Teacher Education Program

FIELD EXPERIENCE HANDBOOK

Preparing students to become effective agents of change

2016 - 2018
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Welcome to the Teacher Education Program!

Your decision for a career in education identifies you as someone who holds hope for the future. You are embarking on a life-long pursuit of learning and excellence. The Radford University faculty and staff, in partnership with our local school divisions, create a professional community dedicated to working closely with our students.

Together we have identified key knowledge, skills, and dispositions that our candidates are expected to demonstrate. “The Professional Educator,” which follows, is our official statement and describes this agreed upon conceptual framework for best practices in preparing future educators. This framework reflects state and national standards and also serves as the basis for evaluating our candidates. It is important that you become familiar with these expectations and vital that you demonstrate them.

The Office of Field Experience is an essential resource for our students. Its mission is to support the professional development efforts of the teacher education programs and supervisors by preparing, qualifying, and placing pre-service teachers in quality partnership schools for early field experience and student teaching. It helps ensure your teacher licensure in fulfilling compliance with state and federal standards. I encourage you to work closely with this office.

As you embark on this journey, this handbook provides you with essential information and resources to help you along the way. Best wishes for a rewarding experience.

Dr. Kenna Colley, Dean
College of Education and Human Development
Dedication

Radford University acknowledges the special effort and commitment on the part of school supervisory personnel, school principals, and especially the individual teachers and specialists who serve as mentors for pre-service teachers enrolled in Field Experience Programs.

Your daily encouragement and professional assistance are integral to their professional development. Through you, Field Experiences become the central component of the Teacher Education Program.

We wish to extend our gratitude to you.

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A fundamental concept underlying preparation for a profession in PK-12 schools is that it is a career-long process. Thus, the first basic expectation for Radford University professional education candidates is they demonstrate a commitment to life-long learning. Studies of experts and novices in education suggest professional knowledge and dispositions emerge from reflected-upon experience: situated learning that takes place within an environment that values and pursues inquiry into professional practice and student development and learning. Thus a second underlying tenet in Radford University’s programs is the emphasis upon professional learning communities that promote the development and well-being of PK-12 students and families, professional education candidates, and university and school-based faculty.

Programs are also designed to encourage candidates to integrate knowledge gained over time from several areas of study and experience: from candidates’ prior beliefs and understandings, from research in their fields, from the expert counsel of practitioners, from guidelines from professional organizations, and from their own study and experiences as teachers, counselors, administrators, psychologists, social workers, and other specialists.

Candidates in Radford University’s Professional Education programs are expected to demonstrate knowledge, skill, and commitment in the following areas:
Content. Research has extended our awareness of the pervasive impact content knowledge has on professional practice today. Rich content knowledge is essential in promoting PK-12 student learning. Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. They are able to address the content in ways that motivate and engage students, using multiple modes for representing content and for assessing learning in order to meet the needs of diverse learners. Candidates pursuing advanced degrees master the content and knowledge bases particular to their advanced roles in order to provide effective leadership, support, and services for PK-12 students and teachers.

Learners. Professional expertise includes the knowledge, skills, and dispositions to engage in learner- and family-centered work. Informed decision-making requires a strong understanding of various aspects of human development. Candidates understand how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. They understand how students differ in their approaches to learning and can create instructional opportunities that are adapted to diverse learners. They use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The increasing diversity of students in PK-12 schools requires professionals have strong foundations in multicultural and global perspectives, in the socio-cultural contexts of human growth and development, in learning styles, in communication and interaction styles, in family systems, and in student exceptionalities. Candidates demonstrate the knowledge, skills, and commitment needed to advocate for quality education for all students, and to recognize and eliminate structures, assumptions, and practices that restrict access or perpetuate inequities in education.

Best Practice. Best practice requires a commitment to inquiry and reflection, attention to multiple variables impacting student development and learning, and a proactive stance toward schools as learning communities. Candidates apply best practices in order to ensure all PK-12 children are successful learners. Candidates use knowledge of effective verbal, nonverbal, and media communication strategies to foster active inquiry, collaboration, and supportive interaction among students and PK-12 professionals. Candidates plan instruction and services based upon knowledge of subject matter, students, families, the community, and curriculum goals. They understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. Candidates in administrative and specialist programs apply best practices in providing leadership and services that support effective and caring learning communities. Candidates are able to explain what they believe, know, and
do based upon research and best practice. They are able to integrate technology into their practice to promote student learning, to access information, to enhance communication, to manage their roles and responsibilities effectively, and to extend their own learning.

**Professionalism.** Candidates actively seek opportunities to develop professionally and to promote renewal and best practice in the learning community. Candidates reflect systematically upon their practice and continually evaluate the effects of their choices, decisions, and actions on others. Candidates are knowledgeable about and proficient in meeting professional and state standards for practitioners in their field. Candidates foster relationships with school colleagues, families, agencies, and the community to support students’ learning and well-being. They are able to communicate effectively and sensitively with families about school programs and about the progress of their children and youth, and are successful in engaging families in the education of their children.
Assessment and Evaluation – Assessment and evaluation are often used interchangeably, and thus there is not a clear consensus on how to differentiate between the two. Assessment is often distinguished as either formative or summative. Formative assessment refers to an on-going process of monitoring learning and responding to information gathered with the aim of improving the learning process. Summative assessment, on the other hand, usually refers to an actual event or product implemented at the end of a unit of learning for the purpose of making a judgment about learning that has occurred. The term ‘evaluation’ is more often associated with more summative types of assessment.

Action Plan – This plan is an outline for success which documents the concerns and the strategies to remediate these issues. The student creates it with a support team comprised of any of the following: the university supervisor, advisor, Assistant Dean, cooperating teacher, or resource person, documenting concerns and strategies. Provisional Admission requires a provisional action plan at the start of the field experience semester.

CAEP - Council for the Accreditation of Educator Preparation (formerly NCATE National Council for the Accreditation of Teacher Education) is a non-profit, non-governmental alliance of national professional education and public organizations representing millions of Americans who support quality teaching. CAEP currently accredits 632 colleges of education with 78 more seeking CAEP accreditation. CAEP accreditation is a mark of distinction, and provides recognition that the college of education has met national professional standards for the preparation of teachers and other educators.

Central Office Personnel – Administrative/educational employees of the local school divisions who work with the Office of Field Experience and are responsible for the placement, partnerships, and continuation of interns and cooperating teachers.

Conceptual Framework - The College of Education and Human Development’s official statement that describes the best practices in preparing future educators. This framework reflects state and national standards and also serves as the basis for evaluating candidates. The “Professional Educator” contains these statements of best practices.

Cooperating Teacher/Professional – The cooperating teacher or cooperating professional is a licensed, clinically trained teacher approved by their school system to mentor and evaluate pre-service teachers in their clinical field experiences. The cooperating professional provides the opportunities for engagement, planning, and evaluation as an on-going mentor in the classroom.

Early Field Experience (EFE) – An initial supervised semester-long experience in the local schools. Depending on the specific program, EFE internships vary in design, and begin with observation, usually spending about 20 hours a week in the schools. Blocking – or Methods - are terms formerly used in teacher education for early field experiences in which students take classes to learn strategies for teaching specific content courses.

Intern – A student in field experience - Admission into the Teacher Education Program allows students to become interns and begin their field experience in the schools under close supervision. An intern can be in Early Field Experience or in Student Teaching.

Partnership School - A specific school that works with the teacher education programs to establish an authentic learning community. Partnership schools are characterized by mutual cooperation and the
responsibility to advance the educational opportunities of the students in the school and the university interns, while enhancing the teaching profession.

**Plan of Improvement** – A formal intervention during field experience, in which a student is placed on probation by her/his supervisor(s) because an issue has not improved with an action plan or because it is immediately significant enough to jeopardize completion of the teaching program. Specific remediation, timeline, and consequences are outlined. Successful remediation results in lifting of probation.

**Pre-service Teacher** - a teacher in training before professional licensure.

**Professional Characteristics and Dispositions (PC&D)** - In addition to the knowledge and skills needed in the teaching profession, students need to demonstrate professional characteristics and dispositions. These are associated with successful career professionals in education and are part of the admission and retention process. PC&D are: work habits, behaviors, responsibilities, interpersonal skills, values, attitudes, and beliefs toward education and toward the learners and their families. This handbook outlines the 11 PC&D assessed in beginning coursework and the 15 PC&D assessed in field experience.

**Professional Development Seminars** - Professional Associations, RU faculty, RU Office of Field Experience, and local school divisions offer professional development training throughout the semesters. Our interns are included in many of these trainings to foster their growth as professionals. This additional learning is strongly encouraged and often required as part of the intern’s program.

**Professional Education Committee** – The PEC is part of RU’s Internal Governance system. This committee is headed by the Dean of the College and provides input, guidance, and review on matters involving professional education programs. The Policies and Procedures Governing Teacher Education Programs (approved 04-23-12) are found in this handbook - Appendix B.

**Professionalism** – “The conduct, aims, or qualities that characterize or mark a profession or professional person” (Merriam-Webster). Professionalism plays an important role in how a person is perceived by her/his employer, co-workers, students, parents, and casual contacts with whom there is interaction. The conceptual framework works to define this concept of competence and best practices in the learning community.

**Provisional Admission** – Acceptance into the teacher education program and field experience, with noted concern. A student meets the minimal admission criteria. However, during the departmental reviews, faculty note specific weaknesses or concerns in academics and/or professional characteristics and dispositions which need to be addressed.

**SACS** - The Southern Association of Colleges and Schools is an accreditation body whose mission is to enhance educational quality and improve institutional effectiveness in the South through established standards in the accreditation process.

**Student Teaching** – A supervised semester-long advanced clinical experience (following previous semester early field experiences) in the local schools, which varies by program. Usually the intern (student teacher) has significant experiences in teaching in the core academic subject areas for their area of licensure and spends the entire day in the schools. The student teacher progresses in skill, gradually assuming responsibility for all aspects of the classroom (for a minimum of 2 weeks). Interns need to log at least 300 supervised classroom experience hours with 150 of those hours being in direct teaching activities for licensure.
SWVA Consortium – The Southwest Virginia Professional Education Consortium was developed to formalize the collaboration with 10 K-12 schools in the New River and Roanoke Valleys and the four regional institutions of higher education. The purpose of the consortium is to enhance preparation and continuing teacher education. The project is funded by the Virginia Department of Education.

Teacher Candidate – A CAEP term referring to a college student in the teacher education program, which differentiates him or her from a “student” in the local school division or LEA (Local Educational Agency).

Teacher Education Program – The Teacher Education Program at Radford University is administered through the College of Education and Human Development and is comprised of multiple programs accredited through NCATE, SACS, and the Virginia Department of Education (VDOE).

Teacher Licensure – The responsibility for licensure is set forth in the Code of Virginia, which states the Board of Education prescribes by regulation the requirements for licensure of teachers. The primary purpose is to maintain standards of professional competence. Successful completion of RU’s teacher education program prepares students for licensure.

University Supervisor – The RU professor or instructor who acts as the liaison between the university and the partnership school to oversee the intern’s progress through regular visits, observations, conferences, and formative and summative feedback.
Qualifications for Retention in the Teacher Education Program and Field Experience

The Policies and Procedures (Appendix B) clearly states, “Teacher candidates enrolled in field experience programs are expected to continue to meet the requirements for admission,” in order to continue in the program. Teacher candidates must demonstrate the knowledge, skills, and dispositions addressed in the performance expectations within each particular program based upon the basic performance expectations required of all candidates in Radford University’s Teacher Education Program.

Once admitted to the program and with the beginning of internships in field experience, teacher candidates are required to meet certain professional qualifications in order to be retained in field experiences and in the Teacher Education Program (TEP). The minimal requirements within the three primary areas of academic excellence, basic proficiency skills, and interpersonal and professional qualities are described in Policies and Procedures Governing Admission to and Retention in Field Experiences in Teacher Education Programs (Appendix B). Some of these are further discussed here.

In order to participate and benefit from the program itself, interns should have developed basic skills and dispositions in the following areas:

- Effective oral and written communication
- Knowledge of the disciplines/Content Knowledge
- Interpersonal skills and dispositions
- Appropriate professional conduct

Oral and Written Communication
Teacher candidates are expected to communicate effectively orally and in writing with usage, spelling, pronunciation, and punctuation appropriate to standard English. They should be able to articulate clearly and effectively project and modulate their voice.

Content Knowledge
Teacher candidates must demonstrate sufficient mastery of the knowledge and skills of the content they will be teaching. Therefore, they must take initiative to preview the content that lies ahead in the curriculum and to make sure they have mastered it prior to teaching it. Teacher candidates are expected to:

- Exhibit an interest in content area subject matter;
- Demonstrate a willingness to learn more about the content; and
- Have the ability to use a variety of resources for enhancing their skills and understanding in the content areas.

Poor performance regarding content knowledge and a lack of understanding of the curriculum is a matter of critical, immediate concern and may interfere with successful completion of the program.
**Interpersonal Skills and Dispositions**

Teacher preparation at Radford University relies upon the dynamics of the professional community to drive professional development. Candidates must be able to establish positive and productive working relationships with peers, students, and instructors. They must already exhibit interpersonal skills and dispositions outlined as listed in Appendix D, *Professional Characteristics and Dispositions*, some of which are highlighted below:

- Recognize and support human differences
- Examine and apply characteristics of successful professional educators
- Reflect on teaching and learning
- Collaborate with families
- Maintain a positive regard for students and families
- Show professional respect for others and for programs in the school
- Manage stress and be flexible
- Accept change and be able to handle ambiguity
- Be able to problem-solve
- Maintain confidentiality
- Express differing opinions respectfully
- Accept constructive feedback

**Professional Conduct**

Teacher candidates are to assume the attitude, bearing, and responsible actions of a person entrusted with the role of professional educator. This requires the ability to make thoughtful decisions. Candidates must, for example:

- Know and abide by all school and university policies and procedures
- Be punctual
- Maintain satisfactory attendance and time schedules
- Be reliable and dependable
- Commit to the work necessary to accomplish requirements and meet goals
- Demonstrate a professional attitude in all contacts with the school, community, and university
- Recognize situations which require confidentiality and be extremely cautious in dealing with such situations

Candidates should be thoughtful in their interactions with each other, their teachers and instructors, and parents or community members. They should be sensitive to matters of confidentiality and should avoid sharing information about others unless it is clearly being shared within a professional setting for professional purposes.

**Concerns**

If a teacher candidate is unable to maintain satisfactory attendance and professional conduct in the schools, at Radford University, or in matters in their personal lives that become public, he or
she might be dismissed from the field placement. This could jeopardize successful completion of the program.

**Early Identification of Concerns**

It is crucial to discuss all concerns within the team and with the Assistant Dean as soon as they emerge. This allows the necessary time to resolve issues or observe patterns of behavior and implement various strategies to improve performance. The first responsibility of all participants—teachers, student teachers, university supervisors, principals—is to the students in the school. The University will not continue a placement if it creates problems which interfere with the teaching and learning in the classroom. Radford University has established policies and procedures for situations in which concerns regarding candidates’ performance emerge. These policies and procedures are described in Appendix B, *Policies Governing Admission and Retention*.

**Concerns Caused by a Poor Match in the Placement**

Some concerns emerge because of a mismatch in the placement. An example of a mismatch would be a case where the teacher only teaches one or two subject areas and the program requires experience in most if not all subjects, or when it is not possible for the candidate to complete required internship activities in a particular class. Such problems can often be resolved within that placement. For example, the teacher candidate can be placed with two grade-level teachers who teach all areas to a particular class with one teacher serving as the primary contact. If the problem cannot be resolved within that placement, the university supervisor will meet with the Assistant Dean.

**Concerns Regarding Performance**

1. The university supervisor needs to convey to the cooperating teacher that he or she should be contacted immediately if a concern arises. Even if the cooperating teacher or candidate is unsure of his or her own judgment, consultation with the supervisor is always recommended.

2. The teacher candidate, university supervisor, and cooperating teacher should meet to discuss the concerns. It is important to use the performance expectations (below) to guide discussion of weaknesses and strengths in the teacher candidate's performance. If the concerns are particularly substantial and there is some indication a candidate might not be able to successfully complete the experience at the current level of performance, then the teacher candidate may be placed on a formal Plan for Improvement (Probationary status) (see Appendices H & I). Weaknesses, strengths, and strategies to remediate deficient areas must be documented in writing by the supervisor. After the supervisor drafts the plan for improvement, he/she must schedule a meeting with the teacher candidate and Assistant Dean to discuss and sign it. The university supervisor will then schedule a meeting to review the terms of the improvement plan with the cooperating teacher and teacher candidate. Copies of the improvement plan are given to the teacher candidate and cooperating teacher; the supervisor will retain one copy and submit the original copy to the Assistant Dean.
3. The supervisor and the teacher monitor the candidate's performance and assist the candidate by giving feedback, making suggestions, and providing on-going support. The university supervisor will document the progress of the candidate in writing, as observed by the supervisor or as reported by the cooperating teacher. They will specify times when they will meet with the candidate to discuss progress. The university supervisor will keep the Assistant Dean abreast of the teacher candidate’s progress during the probationary period.

4. The teacher candidate remains on probation until he or she establishes a pattern of satisfactory progress as judged by the university supervisor in collaboration with the cooperating teacher and documented in the Plan for Improvement. A Plan for Improvement form and a form outlining guidelines for completion are in Appendices H & I.

A Plan for Improvement contains the following elements:

- **Statement of concerns** – outlines the concerns and provides notification to the intern of this concern

- **Expectations and conditions to be met** – outlines the specifics with deadlines and reviews

- **Outcome options** – identifies the consequences

- **Resource and Referrals** – provides referrals and services

- **Documented Lifting of Probation** – states how issues have been resolved

**Procedures for removing candidates from field experience**

**Interim Removal**

Faculty members and school personnel may recommend a teacher candidate be immediately removed from a field experience placement for a single severe incident such as a serious violation of policies or conduct codes, or unsafe or unprofessional behavior. Until the case has been reviewed by the Assistant Dean, the student teacher is placed on Interim Removal. The faculty supervisor makes the recommendation for Interim Removal to the Assistant Dean and also verbally notifies the candidate. The student teacher must leave the field experience placement upon this verbal notification and must not return to the school placement during Interim Removal. These official policies and procedures are further described in Appendix B.

Most problems identified during internships are remedied and the student teacher goes on to complete the internship successfully. There are times when candidates who have difficulties do not continue on in the program, often by their own choice. The Assistant Dean and others work
closely with these individuals to counsel them regarding other careers and to help them to
complete a degree with the least disruption and cost to them.

**Administrative Removal**

If the school or the University Supervisor recommends Administrative Removal, the Assistant
Dean is immediately notified of this recommendation and the reasons for the recommendation. A
meeting with the teacher candidate and university supervisor occurs to discuss the situation and
whether or not the recommendation is both for removal from the field experience placement and
removal from the Teacher Education Program. This process is entered into with very serious
deliberation. The Assistant Dean notifies the teacher candidate of the decision in writing. These
official policies and procedures are further described in Appendix B.
Assessment

Learning to teach is a life-long process that begins well before an intern enters a teacher preparation program and continues well beyond it. Based on research on teacher preparation, Radford University’s programs have changed dramatically. Isolated courses followed by random placement in classrooms have been replaced by a cohesive, integrated experience involving study, observation, conversation, and reflection taking place simultaneously in courses and in field experiences within professional learning communities. The expectations for interns' performance have expanded into complex, intertwined sets of skills, knowledge, and dispositions they demonstrate in their courses and in their field experiences. This type of preparation program requires continual interaction and conversation among all members of the learning community.

Roles and Responsibilities in Assessment

Assessment is a shared responsibility of the university supervisor, cooperating teacher, and candidate. The university supervisor, as the instructor-of-record, coordinates the assessment process, gathers assessment information, and assigns the final grade. The teacher and supervisor plan the candidate’s involvement so it will enable them to assess the candidate's performance. They both provide regular feedback and suggestions for improvement. The candidate is required to show growth in the ability to self-assess, which is considered a necessary outcome of the program to ensure continuing professional development.

The “Internship Team”

The intern, the cooperating professional teacher, and the university supervisor comprise the “Internship Team” and collaborate in planning and evaluation in both the Early Field Experience and Student Teaching internships with the Office of Field Experience. The internship team ensures field assignments are integrated into the ongoing plans for the classroom, school, or agency. The roles of the internship team are more fully described in the following sections.

As the internship team meets to map out the teacher candidate’s assignments and responsibilities, it is important to consider how the activities will provide opportunities to observe the candidate’s knowledge, skills, or dispositions related to these performance expectations. The performance expectations should be used as a guide to direct the cooperating teacher’s and university supervisor’s conferencing and coaching with the teacher candidate.
General Guidelines for Assessment

Structure

The following general guidelines should help in establishing the structure for productive and useful evaluation processes for “The Internship Team:"

- Determine contact information to facilitate communication - i.e. exchanging home and cell phone numbers, where to leave messages, e-mails, and emergency processes for the entire Internship team;

- Establish a **regular conference time** for the student teacher and the cooperating teacher to plan the experiences and to discuss progress once a week or at least every two weeks. The university supervisor may be a part of these discussions. Student teachers might have to come to school early or stay late to do this;

- Provide **regular feedback**. It is important to be able to determine patterns of strengths and weaknesses in order to support development and provide ongoing formative assessment;

- Include opportunities for the student teacher to **reflect and self-evaluate**. This skill is critical for on-going professional development;

- **When there is a concern**, confer with the Internship Team as soon as possible, determine if and how a Plan for Improvement can be completed, and contact the Assistant Dean. (Appendices H and I contain the Plan and guidelines.)
Roles of Participants

The Office of Field Experience

The Assistant Dean of the College of Education and Human Development also serves as the Director of Field Experience and works in conjunction with the Clinical Coordinator of Field Experience. They oversee the process and procedures involved in ensuring quality placements and evaluation for Radford’s teacher candidates in early field experience and in student teaching, in conformity with federal and state regulations regarding the training of teachers. This office ensures students are thoroughly prepared for this next experience in their academic careers. The office works with faculty members and school divisions in arranging placements, assisting supervisors in monitoring intern performance, working closely with university and school faculty if concerns emerge, and in promoting and supporting university/school partnership efforts.

The Superintendent or the School Divisions’ Central Office Personnel

The Superintendent or a designee from the School District’s Central Office personnel works with the Office of Field Experience and with university faculty in fostering school/university partnerships and in facilitating field placements. Contact with the schools for field experience placements is made through the Office of Field Experience. Faculty members make requests for field placements to the Office of Field Experience, which forwards the requests to the Superintendent or designee.

The School

The school communities selected for school partnerships and for internship placements generally exemplify the following characteristics:

- Hold high goals for all children - demonstrate concrete approaches for addressing the diverse characteristics and needs of children;
- Engage in continuous renewal or improvement efforts;
- Provide opportunities in which interns can be authentically and readily involved in efforts that contribute to the learning and well-being of students; and
- Demonstrate a strong commitment to professional development, actively engaging in reflection and inquiry into teaching and learning.

The principal or designee(s) may serve as a primary contact for the field experience program. Clinical faculty teams and/or advisory boards have also been developed at some school sites, and they help fulfill this role. The school contact(s) may provide the following:

- Assist faculty and the Office of Field Experience in matching interns with cooperating teachers;
• Help introduce the teacher candidates to the school community;

• Coordinate school-wide development activities for candidates; and

• Serve as the liaison for coordinating other school/university initiatives.

The University Field Supervisor and the Cohort Leader

A single faculty member might serve as both the cohort leader and the university field supervisor. In some cohorts, the cohort leader shares field responsibilities with another faculty member who serves as the field supervisor.

Cohort leaders help ensure coordination of the seminars, courses, and field work; work with other faculty members to review, evaluate, and refine the program; regularly monitor interns' progress; plan and implement cohort seminars; and teach courses in the program of studies. If another faculty member serves as the university supervisor, he or she assumes primary responsibility for contacts with the schools and with students while they are in the schools. Supervisors visit and observe the teacher candidates regularly, report candidates' progress to the cohort leader, and assist in planning and implementing cohort seminars. Both the cohort leader and the university supervisor serve as liaisons between the school and the university, collaborating with teachers and principals in developing, implementing, and refining the field experience program.

The role of the university supervisor includes the ten following responsibilities:

1. Serve as professor for the field experience.

2. Prior to the start of the semester, confirm the placements with the Field Experience Office (names and grade levels) and advise the student teachers of their placements.

3. Meet with the student teacher and the cooperating teacher at the beginning of the semester to share information and to develop a tentative semester plan, including:

   a) exchanging contact information among the student teacher, cooperating teacher, and him/herself;

   b) distributing necessary materials (evaluation forms, handbooks) PROGRAM SPECIFIC FINAL EVALUATION FORMS SHOULD BE REVIEWED AND DISCUSSED BY ALL PARTIES AT THE START OF THE SEMESTER;

   c) explaining general aspects of the teacher education program and of the student teacher’s specific program (including parts of the handbooks, such as descriptions of the conceptual framework, the roles and responsibilities of participants, performance expectations and procedures for evaluating interns, and the evaluation forms);
4. Plan and implement weekly or biweekly seminars for group supervision of three or more candidates, and plan and implement large-group seminars with other cohort leaders, as needed.

5. Maintain regular contact with both the candidate and the cooperating teacher to monitor progress and make any needed adjustments. If any difficulties emerge with the field placement, please notify the Assistant Dean at (540) 831-6311 at your earliest convenience. Rather than hesitate or try to guess if a "real problem" exists, act on your earliest concerns. We can best work with any situation, serious or slight, if we know as early as possible about potential problems.

6. Provide written feedback to candidates regarding their progress on a regular basis. This should include notes from conferences, observations, and plans for improvement. Two formal written evaluations are required: a mid-term and a final evaluation. Conduct a minimum of four formal observations of the candidate delivering instruction.

If the candidate is not making adequate progress, the supervisor must ensure that specific concerns related to the program’s performance expectations are discussed and shared in writing with the student teacher (the written record should be signed and copies given to the teacher candidate, cooperating teacher, and Assistant Dean, and a copy is kept by the supervisor). If the concerns are about serious weaknesses or lack of progress and the supervisor believes if no changes are made the candidate might not complete the internship successfully, the Internship Team should develop a Plan for Improvement (please read Appendix B, Policies and Procedures Governing Admission and Retention and Appendix H, Plan for Improvement, and Appendix I - Guidelines). Copies of the plan are given to the candidate, cooperating teacher, and the Assistant Dean, and the university supervisor retains a copy.

7. Weekly, review and sign interns' logs and the schedule of field assignments. This includes reviewing the attendance each week.

8. Schedule midterm and final evaluation conferences with the teacher candidate and university supervisor. (The final evaluations should be completed and entered in Tk20.)
9. The Clinical Experience Activity Logs and Log Summary (see Appendices E, F and G) need to be reviewed and signed by all parties during and at the end of the semester, so the candidate can submit the summary to the Office of Field Experience.

10. Serve as the liaison between the university and the assigned schools.

11. Provide program information and, whenever possible, help provide resources to teachers.

The Cooperating Professional Teacher

The cooperating professional provides the opportunities for engagement and the on-going mentoring that is crucial for the intern’s success. Teachers selected for this role meet criteria modeled on the selection criteria for mentor teachers outlined in the “Guidelines for Mentor Teacher Programs” approved by the Virginia Board of Education June 22, 2000. Cooperating Professionals have:

- a valid Virginia Collegiate Professional License with proper endorsement for the teaching assignment;
- a minimum of three years’ experience as a successful classroom teacher if supervising student teaching interns;
- training as a clinical teacher/mentor;
- a history of proficient or outstanding performance appraisals;
- a recommendation for appointment as a cooperating teacher by the school principal;
- a commitment to lifelong learning as evidenced by: workshops, college credits, work towards a master’s degree, or other types of on-going professional development activities;
- recognized expertise in subject matter knowledge and varied instructional strategies;
- skill in effective classroom management;
- an understanding of internship-student teacher development;
- an understanding of formative assessment;
- effective interpersonal and collaborative skills;
- a willingness to take on the responsibilities of a cooperating professional; and
- a willingness to participate in the development, implementation, and evaluation of field experiences.

This following list of 12 activities serves as a guideline for the role of cooperating teachers:

1. Orient the student teacher to the school facility, personnel, and to school policy. If possible, share a copy of the school faculty manual or parent's handbook and lists of faculty and administrative personnel (interns should find this on the school’s web page);

2. Prepare a workspace for the student teacher. If possible, have available extra teaching manuals the teacher candidate may use;

3. Introduce the candidate as a teacher to help establish their role;
4. Help the candidate become familiar with students’ names to facilitate his/her interactions with students;

5. Provide opportunities for the candidate to become directly involved with students, either individually, in small groups, or with the entire class, as soon as possible;

6. Plan “instructional” activities that involve the student teacher. Copying, cleaning, grading papers, creating displays, etc., are all part of teaching but should be assigned judiciously to insure the candidate has opportunities to develop the skills and knowledge defined in the program’s performance expectations.

7. Meet regularly (plan a weekly conference time) with the candidate to plan activities and to provide informal feedback and suggestions.

8. Assist the teacher candidate in planning and implementing field assignments. Candidates and supervisors will discuss the field assignments candidates receive in their courses with cooperating teachers. Many instructors provide written descriptions of assignments. The University supervisor will work with the candidate and with the cooperating teacher to clarify assignments and to coordinate the assignments with the on-going activities of the classroom.

9. Regularly observe the candidate and provide feedback on performance. Teachers are asked to provide informal feedback to the candidate on a regular basis. Conduct a minimum of two formal observations of the candidate delivering instruction. The cooperating teacher will complete a mid-term evaluation and a final evaluation.

10. If any difficulties emerge with the field placement, please notify the University Supervisor or the Assistant Dean at the Field Experience Office (540-831-6311) at your earliest convenience. Rather than hesitate or try to guess if a "real problem" exists, act on your earliest concerns. We can best work with any situation, serious or slight, if we know as early as possible about potential problems.

11. Complete the final evaluation and Professional Characteristics and Dispositions in Tk20 approximately one week before the end of the assignment. The teacher, university supervisor, and the candidate discuss the evaluation in a conference.

The Teacher Candidate
Candidates have responsibilities both as a university intern and as a developing professional. At the most basic level, they must meet the requirements for being retained in the program and they must demonstrate satisfactory growth toward the knowledge, skills, and dispositions outlined in the program’s performance expectations.
An Orientation to Field Experience

Orientation dates for teacher candidates are scheduled at the beginning of the semester, and are published. Candidates are required to attend. This meeting outlines and discusses the expectations and requirements. Teacher candidates continue to develop their basic skills and dispositions focused in the following areas:

- effective oral and written communication skills;
- knowledge of the disciplines;
- interpersonal skills and dispositions; and
- appropriate professional conduct.

Responsibilities of Teacher Candidates

Reading and understanding this BASIC FIELD HANDBOOK is essential for the success of teacher candidates.

There are 11 responsibilities listed below candidates must demonstrate. These responsibilities are listed according to three general categories of obligations: meet program requirements and expectations; collaborate in planning the experience; and complete field assignments, evaluations, and logs.

Meet Program Requirements and Expectations

1. Candidates continue to meet requirements for admission and retention in the Field Experience Program (see Appendix B Policies and Procedures for Admission and Retention in the Field Experience Program) and show satisfactory growth in demonstrating the knowledge, skills, and dispositions outlined in the performance expectations.

Teacher candidates enter the program at various levels of preparedness to assume roles as a teacher and require varying levels of guidance and assistance from other educators to promote their development. However, candidates’ involvement in the school should contribute to and not detract from the teaching and learning in the professional community. Candidates are expected to demonstrate a certain level of knowledge, skills, and dispositions, which allows them to participate constructively in the program and to contribute to the on-going activities in the classroom, school, or agency. They should demonstrate academic preparedness; proficiency in oral and written communication; and qualities of character and interpersonal skills such as: inquiry and initiative; openness, flexibility and responsiveness; productive interpersonal and problem-solving skills; dependability; energy and resourcefulness; and positive attitudes toward children, families, programs, and other professionals.

Any candidate who thinks he/she requires accommodations in order to successfully meet program requirements or demonstrate the program outcomes should seek assistance from the Disability Resources Office (831-5226) concerning reasonable accommodations through technical aids and assistance. It is the obligation of the candidate to develop a
written accommodation agreement with the assistance of that office and the Assistant Dean. The candidate and Assistant Dean will review the agreement with the university supervisor. Radford University does not discriminate on the basis of disability and is committed to providing accessibility to its programs, services, and activities for qualified individuals with disabilities.

2. Teacher candidates must demonstrate responsible professional conduct at all times. They should assume the attitude, bearing, and responsible actions of a professional educator.

This includes abiding by school and university policies, maintaining confidentiality, being thoughtful and respectful in their discussions of others and of school or university programs, and maintaining satisfactory attendance.

Guidelines for the prevention of sexual misconduct and abuse – procedures to protect students in the schools and create an understanding that deters candidates’ misconduct, provides accountability, and helps establish appropriate boundaries.

To foster closer partnerships with the schools, during the first week of the assignment, the teacher candidate is responsible for obtaining and reading written school policies and procedures. The candidate should discuss these policies and classroom discipline policies with the cooperating teacher. The candidate should avoid using discipline measures that have not been previously discussed with and approved by the teacher.

**Collaborate in Planning the Experience**

Teacher candidates must work carefully with the cooperating teacher and university supervisor to do the following:

3. **Plan field responsibilities** to avoid conflicting demands upon their time and efforts.

4. **Ensure the plan includes a balance of experiences** in observation and reflection, clerical responsibilities, and, especially, direct work with students.

4. **Set aside a time for meeting regularly** with the teacher for planning and feedback. This might require the teacher candidate comes early or stays later to fit this into the teacher's schedule.

**Complete Field Assignments, Evaluations, and Logs**

University faculty and the cooperating teacher will assign specific responsibilities and assignments. Generally, the candidate must:

6. Complete all course and field assignments associated with their program

7. **Self-evaluate**, using the performance expectations as a guide

8. **Complete program evaluations and upload assignments into Tk20** at the end of the semester.
9. **Maintain a daily log** of their field experiences (see Field Experiences Log of Activities – Appendix E)

The log serves several purposes:
- to provide supervisors with brief overview of the candidate's experiences;
- to document professional activities for licensure; and
- to help candidates recall specifics regarding their fieldwork as they prepare job applications. It is recommended candidates briefly record their involvement using "action" statements to help them later develop resumes (e.g., "tutored child in reading," "developed and implemented an interactive bulletin board").

Teacher candidates document activities and time spent in the following areas:
- observation;
- teaching;
- conferencing; and
- other activities.

Examples of "teaching" include: teaching a lesson or unit; tutoring; reading a prepared story; working with groups during small group instruction as assigned; planning and conducting calendar or circle time; teaching a PE game; or conducting a spelling test. "Other activities" include: planning instruction; making materials outside of school hours; assisting the teacher in helping and monitoring students; conducting morning routines (lunch count, etc.); bus duty; correcting papers; arranging displays; and attending faculty meetings or parent conferences. "Conferencing" includes times the intern meets with the teacher or university supervisor regarding the field placement. The time spent in each of these types of activities is recorded for each day and tallied at the end of each week. **NOTE:** to facilitate the use of these hours in applying for licensure or for teaching awards, please record the HOURS, MINUTES (3 hours 25 minutes) each day but report the HOURS on the final log summary form as HOURS and FRACTIONS OF AN HOUR (e.g., 350 ½ hours)

10. **Submit the log each week to the cooperating teacher and the university supervisor** for review. Be sure the teacher signs it each week.

11. At the end of the semester, **complete the Clinical Experiences Log Summary form.**

    Information from the daily Field Experience Log of Activities is entered onto the Clinical Experiences Log Summary. This must be signed by the cooperating teacher(s) and the intern, and turned in to the university supervisor for signing prior to the final day of the semester. This form is extremely important; it documents part of the hours in teaching required for licensure. **Maintain a copy for your records.**
GENERAL POLICIES AND PROCEDURES FOR FIELD EXPERIENCE

Accommodations in the Field Placement

Radford University does not discriminate on the basis of disability and is committed to providing accessibility to its programs, services, and activities for qualified individuals with disabilities. Candidates with disabilities are reminded to notify the Disability Resources Office (DRO) of their upcoming field experience and to work with the staff members and the Assistant Dean in developing reasonable accommodations for the field placement. Candidates are strongly encouraged to discuss their potential needs with the Assistant Dean and DRO well in advance to allow adequate time for planning, including the involvement of university supervisors, program professors, and the administration of the partnership school, as appropriate.

It is important to note accommodations considered for university classrooms may differ from accommodations employed in clinical and practicum settings. In such instances, accommodations will have to be modified so candidates are able to demonstrate the essential knowledge, skills, and dispositions of the profession in ‘real time.’ Accommodations are considered reasonable and appropriate when they can satisfactorily address the candidate’s needs as well as maintain appropriate safety and service to all PK -12 students impacted by the candidate.

Background Checks

Virginia State Code requires all school divisions to obtain background checks on their employees. Some school divisions require teacher candidates who work in their schools to also have background checks. Since the background check requirement varies among our partnership school districts, the Office of Field Experience continues to work with districts to ensure candidates are notified about their policies.

Upon notification a background check is required, candidates are expected to have the background check completed. Typically there is a fee for background checks, which is the responsibility of the student. Most school divisions require the background check to be completed prior to beginning a placement. Acceptance and termination of a placement based on the results of the background check is at the discretion of the school division.

Confidentiality

Teachers and other professional education staff members regularly work with confidential information including student grades, student health records, family records, and a variety of support plans (i.e., IEPs, 504s, etc.). Teacher candidates are held to the same legal and professional standards regarding student confidentiality. Candidates are reminded they are permitted to share information about students only if the information is shared in a professional context or if they are required to do so by law. Candidates should consult their cooperating teacher and/or university supervisor should they have any questions about confidentiality policies and procedures.
Field Placement Policy

Teacher candidates are placed in accredited Virginia public schools, programs, and agencies with highly qualified preK -12 professionals. The Clinical Coordinator works closely with professional education faculty and with area school districts to request placements. Candidates may not request placements in specific school divisions, at specific schools, or with specific teachers.

Some of the placements may be in the city of our local school division while others may be in communities within a little over an hour’s driving distance from campus. Therefore, candidates need to understand travel to schools outside of the immediate community may be required. Candidates are expected to make the necessary arrangements that will enable them to commute to their field placement regardless of how near or far it is from the RU campus.

Change of placement

Changes in placement typically will not be made once placements have been confirmed, unless a particular placement is inappropriate, which rarely happens. An example of a case where a change in placement may be necessary is when a cooperating teacher has a change in assignment or is unexpectedly unable to continue to perform his/her duties as a cooperating teacher. The Assistant Dean should be informed of situations such as this immediately so arrangements for a subsequent placement can be explored.

Identification badges

Schools are secure environments; therefore, access to schools is controlled. In recognition of the schools’ efforts to ensure the safety and security of their students and staff, Radford University teacher candidates are required to wear an identification badge while in the schools for their early field experience and student teaching placements. The Radford University student ID card should be used as identification in the school. Teacher candidates will be issued a RU lanyard, which is designed to hold the RU student ID card.

Liability Insurance

Candidates are strongly encouraged to have liability insurance while they are enrolled in the Teacher Education Program. Students who are members of the Student Virginia Education Association (SVEA) have professional liability insurance as part of their membership benefits. Membership dues for SVEA are only $36.00. Liability insurance can also be obtained through private insurance companies.

Medical Insurance

Candidates are responsible for providing their own health and accident insurance coverage (information for obtaining insurance through private agencies are available at the Dean of Students Office). Please be advised candidates do not have coverage from the local school district or the university.
Reporting accidents/injuries at the placement site

Accidents and/or injuries that occur at the school or on school property should be reported immediately to the school principal. If the principal is not available, then it should be reported to the assistant principal or principal designee. Incidents are to be reported on the day they occur in order to ensure they are properly documented.

Candidates must also notify the Assistant Dean and Director of Field Experience of any incidents that occur at the placement site.

Outside Commitments

Teacher candidates are fully immersed in professional development activities during field experiences and are strongly counseled to avoid outside commitments such as jobs, offices in organizations or sororities and fraternities, additional courses, etc. Though we recognize that some candidates have special circumstances, such as having to work to put themselves through school, the outside commitments must never impinge upon their responsibilities during the field experience program. Teacher candidates who have concerns in this area should discuss this with the university supervisor or with the Assistant Dean before they begin their placement.

*If outside commitments interfere with internship responsibilities, the candidate may find it necessary to make personal adjustments to give full attention to the program.

Professionalism and social media

As a beginning professional, you must always be aware of how you present yourself. The way you present yourself on the Internet is just as important as how you present yourself in your field placement. Parents, administrators, and teachers often browse sites like Facebook to learn more about the teacher candidates assigned to their school. Please understand first impressions are formed from the information you post on the web. Therefore, as you make decisions about what to share on your social media account, you must carefully consider how it may be interpreted and could potentially impact your professional reputation.

Remember, you are a part of a profession that expects you to model appropriate behaviors and choices. Behaviors that may seem appropriate in private situations may be inappropriate in professional contexts.

Professional guidelines for using social media:

- Maintain separate sites for professional and personal use.
- Use appropriate privacy settings to control access to your personal social media sites. (Settings should be set to “friends only.”)
- Deny students as friends on personal social networking sites. Decline any student-initiated friend requests.
- Refrain from discussing your students, colleagues, supervisors or details about your
placement on any social media site.

- Post information you are comfortable sharing with the world.
- Treat professional social media space like a classroom and/or a professional workplace. (Be aware of word choice and tone)

**Professionalism and voicemail greetings**

Before exchanging phone numbers with the cooperating teacher and university supervisor, candidates should ensure that their voicemail greeting is professional. Professional voicemail greetings are not lengthy nor do they include music, profanity, or jokes. Candidates are reminded their voice mail greeting may be their first introduction to their university supervisor, cooperating teacher, or a potential employer.

**Reporting Suspected Abuse**

Candidates are obligated to report suspected child abuse and neglect to the cooperating teacher because it is the cooperating teacher’s responsibility to report such suspicions following the school division’s policy and procedures. Candidates should also share suspicions of any type of abuse or neglect with the university supervisor. Candidates are strongly discouraged from attempting to address this type of concern by themselves.

**Substitute Teaching**

Guidelines and requirements for substitute teaching vary among our partnerships school districts. Student teachers are expected to discuss the policies within their specific school system with their cooperating teacher or university supervisor.

The school hires a certified substitute teacher whenever the cooperating teacher is absent. However, the teacher candidate may plan with the teacher and substitute teacher to assume major teaching responsibilities in the teacher's absence, since this often provides continuity and consistency for the students. Under special conditions student teachers may be permitted to serve as a substitute teacher **ONLY** for their cooperating teacher. In such cases, the following minimum guidelines should be met:

1. The cooperating teacher(s), school principal, and university supervisor recommend the teacher candidate for this service due to the candidate’s exceptional performance. This decision must be approved by the school division and the Assistant Dean.

2. Adequate on-site supervision is provided by a legally authorized person (such as a certified teacher, principal, or assistant principal).

3. The candidate must have liability insurance (available through the SVEA).
4. The candidate has completed the necessary application paperwork and training and has been approved by the school division as a substitute teacher.

5. The candidate agrees to assume the responsibility.

Video recording

As part of the Teacher Education Program at Radford University, teacher candidates are required to video themselves delivering instruction. Videoing classroom instruction promotes candidates’ self-reflection and allows them to document their professional competencies. The university supervisors and cooperating teachers should use the videos to evaluate candidates and provide them feedback about their performance.

Candidates are expected to respect and abide by the school’s videotaping policy. Prior to videotaping any lesson, the candidate should have a conversation with the cooperating teacher about the school’s policies and procedures about filming in the classroom.

If the school requires parental permission forms, the teacher candidate may use the language below:

Dear Parent/Guardian:

RU teacher education candidates are required to videotape short segments of their teaching so they can reflect upon and improve their instructional practices. During the videotaping of a class, the camera will be primarily focused on the teacher candidate. Any appearance of the students in the videos will be incidental. The videos will be uploaded into an online system, Edthena, and will only be viewed by professional educators for the purposes of providing feedback and/or potentially employing a Radford University teacher candidate. Edthena uses military grade encryption and information is transferred over a secure SSL connection.

Please indicate below whether or not you give your permission for your child to be videoed for the purposes described above. If you have any questions, please feel free to contact the Assistant Dean in the College of Education and Human Development at Radford University.

☐ I give permission for my child to be videoed.
☐ I do not give permission for my child to be videoed.

Non-Fraternization Policy

Candidates in Radford University Educator Preparation Programs should NOT fraternize on a personal level with staff, students, or clients while enrolled as students in the program. The relationship candidates have with students and/or school personnel should be one of professional cooperation and respect. Candidates have a responsibility to conduct themselves in a manner that will maintain an atmosphere that is conducive to learning. Candidates are prohibited from the following regardless of whether or not it happens on or off
school property and/or before or after school hours:

- Engaging in any romantic or sexual relationships, including dating, flirting, or sexual contact;
- Fostering or participating in inappropriate emotionally or socially intimate relationships;
- Initiating or engaging in communication unrelated to any professional purpose; or
- Socializing outside of school time for reasons unrelated to any appropriate purpose.

Upon receipt of a complaint, the Assistant Dean will promptly initiate an investigation. While the investigation is being completed, the candidate may be temporarily removed from the field placement. Following completion of an investigation, appropriate corrective measures, if warranted, will be taken. These measures may include: a formal written warning, permanent removal from field placement, or dismissal from the program.

**GUIDELINES FOR THE PREVENTION OF SEXUAL MISCONDUCT & ABUSE**

Responsibility for protecting K-12 students from sexual misconduct and abuse is shared by professionals, adults, and agencies that work with these students. The Virginia Board of Education developed Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools to deter misconduct, provide accountability, and establish clear and reasonable boundaries for interactions among students and teachers, as well as other school board employees, and adult volunteers. Candidates should avoid appearances of impropriety when interacting with students. Behaviors that can create an appearance of impropriety include the following:

- Conducting ongoing, private, conversations with individual students that are unrelated to school activities or the well-being of the student and that take place in locations inaccessible to others
- Inviting a student or students for home visits without informing parents
- Visiting the homes of students without the knowledge of parents
- Inviting students for social contact off school grounds without the permission or knowledge of parents; and
- Transporting students in personal vehicles without the knowledge of parents or supervisors.

Personal contact between adults and students must always be nonsexual, appropriate to the circumstances and unambiguous in meaning. Candidates should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:

- Physical contact with a student that could be reasonably interpreted as constituting sexual harassment
- Showing pornography to a student
- Unnecessarily invading a student’s personal privacy
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate educator/mentor-student relationship
- Conversation of a sexual nature with students not related to the employee’s professional responsibilities
- A flirtatious, romantic or sexual relationship with a student.
Early Field Experience Placement Information

Contact information for my cohort leader and/or my university supervisor(s):

Name: __________________________________________________________________________________

Mobile: ( ) ______- _________ Home: ( ) ________- __________

Name: __________________________________________________________________________________

Mobile: ( ) ______- _________ Home: ( ) ________- __________

Information About Placement Site:

Name of School: _______________________________________________________________________

School Phone Number: ( ) _________- __________

Severe Weather Notification:

Phone: ( ) ______- __________

Emergency Closing Codes:

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<th>Code</th>
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<td>Code 1</td>
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<td>Code 2</td>
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<td>Code 3</td>
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Contact Information for my cooperating teacher/cooperating professional:

Name: __________________________________________________________________________________

Mobile: ( ) ______- _________ Home: ( ) ________- __________

Weekly Meeting with my cooperating teacher/ cooperating professional:

Day: ____________________________ Time: ________________
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<tr>
<th>Time</th>
<th>Monday</th>
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<td>Evening</td>
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<td><strong>Getting acclimated to the school</strong></td>
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<td>- Tour of school (library, main office, nurse’s office, principal’s office, guidance counselor’s office, cafeteria)</td>
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<td>- Equipment (copiers, laminating machine, dye-cutters)</td>
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<td></td>
<td><strong>Expectations</strong></td>
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<tr>
<td></td>
<td>- Weekly schedule (arrival and departure times)</td>
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</table>
|      | - Semester calendar  
|      |  - University breaks --- (November - )  
|      |  - Last day in placement |
|      | - Weekly log |
|      | - Professional dress |
|      | - Communication with parents |
|      | - Initiative (examples and non-examples) |
|      | - Lesson plans (i.e., format, submission requirements, etc.) |
|      | - Reporting serious concerns (i.e., abuse, neglect, etc.) |
|      | - Role in enforcing class rules |
|      | **Classroom procedures and routines** |
|      | - Emergency procedures  
|      |  - Fire drill  
|      |  - School lock down |
|      | - Emergency closing (for inclement weather) – review closing codes |
|      | - Weekly meeting time (uninterrupted time with CT/CP to receive feedback on your performance; instructional planning; discuss RU assignments; set goals for the week) |
|      | - Classroom procedures (i.e., taking attendance, bell ringer, lunch count, collecting/checking homework, etc.) |
|      | - Classroom rules |
|      | **Instruction** |
|      | - District curriculum (i.e., pacing guides, teacher manuals, resources, etc.) |
|      | - Testing calendar (i.e., bench mark testing, SOL tests, exam schedule, etc.) |
|      | - Teaching opportunities  
|      |  - Tutoring individual students  
|      |  - Small groups  
|      |  - Co-teaching with CT (or peer)  
|      |  - Teaching from CT’s plans  
|      |  - Teaching an original lesson |
|      | **RU assignments** |
|      | - Lesson and/or unit plan topic |
|      | - Video lesson assignment |
|      | - Other |
Semester Goals

Develop 2-3 goals for each of the following areas:

Instruction

Classroom Management
## Suggested activities for early field experience
### 14-week schedule

#### Weeks 1 – 2

<table>
<thead>
<tr>
<th>Getting acclimated</th>
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<tbody>
<tr>
<td>□ Become familiar with school building (i.e., main office, nurse’s office, principal’s office, guidance office, cafeteria, computer labs, auditorium, gym, band room)</td>
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<tr>
<td>□ Learn the names of the students in your class(es)</td>
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<tr>
<td>□ Learn how to use equipment (i.e., copier, laminating machine, dye cutter, etc.)</td>
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<table>
<thead>
<tr>
<th>Conferencing</th>
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<tbody>
<tr>
<td>Meet with cooperating teacher to:</td>
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<tr>
<td>□ Discuss classroom procedures and routines</td>
<td></td>
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<tr>
<td>□ Discuss expectations for student behavior</td>
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<tr>
<td>□ Discuss your role in enforcing classroom rules</td>
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<tr>
<td>□ Review RU field-based assignments and discuss when you will complete them</td>
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<tr>
<td>□ Schedule weekly conference time</td>
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<tr>
<th>Coursework</th>
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<tbody>
<tr>
<td>□ Develop a semester plan for completing all semester assignments and projects</td>
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#### Weeks 3 – 6

<table>
<thead>
<tr>
<th>Conferencing</th>
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<tbody>
<tr>
<td>□ Discuss topics for any upcoming lesson and/or unit plan</td>
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<tr>
<td>□ Ask for feedback (i.e., interactions with students; initiative; professionalism)</td>
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<thead>
<tr>
<th>Teaching</th>
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<tbody>
<tr>
<td>□ Conduct short teaching episodes (i.e., read aloud to students, administer tests, teach lesson introduction or conclusion)</td>
<td></td>
</tr>
<tr>
<td>□ Tutor individual students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Grade papers</td>
<td></td>
</tr>
<tr>
<td>□ Check homework</td>
<td></td>
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</tbody>
</table>

#### Weeks 7 – 9

<table>
<thead>
<tr>
<th>Conferencing</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>□ Have lessons reviewed and approved prior to teaching any lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Seek feedback on short teaching episodes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ <strong>Midterm evaluation conference with CT and US</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Lead small groups</td>
<td></td>
</tr>
<tr>
<td>□ Co-teach lessons with cooperating teacher</td>
<td></td>
</tr>
<tr>
<td>□ Teach from cooperating teacher’s plan or mirror teach</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Create bulletin boards or displays</td>
<td></td>
</tr>
<tr>
<td>□ Create teaching aids/materials for CT</td>
<td></td>
</tr>
<tr>
<td>□ Prepare a self evaluation for midterm conference</td>
<td></td>
</tr>
</tbody>
</table>
### Weeks 10 – 12

| Conferencing          | Have lessons reviewed and approved prior to teaching any lesson  
|                       | Seek feedback on teaching |
| Teaching              | Continue teaching activities from weeks 7 - 9  
|                       | Teach a lesson (or lessons) to the whole group (these may be your CT’s lesson plans) |
| Coursework            | |

### Weeks 12 – 14

| Conferencing          | Have lessons reviewed and approved prior to teaching any lesson  
|                       | Seek feedback on teaching  
|                       | **End of placement evaluation conference with CT and US** |
| Teaching              | Teach original lesson plan(s) and/or unit plan(s)  
|                       | Continue to teach whole group |
| Observing             | Observe other teachers/classrooms |
| Other                 | Prepare for final evaluation conference (i.e., self evaluation of semester)  
|                       | Finish RU coursework assignments and projects |

**Other activities**

- Observe an IEP or student support meeting
- Observe a parent-teacher conference
- Attend after school meeting (PTA) or attend a sporting event or student performance
- Have lunch with students or observe them having lunch
- Escort students to and from specialties
- Observe students during change of classes
Suggested activities for early field experience
7-week schedule

<table>
<thead>
<tr>
<th>Weeks 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Getting acclimated</strong></td>
<td></td>
</tr>
<tr>
<td>□ Become familiar with school building (i.e., main office, nurse’s office, principal’s office, guidance office, cafeteria, computer labs, auditorium, gym, band room)</td>
<td></td>
</tr>
<tr>
<td>□ Learn the names of the students in your class(es)</td>
<td></td>
</tr>
<tr>
<td>□ Learn how to use equipment (i.e., copier, laminating machine, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Conferencing</strong></td>
<td>Meet with cooperating teacher to:</td>
</tr>
<tr>
<td></td>
<td>□ Discuss classroom procedures and routines</td>
</tr>
<tr>
<td></td>
<td>□ Discuss expectations for student behavior</td>
</tr>
<tr>
<td></td>
<td>□ Discuss your role in enforcing classroom rules</td>
</tr>
<tr>
<td></td>
<td>□ Review RU field-based assignments and discuss when you will complete them</td>
</tr>
<tr>
<td></td>
<td>□ Schedule weekly conference time</td>
</tr>
<tr>
<td><strong>Coursework</strong></td>
<td>□ Develop a plan for completing RU assignments and projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 2 – 3</th>
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<tbody>
<tr>
<td><strong>Conferencing</strong></td>
<td>□ Discuss strategies CT uses to engage and motivate learners</td>
</tr>
<tr>
<td></td>
<td>□ Discuss classroom management strategies</td>
</tr>
<tr>
<td></td>
<td>□ Ask for feedback (i.e., interactions with students; initiative; professionalism)</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>□ Tutor individual students</td>
</tr>
<tr>
<td></td>
<td>□ Small group instruction</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>□ Administer tests</td>
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<td></td>
<td>□ Grade papers</td>
</tr>
<tr>
<td></td>
<td>□ Check homework</td>
</tr>
<tr>
<td></td>
<td>□ Prepare teaching aids/materials for CT</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 4– 5</th>
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<tbody>
<tr>
<td><strong>Conferencing</strong></td>
<td>□ Discuss strategies CT uses to differentiate instruction</td>
</tr>
<tr>
<td></td>
<td>□ Discuss topics for any upcoming lesson and/or unit plan</td>
</tr>
<tr>
<td></td>
<td>□ Have lessons reviewed and approved prior to teaching any lesson</td>
</tr>
<tr>
<td></td>
<td>□ Seek feedback on teaching</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>□ Continue teaching activities from weeks 2 and 3</td>
</tr>
<tr>
<td></td>
<td>□ Co-teach lessons with cooperating teacher</td>
</tr>
<tr>
<td></td>
<td>□ Teach from cooperating teacher’s plan or mirror teach</td>
</tr>
<tr>
<td><strong>Weeks 6–7</strong></td>
<td></td>
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<td>---</td>
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</tr>
</tbody>
</table>
| **Conferencing** | ☐ Have lessons reviewed and approved prior to teaching any lesson  
☐ Seek feedback on teaching  
☐ **End of placement evaluation conference with CT and US** |
| **Teaching** | ☐ Continue teaching activities from weeks 4 and 5  
☐ Teach an original lesson(s) or unit plan  
☐ Teach the whole group |
| **Other** | ☐ Prepare for evaluation conference (i.e., self evaluation of semester) |

**Other activities**

☐ Observe an IEP or student support meeting  
☐ Observe a parent-teacher conference  
☐ Attend after school meeting (PTA) or attend a sporting event or student performance  
☐ Have lunch with students or observe them having lunch  
☐ Observe students during change of classes
Early Field Experience

Description of the early field experience

The early field experience is an intensive, semester-long experience that integrates coursework, fieldwork, and professional development seminars to ground teacher preparation in the everyday practice of schools. The design of the early field experience allows candidates to make important theory-to-practice connections they may otherwise miss if they were only taking isolated courses. An additional strength of the structure of the early field experience is the partnership created between the university and the partnership school, as each side shares responsibility in preparing candidates in educating all students.

The early field experience prepares candidates for the responsibilities of the student teaching internship. Candidates should be provided opportunities to develop emerging skills in the areas of assessment, classroom management, and instructional planning and delivery. Based on the candidate’s performance in these areas, the university supervisor and cooperating teacher will determine whether or not the candidate is recommended for student teaching.

Calendar

Student interns follow the university academic calendar during their placement, which means interns will observe the week-long break in November (during Thanksgiving) and in March (during spring break).

Interns usually begin their placements on the second day of the semester and finish the placement on the Wednesday prior to commencement. (Note: Some programs may start their field placement prior to the first day of RU classes based on the agreement between the program and the specific partnership school.)

Weekly Schedule

Weekly schedules for the Early Field Experience interns vary by program, but all are semester-long experiences. The university supervisor will communicate the schedule to the candidates and cooperating teachers. Candidates’ schedules vary among programs. Typically, candidates spend anywhere from 20 – 25 hours per week in the field placement.

Candidates will need to arrange their arrival and departure and times with the cooperating teacher. The arrival and departure times should be recorded on the attendance contract and should be signed by the candidate, cooperating teacher, and university supervisor.

Attendance Policy

Policies regarding attendance, punctuality, and dependability in professional programs are based on the real demands of the work world. Interns are expected to be at their assigned school(s)
every day. However, if an intern has to be absent from the field placement, he/she must do the following:

1. *Call the cooperating teacher immediately to notify him/her of the absence and the reason for it;*
2. Call the university supervisor and/or course instructor; and
3. Make arrangements to make up for the time missed

*The intern must keep calling until he or she speaks with the cooperating teacher.* E-mails and text messages are not appropriate modes for communicating absences.

Excessive absences and/or repeated tardiness will result in the candidate being placed on a plan for improvement. If the intern is still unable to maintain satisfactory attendance and/or punctuality, then he or she might be dismissed from the field placement, which could potentially jeopardize successful completion of the program.

**Inclement Weather Policy**

Interns are strongly encouraged to sign up for the inclement weather notifications from their respective school divisions so they will know whether or not schools are closed or delayed. They should ask their cooperating teachers how to register for the notifications.

In the case of inclement weather, interns are expected to:

- report to their schools when teachers are required to be there; and
- remain home if schools are closed due to weather and teachers are not required to report.

**Personal Appearance**

As representatives of Radford University and of the partner schools and school divisions, student interns should demonstrate exemplary grooming and professional dress. As novices, they should be particularly conscious of establishing a professional image.

**Tips for Professional Dress**

- Wear RU issued ID badge (or badge issued by school)
- Wear clothing and shoes that are clean, professional, and in good repair
- Keep hair and nails clean, neat, and of a natural human color
- Keep jewelry at a minimum
- Cover tattoos and remove excessive facial/body piercings
- Trim facial hair

**Coursework in Early Field Experience**

Candidates are enrolled in courses while completing the field placement. Typically, candidates take courses in the following areas: curriculum methods, classroom and behavior management,
technology, literacy, and exceptional learners. Within the courses, there are assignments, tasks, and/or projects that must be completed in the field placement. The field assignments are integrated with professional studies coursework in order to promote a constant interchange of knowledge-building (i.e., research, study, reflection) informing practice and practice informing knowledge-building. Assignments are also coordinated with the work going on in the placement site in order to ground the experience more thoroughly in the unique context of each school.

The university supervisor will work with the candidate and the cooperating teacher with finding an appropriate time to implement the field-based assignments.

**Seminars in Early Field Experience**

The cohort instructors and field supervisors plan weekly seminars for candidates. The seminars provide a forum for discussing candidate’s experiences in the field, which promotes reflective practice. Candidates are expected to attend all weekly seminars.

Occasionally candidates may be required to attend special seminars or workshops on or off campus. Candidates will be provided advanced notice about these seminars.

**Instructional responsibilities during the early field experience**

One of the first joint tasks of the early field experience intern and the cooperating teacher is to outline long-range plans for the candidate’s responsibilities for the semester and to anticipate the times when the candidate will be responsible for planning and teaching. A good standard is that any “teaching” that will be reported on the *Early Field Experiences Clinical Experiences Log* (see Appendices E) should, at a minimum, have a written plan. The required format for instructional plans includes basic features for all interns, and specific requirements for interns in individual programs.

Early Field Experience interns should have opportunities to teach, most often using the teachers’ plans or implementing plans they have developed as part of classes. Early field interns should be given increasing opportunities to teach especially toward the latter part of the semester. The internship team should strive for a balance in assigning teaching responsibilities to early field interns, understanding they have a full schedule of courses.

**Submission and Approval of Lesson Plans**

Anytime a teacher candidate is responsible for planning instruction, the plans must be submitted to the cooperating teacher for review prior to teaching. The cooperating teacher and university supervisor will establish how far in advance of the actual teaching the plans should be submitted. However, in all cases, written plans for all assigned lessons must be submitted at least five days prior to the actual instruction. Plans should be available prior to any observation. The candidate should keep these plans and reflections in a notebook readily available to the university supervisor. Teacher candidates should also give copies of any unit they plan to the supervisor and teacher prior to teaching the unit. All plans must meet with the cooperating teacher’s approval. If they do not, the candidate may not be permitted to teach during the appointed time.
Planning Format

Written plans are a necessary part of documenting excellence, and are required of all teacher candidates in the program. The basic format for lesson plans can be obtained through the university supervisor. REMEMBER: lesson plans should be sufficiently detailed to enable someone to teach from the plans. Written plans provide university supervisors and cooperating teachers with necessary, concrete evidence of the candidate's skills in planning instruction. Teacher candidates should take the opportunity to write plans to reveal knowledge and skills that might not be immediately apparent when someone is observing him/her teach. This includes planning for: individual differences, experiences to extend or maintain what is learned, incorporating community resources or relationships, addressing and assessing pupils' prior knowledge and experience and assessment of progress.

Video recorded teaching segments

During the early field experience, candidates should record themselves delivering instruction at a minimum of four times during the semester. These recordings may be of short teaching episodes including: teaching the introduction to a lesson; modeling a skill; introducing a new concept; teaching a review activity; or closing a lesson.

All video recordings must be uploaded to the online platform, Edthena.

Supervision in the early field experience

The university supervisor will maintain weekly contact with the early field experience intern through classes, seminars, e-mail, phone calls, and school visits. University supervisors make weekly visits to schools and will notify interns of their visitation schedule in advance.

During these weekly visits, the university supervisor may observe the intern or meet with the intern to review his/her progress. Interns should inform the supervisor ahead of any time when they are to be directly involved in working with students so there will be more opportunities for the supervisor to observe them teaching.

Evaluations

Evaluations during the early field experience occur at midterm and the end of the semester. Student interns are evaluated in the following areas: content knowledge and content pedagogy, learner development and learner differences, creating a culture for learning, planning and implementing instruction, assessment for student learning, professionalism and ethical practice, and collaboration and communication. The Internship Team should discuss the evaluation tool and the expectations of the early field experience at the beginning of the semester.

The Midterm Evaluation

The Internship Team meets between the seventh and eighth weeks of the semester to discuss the candidate's progress to date including: accomplishments, strengths, and challenges. Team members also plan goals for the remainder of the placement. After the evaluation is discussed,
all members of the team sign it. Copies of the signed evaluation are given to the cooperating
teacher and the intern. The university supervisor keeps the original copy for his/her records.

The Final Evaluation

The final evaluation meeting occurs during the last week of the early field experience placement.
During this meeting, the Internship Team reviews the candidates’ progress over the course of the
semester. The intern should be encouraged to discuss his/her perceived strengths, areas of
growth/improvement, and overall semester accomplishments. During this meeting, the
university supervisor and cooperating teacher will discuss with the intern their recommendation
for student teaching. The recommendation options are as follows: (1) without reservations, (2)
with reservations, or (3) not recommended for student teaching.

The cooperating teacher and university supervisor will submit their final evaluations of the
candidate in a website called Tk20. Final evaluations should be uploaded by the end of the
semester.

Tk20 and End of the Semester Assessments

Last year, the Educator Preparation Programs in the College of Education and Human
Development transitioned to a new assessment system called Tk20. All formal observations,
professional characteristics and dispositions assessments, and final evaluations of both the early
field and student teaching placements will be entered and stored in Tk20.

Teacher candidates will use Tk20 to upload field assignments and to complete evaluations and
exit surveys. This process is a requirement to complete the program and provides critical
information for program improvement.

Directions for Accessing Tk20 (for Teacher Candidates):

1. Click here or navigate to: https://radford.tk20.com
2. Login using your Radford University username and password.
3. You may be prompted to login in again to the RU portal.
4. Once logged in, you will see a Graphite Tour pop-up window. Click on the “X” in
   the upper right-hand corner of the pop-up window to close it.
5. Click on the blue hyperlink underneath “Pending Tasks” to start your field
   experience binder.

Directions for Completing the Evaluations of Field Experience and Exit Surveys:

1. You should now see your field experience binder and a series of tabs. Click on the
   third tab labeled “Evaluation of Field Experience.”
2. Please read the instructions on the left side of the screen. You will be prompted to
   complete all of the attachments on the right.
3. When you are ready to complete the evaluations, click on the corresponding
   “Select” button on the right-hand side, which will take you directly to the
   assessment.
4. Begin completing the assessment after scrolling down past “Title” and “Description.”
5. After you complete the survey, you will see the following: “Total Score,” “Total Mean,” and “Attached Documents.” Ignore these sections and scroll to the bottom of the page.
6. Click “Add” at the bottom of the page. You should be directed back to the field experience binder.
7. Repeat steps 3 – 6 to complete the remaining evaluations. We strongly recommend you complete the Binder in one sitting, but if you cannot, be sure to click “Save” after you “Add” each Evaluation. DO NOT click the green “Submit” button. You will do this at the end.
8. Now that you have completed the “Evaluation of Field Experience” tab, you may proceed to the “Exit Surveys” tab by clicking on it.
9. Please read the instructions on the left side of the screen. You will be prompted to complete all of the attachments on the right using the same process described above. Be sure to click the “Add” button after you complete each survey.
10. Once all of the completed attachments have been added to the “Evaluation of Field Experience” and the “Exit Surveys” tabs, please click the green “Submit” button at the bottom of the either page to submit your completed Binder.
11. Congratulations, you have finished the binder and you can log out!

Requirements for admission to the student teaching internship

Admission to the student teaching internship requires interns to continue to meet all of the requirements for admission and retention in the Teacher Education Program. In addition, they must:

- not have a record of incompletes ("I");
- have completed major requirements as specified by the department or program, including any deficiencies identified for a graduate program of studies;
- have successfully completed early field experiences*; and
- be recommended for student teaching by the University Supervisor who supervised the intern in early field experience

Candidates who do not satisfactorily meet program competencies will not be recommended for student teaching. Upon review of the candidate’s final evaluation, it may be the judgment of the university supervisor that the candidate needs further work to develop content knowledge or skills to work with students. Candidates will be given the opportunity to remediate deficiencies until they can demonstrate they are ready for student teaching.

*At the end of the early field experience, candidates must be able to:

1. Write instructional objectives that are specific and observable
2. Plan and implement standards-based lessons with appropriate instructional objectives, activities, procedures, and assessments
3. Use formative and summative assessment methods to determine students’ understanding and to monitor their own teaching effectiveness
4. Maintain predictable classroom schedules and routines
5. Use reinforcement strategies to promote positive learner responses
6. Notice and respond to inappropriate or off-task behavior(s)
7. Redirect students when they are off task
Student Teaching Placement Information

Contact information for my cohort leader and/or my university supervisor(s):

Name: ________________________________________________________________

Mobile: ( ) ______- ___________    Home: ( ) ______ - ___________

Name: ________________________________________________________________

Mobile: ( ) ______- ___________    Home: ( ) ______ - ___________

Information About Placement Site:

Name of School: ______________________________________________________

School Phone Number: ( ) ______- ___________

Severe Weather Notification:

Phone: ( ) ______- ___________

Emergency Closing Codes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>Code 1</td>
<td></td>
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<tr>
<td>Code 2</td>
<td></td>
</tr>
<tr>
<td>Code 3</td>
<td></td>
</tr>
</tbody>
</table>

Contact Information for my cooperating teacher/cooperating professional:

Name: ________________________________________________________________

Mobile: ( ) ______- ___________    Home: ( ) ______ - ___________

Weekly Meeting with my cooperating teacher/ cooperating professional:

Day: ___________________________    Time: ________________________
### My Weekly Schedule:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Morning</strong></td>
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<tr>
<td><strong>Afternoon</strong></td>
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<tr>
<td><strong>Evening</strong></td>
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</table>
## Topics to Discuss with my Cooperating Teacher

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Getting acclimated to the school</td>
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<tr>
<td></td>
<td>- Tour of school (library, main office, nurse’s office, principal’s office, guidance counselor’s office, cafeteria)</td>
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<tr>
<td></td>
<td>- Equipment (copiers, laminating machine, dye-cutters)</td>
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<tr>
<td></td>
<td>Expectations</td>
</tr>
<tr>
<td></td>
<td>- Weekly schedule (arrival and departure times)</td>
</tr>
<tr>
<td></td>
<td>- Semester calendar</td>
</tr>
<tr>
<td></td>
<td>- University breaks --- (November - )</td>
</tr>
<tr>
<td></td>
<td>- Last day in placement</td>
</tr>
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<td></td>
<td>- Weekly log</td>
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<td></td>
<td>- Professional dress</td>
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<td></td>
<td>- Communication with parents</td>
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<td>- Initiative (examples and non-examples)</td>
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<td></td>
<td>- Lesson plans (i.e., format, submission requirements, etc.)</td>
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<td></td>
<td>- Reporting serious concerns (i.e., abuse, neglect, etc.)</td>
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<td></td>
<td>- Role in enforcing class rules</td>
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<td></td>
<td>Classroom procedures and routines</td>
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<td></td>
<td>- Emergency procedures</td>
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<td></td>
<td>- Fire drill</td>
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<td>- School lock down</td>
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<td>- Emergency closing (for inclement weather) – review closing codes</td>
</tr>
<tr>
<td></td>
<td>- Weekly meeting time (uninterrupted time with CT/CP to receive feedback on your performance; instructional planning; discuss RU assignments; set goals for the week)</td>
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<td></td>
<td>- Classroom procedures (i.e., taking attendance, bell ringer, lunch count, collecting/checking homework, etc.)</td>
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<td></td>
<td>- Classroom rules</td>
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<tr>
<td></td>
<td>Instruction</td>
</tr>
<tr>
<td></td>
<td>- District curriculum (i.e., pacing guides, teacher manuals, resources, etc.)</td>
</tr>
<tr>
<td></td>
<td>- Testing calendar (i.e., benchmark testing, SOL tests, exam schedule, etc.)</td>
</tr>
<tr>
<td></td>
<td>- Teaching opportunities</td>
</tr>
<tr>
<td></td>
<td>- Tutoring individual students</td>
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<tr>
<td></td>
<td>- Small groups</td>
</tr>
<tr>
<td></td>
<td>- Co-teaching with CT (or peer)</td>
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<tr>
<td></td>
<td>- Teaching from CT’s plans</td>
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<tr>
<td></td>
<td>- Teaching an original lesson</td>
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<td></td>
<td>RU assignments</td>
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<td></td>
<td>- Lesson and/or unit plan topic</td>
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<td></td>
<td>- Video lesson assignment</td>
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<td></td>
<td>- Other</td>
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</tbody>
</table>
Semester Goals

Develop 2 - 3 goals for each of the following areas:

Instruction

Classroom Management
SUGGESTED Timeline of Experiences & Teaching Load for the Student Teacher

This suggested timeline was created with the input of faculty and university supervisors. Adjustments may be necessary in order to meet the unique needs of the school context, P – 12 students, student teacher, etc.

Timelines for student teaching should include the following:

1. Time for specific observation of the cooperating teacher’s instructional and classroom management strategies;
2. Opportunities for the student teacher to co-plan and co-teach with the cooperating teacher;
3. Time for careful planning of initial teaching experiences and analysis of those experiences;
4. Time for the cooperating teacher to confirm the student teacher's demonstrated readiness for independent teaching;
5. A plan of gradual induction into full-time teaching responsibilities;
6. Sufficient time for the teacher to transition into independent teaching.

Independent teaching is the period of time when the student teacher is functioning as the lead instructor in the classroom. The cooperating teacher is always close by and may choose to serve as a co-instructor. However, the student teacher is responsible for preparing his/her own lessons and assessments and is managing the classroom independently. The cooperating teacher must approve all lesson plans and assessments before they are implemented with students. The purpose of independent teaching is to ensure the student teacher can effectively teach and manage classroom.

Suggested Timeline of Experiences and Teaching Load

(14-week placement)

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1 | Getting acclimated to school and classroom  
Discuss expectations for the semester (*i.e.*, create semester timeline; discuss RU course assignments, topic for instructional unit or work sample, etc.) |
| 2 | Assuming responsibility for administrative tasks (*i.e.*, attendance, bell ringer, check homework, etc.)  
Assisting cooperating teacher during instruction |
| 3 | Co-planning and co-teaching with cooperating teacher |
| 4 | Co-planning and co-teaching with cooperating teacher |
| 5 | Student teacher should add one class or subject area to his/her individual planning and teaching.  
Continue co-planning and co-teaching the other classes or subject areas with the cooperating teacher. |
| 6 | Student teacher should add a second class or subject area to his/her individual planning and teaching.  
Continue co-planning and co-teaching the other classes or subject areas with the cooperating teacher. |
| 7 | Student teacher should add a third class or subject area to his/her individual planning and teaching.  
Continue co-planning and co-teaching the other classes or subject areas with the cooperating teacher.  
**Midterm Evaluation Conference** |
| 8 - 12 | **Independent Teaching** – Student Teacher should teach and plan for a full load (all classes or subject areas) and is responsible for all aspects of the classroom. |
| 13 | Begin transition back to partial load. Ensure that the cooperating teacher has all the necessary information to gradually resume the teaching of classes. Co-plan and co-teach classes or subject areas with the cooperating teacher. |
| 14 | Finalize transition out of independent teaching. Observe other teachers and classrooms.  
**Final Evaluation Conference** |
### Suggested Timeline of Experiences and Teaching Load

(7-week placements)

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Placement (7 weeks)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | Getting acclimated to school and classroom.  
   Assuming responsibility for administrative tasks *(i.e., attendance, lunch count, calendar, bell ringer, checking homework, etc.)*  
   Assisting cooperating teacher during instruction |
| 2 | Assisting cooperating teacher during instruction  
   Co-planning and co-teaching with cooperating teacher. |
| 3 | Student teacher should add one class or subject area to his/her individual planning and teaching. Continue co-planning and co-teaching the other classes or subject areas with the cooperating teacher. |
| 4 | Student teacher should add a second class or subject area to his/her individual planning and teaching. Continue co-planning and co-teaching the other classes or subject areas with the cooperating teacher. |
| 5 | **Independent Teaching** – Student Teacher should teach and plan for a full load (all classes or subject areas) and is responsible for all aspects of the classroom. |
| 6 | Independent Teaching |
| 7 | Independent Teaching  
   **Final Evaluation Conference** |
| **Second Placement (7 weeks)** |
| 1 | Getting acclimated to school and classroom.  
   Assuming responsibility for administrative tasks *(i.e., attendance, lunch count, calendar, bell ringer, checking homework, etc.)*  
   Assisting cooperating teacher during instruction |
| 2 | Assisting cooperating teacher during instruction  
   Co-planning and co-teaching with cooperating teacher. |
| 3 | Student teacher should add one class or subject area to his/her individual planning and teaching. Continue co-planning and co-teaching the other classes or subject areas with the cooperating teacher. |
| 4 | Student teacher should add a second class or subject area to his/her individual planning and teaching. Continue co-planning and co-teaching the other classes or subject areas with the cooperating teacher. |
| 5 | **Independent Teaching** – Student Teacher should teach and plan for a full load (all classes or subject areas) and is responsible for all aspects of the classroom. |
| 6 | Independent Teaching |
| 7 | Independent Teaching  
   **Final Evaluation Conference** |
Student Teaching

Description of the student teaching experience

Student teaching is the culminating experience of the Teacher Education Program (TEP). It is a semester-long experience and a requirement for completing the approved program and being recommended for licensure. The primary purpose is for teacher candidates to experience all of the duties and responsibilities of professional educators. With the assistance of the university supervisor and cooperating teacher, candidates develop a structured plan for the semester, which shows how they will gradually assume responsibility of the classroom. Student teachers are required to be responsible for all aspects of the classroom (instructional and non-instructional) for a minimum of two weeks.

To satisfy licensure requirements, candidates must complete a minimum of 300 hours of field experience, with a minimum of 150 hours of direct teaching student teaching.

Calendar

Student teachers abide by the school division schedule and calendar (rather than the RU calendar of “breaks” and holidays). This means student teachers will not observe the weeklong break in November (during Thanksgiving) or in March (during spring break). Student teachers who live on campus when the University is officially recessed will need to make arrangements to live off campus when the dormitories are closed. If the student teacher is unable to make these arrangements, he/she will need to schedule a conference with the Assistant Dean to discuss other alternatives.

Student teachers usually begin their assignments on the second day of the semester and complete the assignment on the Wednesday prior to commencement. They return to campus on Thursday to submit their application materials for licensure and to complete evaluation surveys. On Friday, they are preparing for commencement.

Weekly Schedule

The student teacher follows the same schedule as the supervising teacher, including activities that occur outside of the time school is in session as recommended by the cooperating teacher and university supervisor. These activities include but are not limited to: faculty meetings, parent-teacher conferences, home-school association meetings, in-service workshops and work-days, and other professional duties such as bus duty and club advising. Also, the student teacher should anticipate spending an hour or more each day at the school outside of regular school hours in order to fully meet responsibilities.
Attendance Policy

Policies regarding attendance, punctuality, and dependability in professional programs are based on the real demands of the work world. Even though the student teacher may have valid reasons for absences and tardiness, this is a problem that must be immediately resolved by the student teacher.

In all cases of absences including personal illness, professional activities, and personal reasons, the student teacher must:

1. *Call the cooperating teacher immediately to notify him/her of the absence and the reason for it;
2. Call the university supervisor and/or course instructor; and
3. Make arrangements to make up for the time missed

*The intern must keep calling until he or she speaks with the cooperating teacher. E-mails and text messages are not appropriate modes for communicating absences.

Excessive absences and/or repeated tardiness will result in the candidate being placed on a plan for improvement. If the student teacher is still unable to maintain satisfactory attendance and/or punctuality, then he or she might be dismissed from the field placement, which could potentially jeopardize successful completion of the program.

Inclement Weather Policy

Student teachers should sign up for the inclement weather notifications from their respective school divisions so they will know whether or not to report to school. Student teachers should ask their cooperating teachers how to register for the notifications.

In the case of inclement weather, student teachers are expected to

- report to school when teachers are expected to be there, even if Radford University is closed;
- remain home if schools are closed due to weather and the teachers are not asked to report.

Personal Appearance

As representatives of Radford University and of the partner schools and school divisions, student teachers should demonstrate exemplary grooming and professional dress. As novices, they should be particularly conscious of establishing a professional image. Questions about appropriate dress should be directed to the university supervisor, cooperating teacher, or school principal. Professional dress includes wearing the school or university issued identification badge.
**Professional Development Seminars and Professional Development Leave Days**

Student teachers are required to attend all seminars. Cohort instructors and university supervisors plan weekly seminars to provide a forum for discussing student teachers’ experiences, promote reflective practice and inquiry into teaching and learning, and offer extended learning opportunities in the field of educations.

Occasionally student teachers are required to attend special seminars. They will be given advanced notice about these seminars from either the Office or Field Experience or the university supervisor.

Student teachers have three professional development leave days, which they can use to take part in employment interviews, meetings of professional organizations, or other professional activities. Professional development activities scheduled by the Office of Field Experience or the university supervisor do NOT factor into these personal professional development days.

In order to use a professional development leave day, the candidate must

- submit a written request to the cooperating teacher and university supervisor at least one week prior to the absence for approval
- have the request signed by the cooperating teacher and university supervisor and scan and send it to Dr. Wallace at twallace8@radford.edu
- prepare lesson plans and activity materials in advance and review them with the cooperating teacher prior to absence
- keep a copy of the written request for his/her records

**Coursework in student teaching**

Student teachers will have required course assignments to complete. These assignments are graded and complete and quality work is expected. Incomplete or unsatisfactory grades on assignments can result in the candidate not successfully completing the program and obtaining licensure.

**Instructional responsibilities during student teaching**

One of the first joint tasks of the student teacher and the cooperating teacher is to outline long-range plans for the candidate’s responsibilities for the semester and to anticipate the times when the candidate will be responsible for planning and teaching. A good standard is that any “teaching” that will be reported on the *Student Teaching Clinical Experiences Log* (see Appendices G) should, at a minimum, have a written plan. The required format for instructional plans includes basic features for all interns, and specific requirements for interns in individual programs (see the program specific handbook).

Student teachers should be involved in instructional planning and should be planning independently as soon as possible. Though the cooperating teacher and university supervisor may provide extensive guidance during initial planning, the student teacher must have demonstrated he or she is reasonably able to independently plan appropriate instruction and
assessment of pupil progress prior to assuming full responsibility for teaching. The student teacher should be encouraged to try her or his own methods and instructional ideas and to locate and/or develop additional teaching materials. Instructional planning is vital. For student teachers, the inability to submit appropriate, timely plans could limit the opportunity to teach and jeopardize successful completion of the preparation program.

Submission and Approval of Plans

Anytime a teacher candidate is responsible for planning instruction, the plans must be submitted to the cooperating teacher for review prior to teaching. The cooperating teacher and university supervisor will establish how far in advance of the actual teaching the plans should be submitted. However, in all cases, written plans for all assigned lessons must be submitted at least five days prior to the actual instruction. Plans should be available prior to any observation. The candidate should keep these plans and reflections in a notebook readily available to the university supervisor. Teacher candidates should also give copies of any unit they plan to the supervisor and teacher prior to teaching the unit. All plans must meet with the cooperating teacher's approval. If they do not, the candidate may not be permitted to teach during the appointed time.

Planning Format

Written plans are a necessary part of documenting excellence, and are required of all teacher candidates in the program. The basic format for lesson plans can be obtained through the university supervisor. REMEMBER: lesson plans should be sufficiently detailed to enable someone to teach from the plans. Written plans provide university supervisors and cooperating teachers with necessary, concrete evidence of the candidate's skills in planning instruction. Teacher candidates should take the opportunity to write plans to reveal knowledge and skills that might not be immediately apparent when someone is observing him/her teach. This includes planning for: individual differences, experiences to extend or maintain what is learned, incorporating community resources or relationships, addressing and assessing pupils' prior knowledge and experience, and assessment of progress.

Video recorded lessons

Candidates should video record themselves teaching at least three times during the student teaching placement. Video recording a lesson provides candidates with an opportunity to reflect on their teaching and student learning as well as use systematic observation to assess teacher-learner behaviors. Candidates are encouraged to focus on their instructional effectiveness, their students’ performance, or their interactions with students.

Some specific areas for reflection and analysis might include:

1. **Questioning techniques** (use of Bloom’s Taxonomy; distribution of questions by gender, ability, interest, wait time);
2. **Response to students’ answers** (use of positive reinforcement statements; verbatim repetition, allowing students to elaborate on their answers or other students’ answers,
seeking a correct response if a student’s answer is incomplete or inaccurate);
3. **Teacher clarity** (in giving directions, explaining content through task analysis, making explanations relevant to the process or the product, pacing);
4. **Types and frequency of praise and encouragement.**

All video recordings must be uploaded to the online platform, Edthena.

**Supervision in student teaching**

The university supervisor will maintain weekly contact with student teachers through classes, seminars, e-mail, phone calls, and school visits. University supervisors make weekly visits to schools and will notify student teachers of their visitation schedule in advance.

University supervisors will conduct several formal and informal observations. These observations may be announced or unannounced. Candidates should expect a minimum of **four formal observations** during student teaching. Expectations and requirements for formal observations vary by program and will be communicated by the university supervisor.

**Evaluations**

Evaluations in student teaching occur at midterm and the end of the semester. Student teachers are evaluated in the following areas: content knowledge and content pedagogy, learner development and learner differences, creating a culture for learning, planning and implementing instruction, assessment for student learning, professionalism and ethical practice, and collaboration and communication. The Internship Team should discuss the evaluation tool and the expectations of the student teaching experience during the initial meeting.

**The Midterm Evaluation**

The Internship Team meets between the seventh and eighth weeks of the semester to discuss the candidate’s progress to date including: accomplishments, strengths, and challenges. Team members also plan goals for the remainder of the placement. After the evaluation is discussed, all members of the team sign it. Copies of the signed evaluation are given to the cooperating teacher and the student teacher. The university supervisor keeps the original copy for his/her records.

**The Final Evaluation**

The final evaluation meeting occurs during the last week of the student teaching placement. During this meeting, the Internship Team reviews the candidates’ progress over the course of the semester. The student teacher should be encouraged to discuss his/her perceived strengths, areas of growth/improvement, and overall semester accomplishments.

The cooperating teacher and university supervisor will submit their final evaluation of the candidate in the university data management system, Tk20. Final evaluations should be uploaded by the end of the semester.
Tk20 and End of the Semester Assessments

Last year, the Educator Preparation Programs in the College of Education and Human Development transitioned to a new assessment system called Tk20. All formal observations, professional characteristics and dispositions assessments, and final evaluations of both the early field and student teaching placements will be entered and stored in Tk20.

Teacher candidates will complete evaluations and exit surveys of the field experience in Tk20. They will also upload an original lesson plan from the work sample/unit plan and the impact on student learning assignment.

Refer to page 49 for directions on how to access Tk20 and complete the evaluations and exit surveys.

Requirements for program completion and licensure

In order to complete Radford’s approved program and be recommended for licensure, the teacher candidate must (1) successfully complete the full semester experience for both the early field experience and student teaching internships (some programs vary; see program specific requirements); (2) must log the minimum number of hours, 300 with 150 spent in direct teaching, required by the state in the internships and in direct teaching in the subject area, and (3), most importantly, must demonstrate the ability to meet performance expectations. Teacher candidates should monitor the number of hours they earn in the field and in direct teaching to ensure that they will meet the minimum state requirements. Program requirements may regulate more than the minimal state requirements. Completion of the state’s minimum hour requirement does not guarantee successful completion of the program, the student teaching experience, and/or a passing grade for the semester. Programs can be more rigorous than state requirements.

Copies of all test scores and internship log information need to be available at the time of application for licensure.
Applying for Licensure

Virginia Licensure

Candidates are eligible for a five-year renewable license to teach in Virginia upon completion of a state-approved educator preparation program. Candidates with a bachelor’s degree will be issued a Collegiate Professional License. Those with a graduate degree will be issued a Postgraduate Professional License.

The Office of Field Experience and Professional Licensure assists candidates with the application process for Virginia licensure. Candidates will receive a licensure packet, which will contain all of the forms and documents required for licensure. Completed packets should be returned to the Office of Field Experience and Professional Licensure and contain the following:

- **Application for Initial Licensure.** This form is completed by the candidate.
- **College Verification Form.** Candidates complete Part I. The licensure specialist will complete Part II and sign this form to verify completion of a state-approved program. Candidates do **not** sign this form.
- **$50.00 ($75.00 out-of-state fee)** is required in the form of a personal check, certified check, cashier’s check, or money order made payable to the “Treasurer of Virginia.”
- **Copy of Civics training certificate.** (Required for the following endorsement areas: Early childhood, Elementary, Middle and Secondary Social Science). If not completed through classroom participation, visit the following website, complete the free online module and print a copy of your certificate of completion: [http://www.civiceducationva.org/](http://www.civiceducationva.org/)
- **Copy of Emergency First Aid, CPR, and Automated External Defibrillator (AED) training certificate.** (Required for all applicants). Certification should evidence of training in all three topics (Emergency First Aid, CPR, and AED). There should be at least one year left on the certification before it expires.
- **Copy of Recognizing Child Abuse and Neglect training certificate.** (Required for all applicants). If not completed through classroom participation, visit the following website, complete the free online module and print a copy of your certificate of completion: [http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html)
- **Official Transcripts other than Radford University.** If you have attended a college or university other than Radford University, you must submit an official transcript. Graduate students must provide undergraduate transcripts. Transcripts submitted to the admissions office or Graduate College cannot be used.
- **Student Teaching Log.** Please submit the summary page of the student teaching log. It should include the total number of hours as well as the signatures of the cooperating teacher and university supervisor.

- **Test scores.** Please submit a copy of Praxis II, Virginia Communication and Literacy Assessment (VCLA), and (if required) Reading for Virginia Educators (RVE) scores.

Completed applications are forwarded to the Virginia Department of Education (VDOE) *after* the degree is conferred. Please note when degrees are conferred below:

<table>
<thead>
<tr>
<th>Graduation term</th>
<th>Degree conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>May</td>
</tr>
<tr>
<td>Summer</td>
<td>August</td>
</tr>
<tr>
<td>Fall</td>
<td>December</td>
</tr>
</tbody>
</table>

It usually takes anywhere from ten to twelve weeks for the initial licensure application to be reviewed and processed. The license is mailed directly to the address on the licensure application. All questions and concerns regarding the professional license should be directed to the Virginia Department of Education.

**Adding an endorsement area to a teaching license**

In Virginia, a teacher can add an endorsement to his/her teaching license by passing the Praxis II test in the subject area in which the endorsement is sought. This option is not available for Elementary Education or Special Education. These endorsements can only be earned through completion of approved programs. Radford University teacher education candidates may seek additional endorsements through this process while applying for an initial teaching license.
Protocol for requesting professional references

Most school districts ask for three to five professional references. These professional references may be asked to complete an evaluation form or to write a letter of recommendation on your behalf.

Listed below are some general guidelines for requesting a professional reference:

**CONSIDER WELL IN ADVANCE WHO YOU WILL ASK:** Avoid requesting a reference at the last minute. Allow time for your request to be considered.

**ASK FIRST:** Do not list someone unless you have asked if s/he is willing to serve as a reference.

**PROVIDE A CURRENT RESUME** when asking for a letter of reference or recommendation as it will provide additional information. Also provide a stamped, self-addressed envelope.

**WRITE A THANK YOU NOTE** to those from whom you requested a reference. Inform them of the outcome of your job search.
Your Street Address  
City, State, ZIP  

Date  

Name of Individual, Individual’s title  
Name of Employer  
Street Address or PO Box Number  
City, State, ZIP  

Dear Mr./Ms./Dr. ________________:

Opening Paragraph. Clearly state the purpose of the letter, naming the position or type of work for which you are applying. Explain how you heard about the position or how the employer’s name was obtained (i.e., Career Services informed me of your opening or Dr. ______ at Radford University suggested that I contact you.) State the reason why you are interested in this particular position.

Second and Third Paragraphs. Highlight qualifications and experiences relevant to the position. Refer to the experiences included on your resume. Clearly show how your knowledge and skills make you a “fit” for the position.

Closing Paragraph. Reiterate your experience and qualifications. State that you would like to further discuss your skills and experiences. Remind employer of your contact information and you look forward to hearing from him/her soon.

Sincerely,

Signature

Full Name (Typed)

Enclosure(s)
YOUR NAME HERE

Permanent Address
City, State, Zip Code
Permanent Phone Number
E-mail Address

OBJECTIVE

Keep your objective simple:
To acquire (or obtain) a(n) ________teaching position

EDUCATION

Degree Type (B.S., B.A., M.S.), Major, Month, Year
Concentrations: List your concentrations here
Radford University, Radford, VA
Mention GPA only if it is over a 3.7

LICENSURE & CERTIFICATION

Licensure: List licensure type: Collegiate Professional or Post Graduate Professional
Endorsement: List endorsement: Elementary, Middle, Secondary, K-12

TEACHING EXPERIENCE

Student Teacher, January – May, Year
Name of School, City, State
• Assumed full responsibility of .....classroom for ...... weeks
• Planned and implemented an instructional unit on...
• Utilized technology to .....  
• Facilitated a parent-teacher conference
• Implemented division-wide bench mark tests to ......grade students to determine....

Student Intern, August - December, Year
Name of School, City, State
• Administered ........assessment to ....grade to determine.....
• Planned and implemented a week long instructional unit on ....
• Chaperoned ........
• Participated in parent teacher conferences, IEP meetings, etc.
• Developed formative and summative assessments to measure student learning for week long unit about.....
• Integrated technology into lesson plans by .......

CAREER RELATED EXPERIENCE

In this section you include:
Substitute Teaching Experience
Camp Counselor
Pre-school Teacher
*Make sure you highlight your responsibilities under each position you describe

PROFESSIONAL AFFILIATIONS

List all of your professional memberships here:
- SVEA (Student Virginia Education Association)
- NCSS, NCTM, NCTE, IRA (National Organizations)
- VATE, VRA, VCSS, VSTE (State Organizations)

ACCOMPLISHMENTS

List Honor Societies here (i.e., KDP, Golden Key, etc.)
Mention Dean’s List here
PROFESSIONAL REFERENCES FOR YOUR NAME HERE

Name of Reference (in BOLD)
Title/Position
Name of Institution
Address
Phone Number
E-mail Address

Name of Reference (in BOLD)
Title/Position
Name of Institution
Address
Phone Number
E-mail Address

Name of Reference (in BOLD)
Title/Position
Name of Institution
Address
Phone Number
E-mail Address

Use the above format to list professional references. Remember, you should be able to provide at least three references. Prospective employers expect cooperating teachers, university supervisors, and professors to serve as references. Make sure you talk to your references before including them on your list.
**Interviewing**

**Interviewing Tips:**

1. Speak in specifics rather than generalities. Refer to specific teaching situations during your student teaching or student blocking experiences in your responses.
2. Be honest at all times.
3. Be yourself. Remember, in addition to your education and professional skills, whether or not you get the job also depends upon how your personality fits with the culture of the school!
4. Research the position and know about the school’s/school division’s needs and unique qualities.
5. Bring a professional portfolio to the interview. (Include resume, test scores, sample lesson/unit plans, awards, certifications, etc.)
6. Prepare a list of 3-4 questions to ask the principal at the end of the interview.

**Understanding the types of interview questions:**

Four types:
- Situational- “What would you do…?”
- Observational- “What are your thoughts on…?”
- Conceptual/Personal- “What is your philosophy of…?”
- Behavioral- “Tell me about a time when…”

**Sample Interview Questions:**

**Instruction**

1. Describe your instructional delivery style.
2. What strategies do you use to keep students engaged and motivated during a lesson?
3. How do you differentiate your instruction in order to meet the diverse needs of students in your classroom?
4. How do you assess students to determine how well they are learning?
5. Describe the types of assessments you have used to assess student learning.
6. What are some considerations you make when planning your lessons? How do you plan instructional units?
7. Are there any materials you have used you find are especially effective for slow learners or accelerated students?
8. How would you work with students who consistently perform below grade level?
9. How do you incorporate the Standards of Learning in your instructional planning and assessment?
10. When students are having difficulty learning a skill or concept, what do you do?

**Classroom Management**

1. What is your classroom management style?
2. What techniques would you use to address classroom management problems that may arise in your classroom?
3. How would you create and promote a safe atmosphere in your classroom?
4. How do you foster community and mutual respect amongst your students?
5. What kind of rules do you have in your classroom? How are they established?
6. What has been the most challenging discipline problem you’ve encountered and how did you handle it? Were you prepared to handle this situation? In hindsight, would you have handled this situation any differently?
7. At what point do you involve the principal in a discipline matter?

Parent Involvement
1. How do you keep parents informed about the daily/weekly progress of their son/daughter? How do you communicate with parents?
2. How do you approach parent/teacher conferences?
3. Describe your approach with a parent who is upset with you.
4. How do you facilitate effective communication with parents?

Technology
1. How do you incorporate technology into your instruction?
2. How do you promote student use of technology in your classroom?
3. What are your computer skills? What software have you used for instructional or classroom management purposes?

Professionalism and Professional Experiences
1. What books are you currently reading or have recently read?
2. What are some trends or issues in education related to your specific curriculum area or grade level?
3. Do you hold memberships in any professional organizations?
4. What is your philosophy of education?
5. What is your knowledge of and experience with standards-based education?
6. What experience have you had with students from culturally diverse backgrounds?
7. Why do you want to be a teacher?

Ok, you’ve survived the interviewer’s questions! Now, it’s your turn to question the interviewer.

Questions for Interviewer
1. What is the student-teacher ratio?
2. What opportunities are available for professional development?
3. Are first year teachers paired with a mentor teacher? What kinds of support are given to first year teachers?
How to Communicate Concerns about Your Field Placement

If you have any concerns about your field placement, please do the following:

1. Speak with your cooperating teacher. Use “I” statements to express your concerns and/or perceptions about the situation. Ask for what you need. Share specific examples/suggestions.

   If you still have concerns....

2. Talk with your university supervisor/cohort leader and only to the university supervisor/cohort leader. It is not professional to talk with others (i.e., colleague, teachers, or even faculty) without first consulting the person whose job it is to help you have a successful field experience. The university supervisor will work with you to resolve the situation in a manner that is respectful to everyone involved.

   In consultation with the supervisor, the next step may be a meeting with all three of you (the cooperating teacher, university supervisor/cohort leader, and you).

   If you still have concerns....

3. Contact the Assistant Dean and Director of Field Experience. You or the university supervisor may initiate the contact with the Assistant Dean.

Do NOT:

1. Allow a problem(s) to fester for weeks.

2. Complain about your situation in public or social places where others may overhear or misconstrue your comments.

3. Share your concerns with other student teachers, field experience students or teachers at your school.

4. Contact past supervisors or instructors.

   Remember, the way you choose to handle this situation will have direct implications for how you are perceived as a professional.
On-Campus Support

We realize that the early field experience and student teaching can be very demanding as you balance your life as a Radford University student and beginning professional. Please be reminded you have a tremendous support system in place and you are strongly encouraged to take advantage of it!

Remember the following offices are here to support you while you are in the Teacher Education Program:

**For teaching materials and resources, contact:**
The Teaching Resources Center (TRC)
C, 109, Peters Hall
(540) 831 - 5832
Hours: 7:30 a.m. – 9:00 p.m. Monday – Thursday
       7:30 a.m. – 5:00 p.m. Friday

**For academic support, contact:**
The Learning Assistance and Resource Center (LARC)
125 Walker Hall
(540) 831 – 7704
Hours: 8:00 a.m. – 5:00 p.m., Monday - Friday

**For assistance with anxiety, stress management, contact:**
Student Counseling Services
Tyler Hall, Lower Level
(540) 831 – 5226
Hours: 8:00 a.m. – 5:00 p.m., Monday - Friday

**For emergencies or unusual circumstances that may significantly impact your performance (i.e., unexpected death of a parent or sibling, debilitating illness, homelessness, etc.), contact:**
The Office of the Dean of Students
274 Heth Hall
Box 6898
(540) 831 - 6297
Hours: 8:00 a.m. – 5:00 p.m., Monday – Friday
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Preamble

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

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the member of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I -- Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a. exclude any student from participation in any program.
   b. deny any benefits to any student.
   c. grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

**Principle II -- Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator --

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his or her professional qualifications.

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
Students have a professional obligation to abide by the policies and procedures of the University and of the Teacher Education Program. Students must follow procedures as outlined here and in the Radford University Student Handbook. Students are also responsible for following appropriate procedures if they have concerns regarding grades, admission requirements, supervision, field placements, or retention in the Teacher Education Program.

The Professional Education Committee monitors policies and procedures regarding admission, field placements, and retention and completion of the Program. Professional Education faculty in the academic departments screen and recommend students for admission to the program and for admission to field experiences. The Assistant Dean in the College of Education and Human Development, in collaboration with faculty in professional programs and in the schools, makes decisions regarding admission, field placements, and retention in the Teacher Education Program.

I. CRITERIA AND PROCEDURES FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

Minimum Criteria for Admission to the Teacher Education
Criteria for admission and retention in the Teacher Education Programs fall into three areas: academic excellence, basic proficiency skills, and professional qualities and interpersonal skills. To meet minimum qualifications for admission to the Teacher Education Program, a student must:

- have earned a minimum 2.5 GPA over all college work, a minimum 2.5 GPA on all work at Radford University, and a 2.5 GPA in coursework comprising the major, and a 2.5 in professional studies. Secondary social studies applicants must have earned a minimum 2.75 GPA on all work at RU, in the major, and in professional studies; while elementary applicants must earn a minimum 3.0 GPA on all RU coursework as well as course work in the major and professional studies;

- have successfully completed departmental prerequisites for admission (information available in academic departments);

- have successfully completed the departmental screening procedures (information available in academic departments);

- have met the basic proficiency requirements for admission to teacher preparation programs (Core Academic Skills for Educators Assessment or equivalent) and have passing scores on the exams required for licensure (Praxis II and the VCLA);
- have met basic requirements for licensure in Virginia;
- demonstrate behavior in conformance with the Code of Ethics of the National Education Association;
- not have records of violations of academic integrity or currently be on probation for violations for student conduct (see Radford University policies on Dean of Students website: http://www.radford.edu/dos-web/);
- not have a record of unsuccessful performance in a teacher preparation program or while under contract in a position in a school;
  - Demonstrate the following professional qualities and dispositions:
    - Effective Oral Communication Skills
    - Effective Written Communication Skills
    - Attendance and Punctuality
    - Commitment to Excellence
    - High Quality Work
    - Professional Dress
    - Professional Participation and Interactions
    - Critical thinking
    - Collegiality
    - Respect for Others
    - Initiative
    - Positive Attitudes toward Learners
    - Positive Response to Constructive Feedback
    - Ability to Handle Stress/Manage Workload
    - Commitment to Diversity and Equity

**Records of Violations Which Impact Admission**

**Felony and Misdemeanor**
Applicants with felony violations or with misdemeanor violations in areas regarding sex, alcohol, drugs, and children are not eligible for admission to the Teacher Education Program. Applicants with questions should contact the Assistant Dean.
Violations of Radford University Policies regarding Academic Integrity and Student Conduct
Applicants who have records of violations of academic integrity or who are currently under probation for violations of student conduct do not meet basic requirements for admission to and retention in the Teacher Education Program. The Assistant Dean will review applicants’ records from the Dean of Students Office and will notify in writing any applicants who have such records they have been denied admission. Applicants who are denied admission in this manner may submit an appeal to the Assistant Dean. The appeal must be submitted in writing within five class days of notification from the Assistant Dean regarding admission. The appeal letter must provide compelling reasons for the appeal as well as evidence supporting the reasons. The Assistant Dean may request additional information or may meet with the student. The Assistant Dean will provide a response within five days of receiving the appeal.

Details Regarding Exam Requirements for Admission
The passing score requirements for the exams described below are too numerous to list all of them in this document; they can be found on the Virginia Department of Education web page at: http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf

Minimum requirements for full admission to the Teacher Education Program include the following exam requirements:
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) OR qualifying SAT or ACT scores
• A passing VCLA score of 470
• Passing scores on Praxis II (if a subject matter exam is required for licensure)

There are no exceptions to the admission requirements regarding grade point averages and exam scores outlined above, and denials of admission on the basis of GPA or scores cannot be appealed. Applications for admission to the Teacher Education Program must be submitted by the deadlines announced each semester by the Field Experience Office.

Admission Procedures and the Admissions Decisions
Once applications are accepted by the Office of Field Experience, each department conducts a departmental review of the applicants. These reviews determine a student’s application status. Students can be: 1) admitted, meeting full criteria for admission; 2) denied admission, not meeting the criteria for admission; or 3) provisionally admitted, meeting the minimal admission criteria with specifically noted weakness or concerns in academics or professional characteristics and disposition. The Assistant Dean/Director of Field Experience will notify applicants of their application status.

Provisional Admission
Candidates admitted to the Teacher Education Program and field experience with a provisional status are required to meet with the Assistant Dean and their University Supervisor at the start of the semester to create an Action Plan to address issues that could potentially jeopardize the candidate’s success in the program. The Action plan is kept in the Assistant Dean’s office and remains in effect until the supervisor notes satisfactory progress.

Appeals of Decisions Regarding Admission/Readmission in the Teacher Education Program
Appeals regarding admission (other than denial on the basis of GPA or exam scores) to the Teacher Education Program may be presented to the Assistant Dean. The candidate must submit a letter of appeal to the Assistant Dean within three days of receiving the admissions decision.
If the Assistant Dean denies the appeal, the candidate may continue the appeals process through the Professional Education Committee (PEC). The student must first notify the Dean and provide a letter of appeal within five class days of the date on which the student received notification of the admissions decision. The appeal letter must provide a clear statement of the grounds for requesting the case to be reviewed and must also provide compelling evidence to support the appeal. The Dean will notify the chair of the PEC Appeals Subcommittee and will forward the student’s appeal to him or her.

The Appeals Subcommittee must first judge whether or not the appeal merits a hearing. If it is judged that the appeal does merit review, then the Chair will notify the student and a date will be set for the Subcommittee to meet within ten class days of receiving the appeal. If the Subcommittee determines that the appeal lacks merit to be reviewed, the student will be notified and this will end the appeals process.

If the case is to be reviewed, an appeal date will occur within ten class days following the decision to review the appeal. The Subcommittee may interview the student based upon the discretion of the Committee Chair. If the Committee or Chair decides to interview individuals, representatives of both sides of the appeal must be interviewed.

The Chair of the Subcommittee will send a written copy of the decision of the Appeals Subcommittee to the student within three class days of the Subcommittee’s meeting to review the appeal. The decision of the Professional Education Committee Appeals Subcommittee is final.

II. CRITERIA AND PROCEDURES FOR ADMISSION TO FIELD EXPERIENCES AND FOR CONTINUED PROGRESSION AND RETENTION IN AND COMPLETION OF THE TEACHER EDUCATION PROGRAM

Minimum Criteria for Admission to Field Experiences

**Early Field Experiences**  Students applying to the early field experiences must have been admitted to the Teacher Education Program and must continue to meet the criteria for admission. In addition, students must have successfully completed the professional studies pre-requisites for early field experiences in their specific programs. The Assistant Dean/Director of Field Experiences makes final decisions regarding admission to Field Experiences.

Candidates in the elementary education, early childhood education/early childhood special education, and special education programs are required to take and pass the Reading for Virginia Educators exam for licensure. Candidates must take this exam on a prescribed schedule (see below in Student Teaching).

**Student Teaching.** In order to be eligible to student teach, teacher candidates must continue to meet the criteria for admission to and retention in the Teacher Education Program. In addition, they must:

- not have a record of incompletes ("I");
- have completed major requirements as specified by the department or program, including any deficiencies identified for a graduate program of studies;
- have successfully completed early field experiences; and
- be recommended for student teaching by the University Supervisor who supervised the student in early field experience.

Candidates who do not satisfactorily meet program competencies will not be recommended for student teaching. Upon review of the candidate’s final evaluation, it may be the judgment of the university supervisor that the candidate needs further work to develop content knowledge or skills to work with students. Candidates
will be given the opportunity to remediate deficiencies until they can demonstrate they are ready for student teaching.

Candidates in elementary education, early childhood education/early childhood special education and special education (with the exception of those pursuing licensure in severe disabilities or single licensure in early childhood special education) must submit scores on the Reading for Virginia Educators exam during student teaching. Candidates who are student teaching in the fall submit scores by October 1 and candidates student teaching in the spring submit scores by March 1. Candidates must submit passing scores by the end of the semester in which they student teach in order to complete the program and to be recommended for licensure by Radford University.

Procedures Regarding Placement in Field Experiences

Once candidates have been fully admitted into the Teacher Education Program, placement requests are sent to the school systems. Teacher candidates are placed in accredited Virginia public schools, programs, and agencies with highly qualified K-12 professionals. The Clinical Coordinator works closely with professional education faculty and with area school districts to request placements. Candidates may not request placements in specific school divisions, at specific schools, or with specific teachers.

Some of the placements may be in the city of our local school division while others may be in communities within a little over an hour’s driving distance from campus. Therefore, candidates need to understand travel to schools outside of the immediate community may be required. Candidates are expected to make the necessary arrangements that will enable them to commute to their field placement regardless of how near or far it is from the RU campus.

Criteria for Retention in Field Experiences and in the Teacher Education Program

Interns enrolled in field experience programs are expected to continue to meet the requirements for admission and retention outlined above. Candidates must demonstrate the knowledge, skills, and dispositions addressed in the performance expectations within each particular program, which are based upon the following basic performance expectations required of all candidates in Radford University’s Teacher Education Program.

<table>
<thead>
<tr>
<th>Basic Candidate Performance Expectations</th>
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<tbody>
<tr>
<td><strong>CATEGORY I: CONTENT KNOWLEDGE</strong></td>
</tr>
<tr>
<td>The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (INTASC 4, VA Uniform Performance Standard #2).</td>
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<tr>
<td><strong>CATEGORY II: CONTENT PEDAGOGY</strong></td>
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<tr>
<td>The candidate applies an understanding of how students learn the concepts and skills in the disciplines throughout various developmental stages; he or she knows and uses a variety of research-based, discipline-specific strategies and approaches to engage students in meaningful learning experiences in the disciplines (INTASC 5).</td>
</tr>
<tr>
<td><strong>CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES</strong></td>
</tr>
<tr>
<td>Applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experiences (INTASC 1, VA Uniform Performance Standard #1).</td>
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**CATEGORY IV: CULTURE FOR LEARNING**

Establishes a culture for learning. The candidate establishes and maintains safe and supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation (INTASC 3, VA Uniform Performance Standard #4).

**CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION**

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (INTASC 7, VA Uniform Performance Standard #3).

The candidate uses a variety of evidence-based instructional strategies to promote students’ deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (INTASC 8).

**CATEGORY VI: ASSESSMENT FOR Student LEARNING**

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making (INTASC 6, VA Uniform Performance Standard #6).

**CATEGORY VII: PROFESSIONALISM AND ETHICAL PRACTICE**

Models professionalism and ethical practice. The candidate engages in ongoing professional development and uses evidence to continually reflect upon, evaluate, and improve his/her practice, including the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner (INTASC 9, VA Uniform Performance Standard #9).

**CATEGORY VIII: COLLABORATION AND COMMUNICATION**

The candidate maintains professional collegial relationships that encourage sharing, planning, and working together toward improving student success and professional practice. Appropriate to his or her role and context, the candidate seeks opportunities to collaborate with professional colleagues, other school personnel, and families and community members to ensure learner growth and to advance the profession (INTASC 10, VA Uniform Performance Standard #10).

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**Professional Characteristics and Dispositions (NCATE 1.6)**

1. **Oral Communication**: Expresses self very well orally; communicates ideas very well; is adept in using voice effectively.

2. **Written Communication**: Writing is error-free and is very clear, organized, and highly developed.

3. **Attendance and Punctuality**: Punctual, reliable; seldom absent or tardy.

4. **Commitment to Excellence**: Work and performance consistently demonstrates commitment to candidate’s own high standards.

5. **Quality of Work**: Reaches beyond the minimum and turns in excellent work.

6. **Professional Dress**: Consistently dresses professionally.

7. **Participation/Interactions**: Contributes to classroom and school activities; often a leader; highly engaged with students and colleagues; well prepared.

8. **Critical thinking**: Identifies salient information or reasons; accurately interprets; draws warranted conclusions; justifies and explains assumptions/reasons; fair-mindedly follows where evidence and reason lead.

9. **Collegiality**: Strong contributor to group/team efforts.

10. **Respect for Others**: Uses positive approach in questioning/criticizing; is courteous; acts in the best interests of others.
11. **Initiative**: Creative; resourceful; self-directed.

12. **Attitudes toward Learners**: Develops professional/personal connections with students which contribute to student development; acts on belief that all students can learn; uses many strategies to motivate students.

13. **Response to Constructive Feedback**: Receptive; subsequent performances consistently show productive changes.

14. **Ability to Handle Stress/Manage Workload**: Handles stress in productive manner; maintains optimistic and positive approach in stressful situations; manages demands/workload associated with teaching very well.

15. **Commitment to Diversity and Equity**: Consistently demonstrates a commitment to understanding diversity and to integrating multiple perspectives in teaching.

### Criteria for Program Completion

Candidates must continue to meet all requirements for admission and retention in the program, including minimal requirements such as submitting passing scores on all licensure exams and maintaining the required GPA overall college work, all work at Radford University, all work in the major, and all work in professional studies. Candidates must complete all program requirements and must demonstrate an overall performance level of “satisfactory” or above on final evaluations. Candidates must earn either a “P” or a grade of “C” or better in student teaching in order to complete the program and to be recommended for licensure by Radford University. In order to be recommended for teacher licensure by Radford University, all candidates must hold at a minimum a bachelor’s degree and meet all approved program requirements. Candidates who do not complete the program are not recommended for licensure by the university. However, they are still eligible to graduate provided they have satisfied degree requirements, which may include additional course work.

### Procedures Regarding Retention in the Teacher Education Program and in Field Experiences

Candidates placed in a field experience assignment are novice professionals working under the supervision of more experienced practitioners. They must continue to meet all requirements for admission addressed above and they must meet high expectations regarding professional behavior and attitudes as outlined in this document and in the professional standards and requirements for their specific programs. Though candidates are not accomplished professionals, they must be able to contribute to the school and classroom through their growing professional skills and knowledge. The participation of the candidate must not interfere with the learning and development of children or young adults, with the cooperating teachers’ ability to conduct his or her responsibilities, or with the productive functioning of the school.

The University recognizes its equal responsibility to support the candidate’s development through field experience programs and its responsibility to PreK-12 professionals and pupils and their families to ensure that schools can continue to provide quality education and care.

Candidates who experience difficulty demonstrating the knowledge, professional skills, and dispositions necessary to be effective teachers will develop corrective support plans with the cooperating teachers, university supervisor, and Assistant Dean to remediate areas of concern and to put them on a path toward success.

### Action Plans and Plans for Improvement

**Action Plan**

Initial (or minor) concerns about a candidate’s professional characteristics and dispositions or performance in the field should be documented and communicated with the candidate before they escalate. If the cooperating professional has concerns, then he or she should discuss them with the candidate and the university
supervisor immediately. The university supervisor will follow up with the candidate about those areas of concern and develop an Action Plan to address them. After the Action Plan is completed and signed by the candidate and university supervisor, copies should be given to the candidate, the cooperating professional, and the Assistant Dean. The university supervisor should keep the original for his or her records.

If the candidate is able to successfully address areas of concern, then the terms of the Action Plan will be considered complete and no further action will be taken.

If the issue or concern is not resolved with the Action Plan, then the university supervisor will schedule a meeting with the Assistant Dean to determine the next course of action, which may be developing a Plan for Improvement (see below).

**Plan of Improvement**

When the University supervisors and cooperating teacher judge an intern does not meet performance expectations outlined in the program and in the *Policies and Procedures Governing Admission and Retention*, and the candidate could be in danger of failing or of being removed from the program, supervisory faculty may place the candidate on a Plan for Improvement. The Assistant Dean, university supervisor, and candidate meet to discuss weaknesses and to outline a Plan for Improvement to address the area(s) of concern. After the plan is drafted, the cooperating teacher, candidate, and university supervisor will meet to discuss the terms and expectations set forth in the plan. At the conclusion of this meeting, they each will sign and date the plan to show they have all read and discussed it. The original copy of the plan is submitted to the Assistant Dean. After the Assistant Dean signs the plan, copies will be made for the candidate, cooperating teacher, and university supervisor. The original copy will remain in the candidate’s file in the Assistant Dean’s office.

The candidate remains on probation until he or she establishes a pattern of satisfactory progress as judged by the University supervisor in collaboration with the cooperating teacher. Not meeting the expectations and conditions set forth in the Plan for Improvement in a satisfactory manner could potentially result in a removal from the field placement (see section below on the administrative removal).

**Procedures for Temporarily or Permanently Removing a Candidate from Field Experience**

**Interim Removal**

An interim removal is a temporary removal from a field placement. This could occur for a variety of reasons in which the intern is not meeting professional expectations. In addition, this is creating a situation that is interfering with the students’ learning or the cooperating professional’s ability to carry out his or her responsibilities. Candidates do not report to their field placement during this time as they are working with the university supervisor and Assistant Dean to address areas of concern and to work toward a positive resolution.

University supervisors, cooperating professional(s), and/or school administrator(s) may recommend an interim removal. If the cooperating professional(s) or school administrator(s) make the recommendation, they make it to the university supervisor. The university supervisor will then make the recommendation to the Assistant Dean.

The university supervisor notifies the candidate the recommendation has been made and informs the candidate that he/she cannot return to the school placement during the Interim Removal and until he or she has spoken to the Assistant Dean.

The Assistant Dean will arrange a date to meet with the intern and the university supervisor within three class days of notifying the intern of the interim removal to discuss the concerns and possible strategies for resolving
issues or problems. The Assistant Dean and university supervisor will determine if the situation can be addressed with an improvement plan or other strategy.

If this is the decision, then the Assistant Dean, teacher candidate, and university supervisor will develop a Plan for Improvement to address areas of concern (refer to the section on Plans for Improvement).

If the situation cannot be resolved with an Improvement Plan or other strategy, then the student will be removed from the field placement for the remainder of the semester (see the section on Administrative Removal). The Assistant Dean and university supervisor will meet with the candidate to determine next steps.

**Administrative Removal**

An Administrative Removal occurs when a candidate is removed from the field placement and/or the Teacher Education Program. Examples for which a candidate may be administratively removed include the following: (1) a pattern of unsatisfactory performance which is negatively impacting the classroom; (2) a single severe incident such as a serious violation of policies, conduct codes, or state law; or (3) unsafe or unprofessional behavior. Candidates may be administratively removed from the field placement at the request of the cooperating teacher, building administrator, other school personnel, or the Assistant Dean.

The Assistant Dean will work with the candidate to determine next steps for completing program and/or degree requirements. If a candidate wishes to continue in the Teacher Education Program after being administratively removed from a placement, then he or she will have to create a plan with the Assistant Dean for repeating the field experience in the subsequent semester. Candidates will not receive another placement until all concerns have been addressed or the situation has been positively resolved.

Candidates who no longer wish to continue in the Teacher Education Program may complete their academic degree or may have to finish a degree in a different major. The Assistant Dean will work with the candidate and other offices on campus to keep the candidate on a path toward graduation.

Candidates who wish to return to the Teacher Education Program after being administratively removed will have to reapply to the program (see the section on Readmission, specifically bulleted point number five).

**III. PROCEDURES REGARDING WITHDRAWAL FROM AND READMISSION TO THE TEACHER EDUCATION PROGRAM**

Interns in professional education programs are subject to policies of the University as a whole and to policies of the Teacher Education Program. The policies below apply to interns enrolled in courses and clinical experiences in professional education programs.

**Withdrawal**

If a student wishes to withdraw from courses or clinical experiences, he or she should follow regular University procedures for withdrawals. The student must notify the University supervisor, cooperating teacher, and the Field Experience Office prior to withdrawal. Interns who withdraw from courses or clinical experiences and who later wish to continue in the program must apply to be readmitted to the Teacher Education Program. If students withdraw from the University, they must be in good standing and must first be readmitted to the University before they can re-apply to be admitted to the Teacher Education Program.

**Readmission**

Policies and procedures governing readmission to the Teacher Education Program and to courses and field experiences are as follows:
1. The student must be in good standing at Radford University prior to applying for readmission to the Teacher Education Program.

2. The student must comply with the current requirements and procedures for admission to the Teacher Education Program.

3. The student must submit an application for admission to the Teacher Education Program. The Assistant Dean and the Field Experience Office will review the application.

4. If the student left the Teacher Education Program in good standing and meets all requirements for admission, the application will be reviewed by the Assistant Dean and the Field Experience Office as part of the regular admission process.

5. If problems were noted at the time of withdrawal from the Program, the student must appeal to be readmitted. The following appeal procedures apply:

   a.) The student must attach an appeal letter to the admission materials that includes compelling evidence the case deserves to be reviewed, and that the student has addressed the problems noted at the time of withdrawal. Copies of the appeal and of the application materials must be submitted to the Assistant Dean. The Assistant Dean will notify the student of his/her decision within five class days of receiving the appeal letter and materials.

   b.) If the Assistant Dean denies admission; the student may follow procedures for appealing the decision as described in the section regarding appeals.

Revised 07-29-2015
Appendix C

Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools

Approved by the Board of Education March 24, 2011

Introduction

Responsibility for protecting students from sexual misconduct and abuse is shared by the school board, superintendent, administrators, teachers and other school board employees, school volunteers, parents, state agencies, and law enforcement.

The Virginia Board of Education developed *Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools* to help local school boards create and implement policies and procedures that deter misconduct, provide accountability, and establish clear and reasonable boundaries for interactions among students and teachers, other school board employees, and adult volunteers.

School Board Responsibilities

The local school board demonstrates its commitment to protecting students from sexual misconduct and abuse through:

1. Compliance with all state and local laws and regulations related to the screening of prospective employees for the conviction of barrier crimes and founded cases of child abuse and neglect;
2. Compliance with all state laws related to the reporting of suspected child abuse and neglect;
3. Compliance with all state laws and regulations related to reporting to the Virginia Department of Education of resignations and dismissals of licensed employees related to convictions of barrier crimes and founded cases of abuse and neglect;
4. The development, effective implementation, and enforcement of clear and reasonable policies governing the interaction of students and school board employees and volunteers;
5. The establishment of channels for reporting by students and parents of suspected misconduct and abuse, and the prompt notification of law enforcement when criminal activity is alleged or suspected; and
6. Disclosure of formal reprimands and dismissals for violating school board policies on sexual misconduct and abuse prevention to school divisions seeking references.

Prevention Policy Elements

By following school board policies addressing sexual misconduct and abuse, teachers, administrators, and other educators and employees provide a safe and healthy environment for teaching and learning. Local school board policies addressing sexual misconduct and abuse should include these elements:

1. Statement of purpose addressing the shared responsibility of the school board, superintendent, administrators, teachers and other school board employees, school volunteers, parents, state agencies, and law enforcement for the prevention of sexual misconduct and abuse;
2. Clear and reasonable rules governing communication and interaction between students and school board employees;
3. Clear procedures for reporting suspected misconduct and abuse;
4. Training of school personnel and volunteers and the dissemination of sexual misconduct and abuse prevention policies to school board employees, volunteers, students, and parents; and
5. Applicability to teachers and other employees of virtual school programs and other vendors providing instructional services to students.

In developing procedures for implementing local policies, school boards should take into consideration the strategies and tools educators use to interact with students and support
Guidance on Communication and Interaction
School board policies should recognize the importance of communication and interaction in learning and instruction while establishing reasonable boundaries for educator-student relationships. Educators and other employees can protect themselves from misunderstandings and false accusations by adhering to division policies.

In-Person Communication and Interaction
School board employees and volunteers should avoid appearances of impropriety when interacting with students. Educators, other employees, and volunteers should be aware of behaviors often associated with inappropriate conduct that can create an appearance of impropriety, including:

- Conducting ongoing, private, conversations with individual students that are unrelated to school activities or the well-being of the student and that take place in locations inaccessible to others;
- Inviting a student or students for home visits without informing parents;
- Visiting the homes of students without the knowledge of parents;
- Inviting students for social contact off school grounds without the permission or knowledge of parents; and
- Transporting students in personal vehicles without the knowledge of parents or supervisors.

Personal contact between adults and students must always be nonsexual, appropriate to the circumstances and unambiguous in meaning. Employees and volunteers should respect boundaries consistent with their roles as educators, mentors and caregivers. Violations of these boundaries include:

- Physical contact with a student that could be reasonably interpreted as constituting sexual harassment;
- Showing pornography to a student;
- Unnecessarily invading a student’s personal privacy;
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate educator/mentor-student relationship;
- Conversation of a sexual nature with students not related to the employee’s professional responsibilities; and
- A flirtatious, romantic, or sexual relationship with a student.

Electronic Communication
Digital technology and social networking provide multiple means for educators and other school board employees to communicate with students and personalize learning. Local policies should ensure electronic and online communications between employees, volunteers, and individual students are transparent, accessible to supervisors and parents, and professional in content and tone.

As with in-person communications, educators and volunteers should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors that may be considered in determining whether an electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.

Local policies should provide guidance to educators and other school board employees on how to maintain transparency and accessibility when communicating electronically with individual students.
Administrators, division technology staff, and division instructional staff should collaborate with parents to develop local policies and practices that deter misconduct by (i) defining parameters for electronic communications and social networking between educators and students and (ii) facilitating parental supervision of students’ social networking and digital communications with educators and other school board employees.

**Guidance on Reporting, Training, and Discipline**

School board employees and volunteers have an obligation to report violations of the division’s policies for preventing sexual misconduct to the principal or his or her designee or to the division superintendent. This obligation is in addition to the statutory responsibility to report suspected abuse and neglect. School boards should establish clear channels for reporting suspected misconduct and abuse.

School boards also should provide training for employees and volunteers on the prevention of misconduct and abuse and disseminate information about relevant division policies to employees, volunteers, students, and parents.

Inadvertent and innocuous violations of local policies provide opportunities for additional counseling and training. Appropriate formal disciplinary action should always follow violations of local policies when the substance of the conduct or communication in question is found to be inappropriate, flirtatious, romantic or sexual.
Appendix D

RU - Teacher Education Program
15 Professional Characteristics and Dispositions

Field Experience

We commend you for pursuing a career in teaching. We believe you are entering the Teacher Education Program willing to work hard in gaining the knowledge and skills needed to be the best teacher you can be. In addition to the knowledge and skills needed in your profession, you will also need to demonstrate professional dispositions. The following is a list of professional characteristics and dispositions that we would expect of candidates entering the Teacher Education Program:

1) Oral communication skills
   a. Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively
   b. Expresses self but not regularly; makes some errors; or does not consistently use voice effectively
   c. Expresses self regularly; uses Standard English grammar; uses voice effectively
   d. Expresses self very well; communicates ideas very well; is adept in using voice effectively

2) Written communication skills
   a. Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well-developed
   b. Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed
   c. Writing includes very few minor errors; clear, well-organized, well-developed
   d. Writing is error-free and is very clear, organized and highly developed

3) Attendance and punctuality
   a. Unacceptable absenteeism or tardiness
   b. Frequently absent, tardy, or leaves early
   c. Rarely absent or tardy
   d. Perfect attendance

4) Work habits / Commitment to Excellence
   a. Work or performance does not meet minimal requirements or expectations
   b. Work or performance meets minimal requirements or expectations
   c. Work and performance indicates significant effort and care
   d. Work and performance consistently demonstrates commitment to Candidate's own high standards for professional work

5) Quality of work
   a. Consistently hands in work is of poor quality or incomplete; does not make use of available resources, help, or suggestions to develop or improve work
   b. Often submits work is of poor quality or incomplete; does not consistently use resources, help, or suggestions to develop or improve work
   c. Submits work that meets minimum requirements
   d. Reaches beyond the minimum, and turns in excellent work

6) Professional dress
   a. Consistently dresses inappropriately
   b. Sometimes dresses appropriately
   c. Usually dresses professionally
   d. Consistently dresses professionally

7) Quality of Interactions and Participation (classroom and field experiences)
   a. Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared
   b. Sometimes uninvolved, disruptive, or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and colleagues; not well-prepared
   c. Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared
   d. Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared

8) Critical thinking skills
   a. Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
   b. Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner
   c. Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded
   d. Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead

9) Collegiality
   a. Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)
   b. Sometimes demonstrates collaborative skills
   c. Responsibly engages in group/team efforts
d. Strong contributor to group/team efforts

10) Respect for others
a. Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he/she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
b. On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self control in interactions
c. Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he/she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
d. Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations

11) Initiative
a. Passive, depends on others
b. Needs supervision to implement ideas
c. Demonstrates self-initiative and independence
d. Creative, resourceful, and self directed

12) Attitude toward learners
a. Lacks interest in or is negative toward students; does not demonstrate an attitude that all students can learn; does not view own responsibility in motivating students; lacks knowledge and skills in establishing rapport motivating students
b. Makes minimal efforts to establish rapport with students; does not always demonstrate an attitude that all students can learn; makes minimal effort to motivate students
c. Develops rapport with students; demonstrates an attitude that all students can learn; demonstrates knowledge and skills in motivating students
d. Effectively develops professional/personal connections with students which contribute to student development; acts on a strong belief that all students can learn; uses many strategies that effectively motivate students.

13) Responsive to constructive feedback
a. Defensive / non-responsive and does not make changes to subsequent performances or behaviors
b. Defensive and/or non-responsive; subsequent performances or behaviors show some changes
b. Receptive; subsequent performances show some productive changes
d. Receptive; subsequent performances consistently show productive changes

14) Ability to Handle Stress and to Manage Workload
a. Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with teaching; often sick, tired, or lacks stamina
b. Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload of teaching.
c. Handles stress in productive manner; manages the demands/workload associated with teaching
d. Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with teaching very well

15) Commitment to Diversity and Equity
a. Ethnocentric; considers only personal perspective
b. Demonstrates awareness of diversity issues and of multiple perspectives
c. Demonstrates emerging commitment to learning more about diversity and teaching from multiple perspectives
d. Consistently demonstrates a commitment to understanding diversity; teaches or plans to teach from multiple perspectives
## FIELD EXPERIENCES LOG OF ACTIVITIES

<table>
<thead>
<tr>
<th>Week of</th>
<th>O</th>
<th>T</th>
<th>C</th>
<th>X</th>
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<tr>
<td>Total hours:</td>
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Note time spent O = Observing,  T = Teaching,  C = Conferencing,  X = Other
Write in times absent or tardy in the early field experiences for each day.
Comments:

Intern ______________________ Cooperating Teacher ________________________________

University Supervisor ________________________________
**EARLY FIELD EXPERIENCE CLINICAL EXPERIENCES LOG SUMMARY**

This is an official form that must be fully and accurately completed and submitted to the Field Experience Office. It is required for the completion of transcripts and licensure applications.

<table>
<thead>
<tr>
<th>INTERN’S NAME ___________________________</th>
<th>RU ID# ________________</th>
<th>SS# ________________</th>
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<td>YEAR _____________</td>
<td>SCHOOL SYSTEM ___________________________</td>
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<tr>
<th>SUMMARY OF HOURS</th>
<th>Days Absent: ______</th>
<th>Days Present: ______</th>
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<thead>
<tr>
<th>Name of Cooperating Professional</th>
<th>Grades or Ages/Subjects¹</th>
<th>Total Hours Spent:</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Teaching²</td>
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<td>Other</td>
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<td></td>
<td>TOTAL</td>
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</table>

1. Secondary and Middle Education interns must document the subjects taught. Early childhood special education interns enter the ages for birth through age 5 experiences and the grades for primary PK-3 experiences.

2. Teaching hours are those hours in which the intern is involved in direct instruction of PK-12 students, implementing the activities he or she planned and reviewed with the cooperating professionals(s).

<table>
<thead>
<tr>
<th>Signature of Cooperating Professional(s)</th>
<th>Name of School(s)or Agencies</th>
<th>Date(s)</th>
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<table>
<thead>
<tr>
<th>Signature of University Supervisor(s)</th>
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<table>
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<th>Signature of Intern</th>
<th>Date</th>
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</table>
STUDENT TEACHING CLINICAL EXPERIENCES LOG SUMMARY
This is an official form that must be fully and accurately completed and submitted to the Field Experience Office. It is required for the completion of transcripts and licensure applications.

INTERN’S NAME _____________________________________________ RU ID# ___________________ SS# _________________________
SEMESTER _______________________________ YEAR _____________ SCHOOL SYSTEM _____________________________________

<table>
<thead>
<tr>
<th>Name of Cooperating Professional</th>
<th>Grades or Ages/Subjects¹</th>
<th>Conferencing</th>
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3. Secondary and Middle Education interns must document the subjects taught. Early childhood special education interns enter the ages for birth through age 5 experiences and the grades for primary PK-3 experiences.

4. Teaching hours are those hours in which the intern is involved in direct instruction of PK-12 students, implementing the activities he or she planned and reviewed with the cooperating professionals(s).

Signature of Cooperating Professional(s)    Name of School(s) or Agencies    Date(s)
__________________________________________  ____________________________  ________________
__________________________________________  ____________________________  ________________

Signature of University Supervisor(s)    Date
__________________________________________  ____________________________
__________________________________________  ____________________________

Signature of Intern    Date
__________________________________________  ____________________________
__________________________________________  ____________________________

Total Hours Spent: ________
Plan for Improvement
Professional Education Programs

Course/Field Experience ________________________________________________

Date of Plan: ___________ Semester: ____Fall ____Spring Academic Year: _____

Student's Name ______________________________________________________

RUID# _________________ Licensure Program ______________________________

Field Placement School________________________________________________

Supervising Teacher __________________________________________________

University Supervisor___________________________________________________

I. Overview of Concerns
   Address concerns related to the standards for admission and retention.

II. Expectations and Conditions to be Met
   Identify performance expectations related to the concerns above. Describe expectations in ways that allow judgments to be made as to whether or not the expectations have been met. Include dates by which assignments should be completed or desired behaviors should be demonstrated.

III. Outcome Options
   State potential outcomes if the student does not meet expectations.
IV. Resource and Referrals

The student must provide written evidence of following up on referrals.

- LARC Center (Learning Assistance) 125 Walker Hall 831-7740
- Speech/Hearing Clinic Waldron Hall
- Student Counseling Services Lower Level, Tyler Hall 831-5226
- Student Health Services Ground floor, Moffet Hall 831-5111
- Disability Resource Office Lower Level, Tyler Hall 831-6350
- Dean of Students 207 Heth Hall 831-5321
- Financial Aid 169 Heth Hall 831-5408
- Advising Center:

V. Signatures

Copies are given to all participants. The original is submitted to the Field Experience Office.

Date:______ This signature attests that I have read this plan ________________________ Student Intern
Date:______ ___________________________________________________________ University Supervisor
Date:______ ___________________________________________________________ Cooperating Teacher
Date:______ ___________________________________________________________ Assistant Dean

VI. Documentation of lifting of probation:

State clearly how student addressed the expectations in the intervention plan and the reasons for taking the student off probationary status:

Date ______ Signature of University Supervisor _____________________________
Date ______ Signature of Intern _____________________________
Date ______ Signature of Teacher ____________________________
GUIDELINES FOR COMPLETING A PLAN FOR IMPROVEMENT

Statement of Concerns
- Clearly relate the concerns to the performance expectations for admission and retention in the Teacher Education Program.
- Inform the student that he or she is considered to be on probationary status.
- Explain that there is some concern about whether or not he or she will satisfactorily complete the experience.

Expectations and Conditions to be Met
- Include dates by which the student must complete tasks or demonstrate growth in competencies.
- State expectations in a manner that allows a judgment to be made about meeting or not meeting the expectations. Examples:
  
  “Arrive in the classroom at least 30 minutes before the school day begins at 8:30 a.m. Have the early morning assignments given to you by the teacher completed by 8:20. Welcome the children and help them put away their materials, complete the lunch chart, and other morning routines.”

  “Demonstrate productive responses to constructive criticism: rather than becoming defensive and providing excuses, suggest and follow-up on concrete ways to improve your performance.”

  “Beginning with the plans for this coming week-develop and implement written lesson plans which:
  a) clearly state modifications for students with exceptionalities and disabilities in your classroom.
  b) state appropriate objectives in observable terms
  c) address the learning needs and abilities of children in your classroom”

  “Self-detect and self-correct errors in your oral and written communications”;

- Set a date for a follow-up meeting to review progress.

Outcome Options
- Identify the potential outcomes if the student intern does not meet all of the expectations. Examples:
  
  “If Ms. Doe does not meet the above expectations by March 15, she will be removed from the field experience.”

  “If Mr. Doe does not provide satisfactory written plans at least two days before his assigned teaching, he will not be allowed to teach. This could jeopardize his ability to successfully complete the internship.”

*If one of the possible outcomes would be to remove the student, please meet with the Assistant Dean to discuss procedures and obtain signatures.
Resource and Referrals

- If you recommend services through the University (e.g., Disability Resource Office, personal counseling, writing center), have the student provide evidence of following up on the referral.

Documentation of Lifting of probation:

- State clearly how student addressed the expectations in the intervention plan and the reasons for taking the student off probationary status. Obtain new signatures. Include dates with the new signatures.
Appendix J

Licensure Regulations for School Personnel  *(Excerpts)*
*Revised January 19, 2011*

Part II
Administering the Regulations

8 VAC 20-22-20. Administering the regulations.

A. In administering this chapter, modifications may be made in exceptional cases by the Superintendent of Public Instruction. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120.

B. In administering these regulations, competencies required for endorsement areas are outlined in the Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-542). This document should be referenced for detailed information regarding coursework content for endorsements. Individuals must complete the semester hours required for endorsement areas or the equivalent that must be documented and approved by the Department of Education.

Part III
Licensure

8VAC20-22-30. Purpose and responsibility for licensure.

The primary purpose for licensing teachers and other school personnel is to maintain standards of professional competence. The responsibility for licensure is set forth in §22.1-298.1 of the Code of Virginia, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers.


A. Applicants for licensure must:

1. Be at least 18 years of age;

2. Pay the appropriate fees as determined by the Board of Education and complete the application process;

3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from a regionally accredited institution of higher education and meet requirements for the license sought. Persons seeking initial licensure who graduate from Virginia institutions of higher education shall only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have
been assessed by a national accrediting agency or by a state approval process with final approval by the Board of Education; and

4. Possess good moral character (free of conditions outlined in Part VII (8VAC20-22-690 et seq.) of this chapter.

B. All candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher's assessments within the three-year validity of the initial provisional license. Candidates seeking a Technical Professional License, the International License, School Manager License, or the Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential with no 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 are exempted from the professional teacher's assessment requirements.

C. All individuals seeking an initial endorsement in early/primary education preK-3, elementary education preK-6, special education-general curriculum, special education-hearing disorders, special education-visual impairments and individuals seeking an endorsement as a reading specialist must obtain passing scores on a reading instructional assessment prescribed by the Board of Education.

D. Licensure by reciprocity is set forth in 8VAC20-22-100. A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

E. Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services, and receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.

8VAC20-22-50. Types of licenses; dating licenses.

The following types of licenses are available:

1. Provisional License. The Provisional License is a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must
have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program, will be issued for three years. Individuals must complete the requirements for the regular, five-year license within the validity period of the Provisional License.

2. Collegiate Professional License. The Collegiate Professional License is a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including an earned undergraduate degree from a regionally accredited college or university and the professional teacher's assessments prescribed by the Board of Education.

3. Postgraduate Professional License. The Postgraduate Professional License is a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited college or university.

4. Technical Professional License. The Technical Professional License is a five-year, renewable license available to a person who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, skills in literacy and communication, technical competency, and occupational experience; and has completed nine semester hours of specialized professional studies credit from a regionally accredited college or university. The nine semester hours of professional studies coursework must include human growth and development (three semester hours), curriculum and instructional procedures (three semester hours), and applications of instructional technology or classroom and behavior management (three semester hours). The Technical Professional License is issued at the recommendation of an employing educational agency in the areas of career and technical education, educational technology, and military science. Individuals seeking military science must have the appropriate credentials issued by the United States military. In addition to demonstrating competency in the endorsement area sought, the individual must:

   a. Hold a license issued by the appropriate Virginia board for those program areas requiring a license and a minimum of two years of satisfactory experience at the journeyman level or an equivalent;

   b. Have completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade; or

   c. Have four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent.

Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License must meet the professional teacher's assessments requirement.
5. School Manager License. The school manager license is a five-year, renewable license intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer non-instructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school’s student disciplinarian. The license is available to a candidate who holds a baccalaureate degree from a regionally accredited college or university; has three years of successful managerial experience; and is recommended for the license by a Virginia school division superintendent.

6. Pupil Personnel Services License. The Pupil Personnel Services License is a five-year, renewable license available to an individual who has earned an appropriate graduate degree from a regionally accredited college or university with an endorsement for guidance counselor, school psychologist, school social worker, special education speech-language pathologist preK-12, or vocational evaluator. This license does not require teaching experience.

7. Division Superintendent License. The Division Superintendent License is a five-year, renewable license available to an individual who has completed an earned master’s degree from a regionally accredited college or university and meets the requirements specified in 8 VAC 20-22-600. The individual’s name must be listed on the Board of Education’s list of eligible division superintendents.

8. International Educator License. The International Educator License provides a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional teaching license issued for no more than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years. This license does not require professional teacher’s assessments; however, the individual will be subject to assessment requirements if the individual seeks a five-year renewable license. To be issued the International Educator License an individual must:

   a. Be employed by a Virginia public or accredited nonpublic school;
   b. Hold non-U.S. citizenship and be a nonpermanent resident;
   c. Serve as an exchange teacher for a time period not to exceed three consecutive years; and
   d. Meet the following requirements as verified by a state-approved, federally-designated Exchange Visitor Program (22 CFR Part 62):

      (1) Be proficient in written and spoken English;
      (2) Demonstrate competence in the appropriate academic subject area(s);
      (3) Hold the U.S. equivalent of a baccalaureate degree or higher as determined by an approved credential agency; and
      (4) Hold U.S. or foreign educator credentials and completed at least one year of successful teaching experience that:
(a) Enables the educator to fulfill a similar assignment in his home country; or

(b) Is comparable to those requirements for Virginia teachers.

9. Local Eligibility License. The Local Eligibility License, established by the Virginia General Assembly, is a valid, three-year, nonrenewable license issued by a local school board to an individual who has met specified criteria set forth in §22.1-299.3 of the Code of Virginia. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is not transferable to another division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.

All licenses will be effective from July 1 in the school year in which the application is made. A Virginia employing education division or agency is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure.

8VAC20-22-720. Denial.

A. A license may be denied for the following reasons:

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;

2. Falsification of records or documents;

3. Conviction of any felony;

4. Conviction of any misdemeanor involving moral turpitude;

5. Conduct with a direct and detrimental effect on the health, welfare, discipline, or morale of students;

6. Revocation, suspension, or invalidation of the license by another state or territory; or

7. Other good and just cause of a similar nature.

B. Expired license. The holder of a license that has expired may be denied renewal or reinstatement by the Superintendent of Public Instruction for any of the reasons specified in 8VAC20-22-690 A. No such denial will be ordered unless the license holder is given the opportunity for the hearing specified in 8VAC20-22-740 C.
# DIRECTORY OF KEY UNIVERSITY OFFICES

## College of Education and Human Development
Dr. Kenna Colley, Dean  
Mrs. Kathy Hobbs, Administrative Assistant

### Office of Field Experience
Dr. Tamara Wallace, Assistant Dean and Director  
Mrs. Libby Hall, Licensure Specialist

### Academic Advising and Student Support Center
Mrs. Donna DeHaven, Director of Advising  
Ms. Ellen Bielema, Assistant Director of Advising  
Mrs. Amber Fizzano, Assistant Advising Coordinator

### School of Teacher Education and Leadership (STEL)
Dr. Amanda Bozack, Director  
Mrs. Kara Hall, Administrative Assistant  
Mrs. Gwen Sowers, Administrative Assistant

### STEL Program Faculty Contacts

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>Ms. Karen Stinson</td>
<td>831 – 5549</td>
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<tr>
<td>Early Childhood/ECSE</td>
<td>Dr. Kathy Hoover</td>
<td>831 – 5313</td>
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<tr>
<td>Elementary Education</td>
<td>Dr. Glenna Gustafson</td>
<td>831 – 5506</td>
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<tr>
<td>Mathematics Education</td>
<td>Dr. Rayya Younes</td>
<td>831 – 6158</td>
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<tr>
<td>Middle Education</td>
<td>Dr. Betty Dore</td>
<td>831 – 5843</td>
</tr>
<tr>
<td>Science Education</td>
<td>Dr. Tricia Easterling</td>
<td>831 – 5468</td>
</tr>
<tr>
<td>Social Studies Education</td>
<td>Dr. Ann Roberts</td>
<td>831 – 7119</td>
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<tr>
<td>Special Education</td>
<td>Dr. Debbie Bays</td>
<td>831 – 5190</td>
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<tr>
<td>Educational Leadership</td>
<td>Dr. Brad Bizzell</td>
<td>831 – 5140</td>
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<tr>
<td>Literacy Education</td>
<td>Dr. Cheri Triplett</td>
<td>831 – 5302</td>
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<tr>
<td>Masters in Education, Curriculum &amp; Instruction</td>
<td>TBA</td>
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<tr>
<td>Masters in Special Education (Traditional)</td>
<td>Dr. Liz Altieri</td>
<td>831 – 5590</td>
</tr>
<tr>
<td>Masters in Special Education (ECSE)</td>
<td>Dr. Sharon Gilbert</td>
<td>831 – 7117</td>
</tr>
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</table>

### Physical and Health Education
Dr. Melissa Grimm, Department Chair  
Dr. Jon Poole, Program Faculty Contact

### Biology Department
Dr. Christine Small, Department Chair

### Chemistry Department
Dr. Christine Herman, Department Chair
English Department
Dr. Rosemary Guruswamy, Chair 831 – 5614
Dr. Daniel Woods, Program Faculty Contact 831 – 5097

Foreign Languages 831 – 5628
Dr. Paul Witkowsky, Interim Department Chair

History Department
Dr. Sharon Rogers Hepburn, Department Chair 831 – 5281

Mathematics and Statistics Department
Dr. Steve Corwin 831 – 6219

Art Department
Dr. Richard Bay, Art Education 831 – 5475

Dance Department
Ms. Danah Bella, Department Chair 831 – 5162
Ms. Deborah McLaughlin, Dance Education 831 – 5670

Music Department
Dr. Al Wojtera, Department Chair 831 – 5177
Dr. Jennifer McDonel, Program Faculty Contact 831 - 6626

College of Graduate and Extended Education 831 - 5724

Career Center 831 - 5373

Registrar’s Office 831 - 5271