a five-year renewable Virginia license that has expired. If you hold an expired (or currently expiring) five-year renewable license, you must meet the renewal requirements noted in the *Virginia Licensure Renewal Manual*. Please note that if a full, renewable, Virginia license has expired, we also require that the current one-page Application for a Virginia License be submitted in order to update our records. The initial licensure fee and other initial licensure documents are NOT needed. The \$25 renewal fee and required renewal documents are still needed.

Refer to the **Procedures for Adding an Endorsement** if you are seeking an additional endorsement on your Virginia license. This information may be accessed on the Department of Education's Web site at http://www.doe.virginia.gov/teaching/licensure/adding_endorsements.pdf

PROFESSIONAL TEACHER'S ASSESSMENT REQUIREMENTS

Please refer to the Web site below to review required assessments for licensure in Virginia:

http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf

**CHILD ABUSE RECOGNITION AND INTERVENTION
TRAINING IS REQUIRED FOR INITIAL LICENSURE**

The 2002 Virginia General Assembly amended the *Code of Virginia* to require that individuals seeking initial licensure and license renewal on and after July 1, 2004, must complete study in child abuse recognition and intervention in accordance with curriculum guidelines approved by the Board of Education. All instructional personnel required to hold a license for their positions are required to complete this requirement. Individuals must complete the Child Abuse Recognition and Intervention requirement **PRIOR TO LICENSURE AND PRIOR TO EMPLOYMENT IN A VIRGINIA PUBLIC SCHOOL.**

A free training module is available at:

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html. Be sure your computer is connected to a printer when completing this training so you can print the certificate of completion. Submit this certificate with your completed application.

TECHNOLOGY STANDARDS FOR INSTRUCTIONAL PERSONNEL

Individuals are required to meet the Technology Standards for Instructional Personnel approved by the Board of Education. Individuals who graduated from an approved teacher preparation program in Virginia since December 1998 have met the requirement as the Technology Standards were incorporated in the program. All other individuals will need to meet this requirement as outlined and verified by the employing Virginia educational agency.

PROCEDURES FOR APPLYING FOR AN INITIAL VIRGINIA LICENSE FOR TEACHERS, ADMINISTRATORS AND SUPERVISORS, AND PUPIL PERSONNEL SERVICES PERSONNEL

Step 1- Application Form: Please respond to all questions. **It is the applicant's responsibility to notify the Division of Teacher Education and Licensure in writing of changes in your mailing address.** [The procedures for applying for a division superintendent license are listed in the next section.]

NOTICE: In accordance with § 63.2-1937 of the *Code of Virginia*, the Virginia Department of Education requires applicants for teacher licensure in Virginia to provide their social security numbers. Additionally, Virginia uses applicants' social security numbers to check the clearinghouse maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC) for licensure revocation, suspension, denial, and reinstatement in other states. Virginia also provides information to the clearinghouse as needed. The Virginia Department of Education will not release your social security number except to the NASDTEC clearinghouse to report cases of licensure revocation, suspension, denial, and reinstatement as noted above. **Please note that if you choose not to provide your social security number, we will be unable to process your request for a Virginia teaching license.**

Step 2- Nonrefundable Application Fee: Attach a certified check, cashier's check, money order, or personal check made payable to the *Treasurer of Virginia*. The in-state fee is \$50 and the out-of-state fee is \$75. **Note: The fee is determined by the address on your application. A \$25 processing fee is assessed for a check returned for any reason. Returned checks are subject to collection action.**

Step 3- College Verification Form: Send this form to the certification/licensure officer of the college or university where you completed a state-approved teacher preparation program. The student teaching/practicum/internship verification (Part III) must be completed for each student teaching/practicum/internship experience. (If you have completed a state-approved program at the undergraduate and graduate levels, please have both institutions complete a form.)

Step 4- Report on Experience: Request the completion of this form by the appropriate accredited nonpublic or public school division official if you have completed at least one year of full-time contractual teaching or other school professional experience in early childhood special education or kindergarten through grade 12 at a public or accredited nonpublic school.

Step 5- Professional Teacher's Assessment Scores: Please submit a copy of your scores for the licensure assessments, if required. Please refer to the following Web site for testing information:
http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia may be exempted from the professional teacher's assessment requirements.

Step 6- Official Student Transcripts: Contact the registrar's office of each college or university where you have earned degrees or completed course work. **Request official student transcripts to be sent to you, and submit the transcripts with your application packet.** Official student transcripts (bearing the registrar's signature and embossed seal) that have been issued to students **are** acceptable. Placement records sent from colleges, grade reports, and photocopies of transcripts will not be accepted or returned.

Step 7- Out-of-state License(s): Submit a **photocopy** of each of your current out-of-state license(s).

Public School Calendars

For a complete copy of the school year calendars please visit the following websites:

Chesterfield County Public Schools: <http://mychesterfieldschools.com>

Hanover County Public Schools: <http://hcps2.hanover.k12.va.us>

Henrico County Public Schools: www.henrico.k12.va.us

Richmond City Public Schools: <http://web.richmond.k12.va.us>

FINAL TIPS FOR SURVIVAL

- 1. Be active and assume a pro-active role in conferences with your supervisor and Supervising Teacher.**
- 2. Attend all required PTA meetings or school-related activities.**
- 3. Show enthusiasm, perseverance, and initiative.**
- 4. Take advantage of all opportunities to learn and grow.**
- 5. Show genuine concern and care about the quality of your student teaching experience.**
- 6. Be punctual, courteous, consistent, and refined as a true professional ought to be.**
- 7. Do not be afraid to ask questions and admit mistakes/ weaknesses. Prevention is better than cure!**
- 8. Recognize that student teaching is emotionally, physically, and intellectually demanding. Therefore, set time aside to take care of yourself and avoid too many engagements in “outside” activities.**

TEACHER EDUCATION PROGRAM
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REFERENCES

Designing a Continuum of Successful Field Experiences: A Blueprint. The Virginia Department of Education, May 2006.

Wilmington University Teacher Intern Handbook, New Castle, DE, 2012.