

*Radford University's*

**ELEMENTARY  
EDUCATION  
FIELD EXPERIENCE  
PROGRAM**



*August 2007*

# Dedication



*Radford University acknowledges the special effort and commitment on the part of school supervisory personnel, school principals, and especially the individual classroom teachers who serve as mentors for Teaching Candidates enrolled in the Early Field Experience and in the Student Teaching Field Experience.*

*Your daily encouragement and professional assistance are integral to their professional development. Through your work, the field experiences serve as the central component of the Teacher Education Program.*

*The Radford University School of Teacher Education and Leadership extends our gratitude to you.*



All individuals, by their participation in the program, agree to abide by the policies and procedures outlined in this Handbook. Policies and procedures outlined in this handbook are subject to change in response to changes in national, state, and university requirements. Revised 8/2007

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This handbook and all forms can be downloaded from:  
[http://eduweb.education.radford.edu/field\\_experience/adm\\_req\\_tep.htm](http://eduweb.education.radford.edu/field_experience/adm_req_tep.htm)

# RADFORD UNIVERSITY'S ELEMENTARY EDUCATION VISION AND MISSION STATEMENT



## OUR VISION

The Elementary Education Teacher Preparation Program at Radford University recognizes its role in developing teachers who honor the strength and potential of the individual, the school and the community and who serve as agents of change.

## OUR MISSION

Graduates of the Radford University Elementary Education Teacher Preparation Program will be recognized for their:

- understanding of the importance of multiple perspectives in a multicultural world;
- ability to use the backward design process in creating learning environments that meet the needs of diverse student populations;
- commitment to intellectual curiosity and on-going professional development;
- advocacy of technology as a tool to enhance learning in the classroom;
- expertise in implementing evidence-based practices across the curriculum; and
- ability to develop linkages among parents, school and community.

To accomplish these outcomes our program must:

- establish, maintain and strengthen partnership sites that provide rich contexts for learning;
- aid teacher candidates in understanding their values, biases, beliefs, attitudes and perspectives and how these impact students and teaching;
- provide experiences that model "teachers as agents of change,"; and
- model effective evidence-based practices.

# THE PROFESSIONAL EDUCATOR

*A statement of beliefs and goals of students, faculty, and administrators in the Radford University/PK-12 School Learning Environment*

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 that they demonstrate a *commitment to life-long learning*. Studies of experts and novices in education suggest that 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, librarians, and other specialists.

## TEACHER CANDIDATE EXPECTATIONS

Teacher Candidates in Radford University's Professional Education programs are expected to demonstrate knowledge, skill and commitment in the following areas:

### CONTENT

Research strongly suggests that rich content knowledge is essential in promoting PK-12 student learning. Radford University teacher Candidates:

- 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;
- *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.*

## LEARNERS

Professional expertise includes the knowledge, skills, and dispositions to engage in learner and family-centered work. The increasing diversity of students in PK-12 schools requires that professionals have strong foundations in multicultural and global perspectives. Radford University teacher Candidates:

- demonstrate the knowledge, skills, and commitment needed to *advocate for quality education for all students*;
- recognize and eliminate structures, assumptions, and practices that restrict access or perpetuate inequities in education;
- *understand how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development*
- *understand how students differ in their approaches to learning and can create instructional opportunities that are adapted to diverse learner; and*
- *create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation based on an understanding of individual and group motivation and behavior.*

## 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. Radford University Teacher Candidates:

- apply best practices in order to ensure that all PK-12 children are successful learners;
- *use knowledge of effective verbal, nonverbal, and media communication strategies to foster active inquiry, collaboration, and supportive interaction among students and PK-12 professionals*;
- *plan instruction and services based upon knowledge of subject matter, students, families, the community, and curriculum goals*;
- *understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner*;
- *are able to explain what they believe, know, and do based upon research and best practice*; and
- *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

Radford University teacher Candidates:

- *actively seek opportunities to develop professionally and to promote renewal and best practice in the learning community;*
- *reflect systematically upon their practice and continually evaluate the effects of their choices, decisions, and actions on other;*
- *are knowledgeable about and proficient in meeting professional and state standards for practitioners in their field;*
- *foster relationships with school colleagues, families, agencies and the community to support students' learning and well being; and*
- *are able to communicate effectively and sensitively with families about school programs and about the progress of their children, and are successful in engaging families in the education of their children.*

## **THE TEACHER PREPARATION PROGRAM IN ELEMENTARY EDUCATION**

The Teacher Preparation Program in Elementary Education is designed to promote the development of knowledgeable, skillful, thoughtful, and caring professional educators through an intensive field-based and performance-based program. In addition to 50 hours of general education courses and 19 hours in and Interdisciplinary core, Candidates complete twenty-three (23) hours of professional coursework and eighteen (18) hours of field experiences in the professional studies component. The capstone experience is a year-long internship: one semester of early field experience and a semester of student teaching. These semesters are more fully described on the following pages.

### **CANDIDATES WITH DISABILITIES**

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 (831-6350) 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 to present the agreement to the faculty members with whom they will be working. 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.

### **UNIVERSITY HONOR CODE**

Radford University operates under an Honor System which provides the foundation for a college community in which freedom, trust and respect can prevail. Upon accepting admission to Radford University, you would agree to make a commitment to support and uphold the Honor System without compromise or exception. This program is conducted in strict observance of the Honor Code. Refer to your Student Handbook for details.

#### **Honor Code:**

I do hereby resolve to uphold the Honor Code of Radford University by refraining from lying, from the illegal appropriation of property and from violating the Standards of Student Academic Integrity. (Violations of the Standards of Academic Integrity include all

forms of academic dishonesty, for example, cheating, plagiarism, etc. A detailed description of the Standards of Student Academic Integrity appears in the Student Handbook).

## **THE INTERDISCIPLINARY STUDIES MAJOR**

Undergraduate students seeking certification to teach at the elementary level (PK-6) pursue a major in **Interdisciplinary Studies**. Students in this major will complete:

- 50 hours of General Education courses,
- 19 hours in an Interdisciplinary Core, and
- a concentration in two areas of study selected from one of the following: English; Social Science (history, political science, geography, and economics), and Mathematics/Statistics/Computer Science; Science; Foreign Language; or Special Education.

## **THE POST-BACCALAUREATE LICENSURE PROGRAM**

Students who have a prior degree and who meet academic requirements for the post-baccalaureate licensure program complete the same professional studies and field experience requirements as undergraduates. They may take some of the course requirements at the graduate level and meet some requirements for a Masters of Science degree, Curriculum and Instruction.

## **OUTSIDE COMMITMENTS**

Because Candidates are fully immersed in professional development activities during field experiences, they 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 not impinge upon their responsibilities during the field experience program. **If outside commitments interfere with Candidateship responsibilities, the Candidate may find it necessary to make personal adjustments in order to give full attention to the field experience program.**

Candidates who have concerns in this area should discuss this with the University Supervisor or with the Associate Dean before they begin their placement.

## REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

All Candidates have responsibilities both as a university Candidate and as a preservice professional. Students must meet minimal requirements in three primary areas: **academic excellence, basic proficiency skills, and professional dispositions and characteristics of teacher Candidates**. Policy and procedure requirements for admission into the Radford University Teacher Education Program are thoroughly discussed in *Policies and Procedures for Admission and Retention in the Field Experience Program*, Appendix A. Prior to Early Field Experience, Candidates should:

- document fifty hours of working with children in structured learning situations,
- earn a 2.75 or better GPA overall college work and in their major courses,
- complete a speech and hearing test, and
- pass the basic proficiency exam, Praxis I, required for entry into Virginia Teacher Preparation Program. There are **no** provisional scores for exams in the Elementary Education Program. Additional passing scores are required for Praxis II, Virginia Communication and Language Assessment (VCLA); EDRD 314 Phonics Test

Prior to Student Teaching, Candidates should:

- submit passing scores on the Virginia Reading Assessment. This exam will be taken during the completion of EDUC 414.
- and be recommended by departmental faculty.

**In addition Candidates are expected to:**

- demonstrate proficiency in oral and written communication,
- demonstrate knowledge of content and content pedagogy, and
- **exhibit responsible professional conduct at all times** by assuming the characteristics and dispositions of a professional educator. The *Code of Ethics of the Education Profession*, Appendix B and *Radford University Teacher Preparation Programs Professional Characteristics and Dispositions*, Appendix C. Candidates are **strongly** encouraged to become familiar with this document.

**IDS-Elementary Education  
Example of Four year Plan**

YEAR ONE		YEAR TWO		YEAR THREE		YEAR FOUR	
First Semester		First Semester		First Semester		First Semester	
ENGL 101	3	ENGL/CLSS	3	*PHSC 350	4	Early Field Experience	
PHIL/REL	3	HLTH 200	3	Concentration <sup>1</sup>	3	#EDRD 414	3
MATH 111	3	BIOL 101	4	*Math 312	3	#EDUC 404	3
SOC. SC.	3	POSC 120	3	*HUMD 300	3	#EDUC 425	3
HIST 111	3	HIST 112	3	**#EDSP 361	3	#EDUC 410	3
	<b>15</b>		<b>16</b>		<b>16</b>	EDUC 430	<b>6 18</b>
Second Semester		Second Semester		Second Semester		Second Semester	
ENGL 102	3	GEOL 101	4	Pre-Blocking		Student Teaching Experience	
MATH 112	3	*VPA	3	Concentration <sup>1</sup>	3	EDUC 450	12
GEOG	3	Concentration <sup>1</sup>	3	#EDRD 314	3	Concentration <sup>2</sup>	3
Intercultural	3	*ENGL 463	3	#EDUC 310	3		<b>15</b>
Fine Arts	3	Concentration <sup>2</sup>	3	#EDEF 320	3		
	<b>15</b>		<b>16</b>	Concentration <sup>2</sup>	3		
	<b>30</b>		<b>32</b>		<b>15</b>		<b>33</b>
		<b>Maymester</b>					
		Concentration <sup>1</sup>	3				
		Concentration <sup>2</sup>	3				
			<b>6</b>				
• Maintain at least a GPA of 2.75		• Maintain at least a GPA of 2.75		• Maintain at least a GPA of 2.75		• Maintain at least a GPA of 2.75	
<u>Professional Tests:</u> Earn passing Praxis I Scores <b>Composite = 532</b>		<u>Professional Tests:</u> • Earn passing Praxis II Scores • Earn passing VCLA scores • If necessary, retake and pass Praxis I • Complete a Speech/Language/Hearing screening from the RU Speech Clinic		<u>Professional Tests:</u> • If necessary retake as needed Praxis I, Praxis II, and VCLA <u>Additional Activities:</u> • Apply to Teacher Education Admission by Feb. 1 for a Fall EFE placement and by Oct. 1 for a Spring EFE placement • All scores are submitted to the Teacher Education Office no later than July 1 <sup>st</sup> for admission into the Fall Field Experience Program and December 1 <sup>st</sup> for admission to the Spring Field Experience Program • Practice the <i>Basic Candidate Performance Expectations</i> • Submit TB Test Results • Attend Required Junior IDS-EL Group Early Field Experience Meetings		<u>Professional Tests:</u> • Submit passing Virginia Reading Assessment (VRA) scores which is taken during EDRD 414 <u>Additional Activities During EFE:</u> • Apply for Student Teaching • Begin developing your Professional Portfolio • Complete all graduation forms <u>Additional Activities During STE:</u> • Practice the <i>Basic Candidate Performance Expectations</i> • Complete and submit a Professional resume to the Field Experience Office • Finalize Professional Portfolio • Apply for licensure two weeks prior to graduation	
<b>TOTAL MAJOR HOURS = 42 HOURS</b>		<b>PROFESSIONAL STUDIES = 24 HOURS</b>		<b>TOTAL = 132 HOURS</b>			

\* = Interdisciplinary Core

<sup>1</sup> = First Concentration    <sup>2</sup> = Second Concentration

# = Professional Studies (24 hours)

Unmarked courses are either general education or clinical experiences

## POLICIES REGARDING ATTENDANCE

Policies regarding attendance, punctuality, and dependability in this professional program are based on the demands of the real work world and not on an arbitrary course attendance policy.

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

1. Contact the Cooperating Teachers(s) at home or school.
2. Contact the University Supervisor.
3. Ensure that lesson plans, corrected papers, or any other materials are taken to the school to be available when needed.

**Failure to follow all 3 of these procedures may result in the Candidate being placed on an Intervention Plan (see *Intervention Plan*, Appendix D).**

Candidates are responsible for keeping a *Clinical Experiences Log*, Appendix E, of their attendance during their field placement. All absences, as well as late arrivals or early departures from school, must be accurately documented in the log. Periodically the University Supervisor will examine the Candidate's *Clinical Experiences Log* and confer with the Cooperating Teachers regarding the Candidate's attendance. Concerns about the frequency or number of absences raised by either the Cooperating Teachers or the University Supervisor will be brought to the attention of the Candidate and the Associate Dean.

**Extensive absences or repeated tardiness, FOR ANY REASON, could jeopardize successful completion of the program. The Candidate might be required to spend additional time in the program to make up days missed. Any plans for extending the time in the field placement must be approved by the Cooperating Teachers, University Supervisor, and the Associate Dean.**

### ABSENCES DUE TO ILLNESS

Exposure to illnesses during internships is common. If the illness will cause an extended absence from teaching (i.e., more than 3 days), the Candidate should notify the Field Experience Programs Office (831-5277) as well as the University Supervisor and Cooperating Teachers. The Candidate must submit to the Field Experience Office, a documented note from a health provider if the absence lasts more than three days.

Candidates are responsible for providing their own health and accident insurance coverage. Candidates do have access as students to services at the university health center. Information for obtaining insurance through private agencies is available at the Dean of Students Office in the Heth Student Center.

## **ABSENCES FOR PERSONAL PROFESSIONAL DEVELOPMENT**

Candidates have three personal professional 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 University Supervisor DO NOT factor into the three personal professional development days.

The Candidate is responsible for submitting a written request, including the dates she/he will be absent and the reasons, at least one week prior to the absence to the University Supervisor, and Cooperating Teachers who must approve and sign it.

## **ABSENCES DUE TO PERSONAL REASONS**

If the personal reason for absence is not an emergency, the Candidate must submit a written request for permission for a leave of absence as described above to the Cooperating Teachers and University Supervisor. This written request should be submitted at least one week prior to the absence and include the dates the Candidate will be absent and the reasons. The University Supervisor and Cooperating Teachers must approve and sign the request.

Additionally the Candidate should:

- ensure that lesson plans, corrected papers, or any other materials are taken to the school to be available when needed, and
- keep a copy of the request for their records.

## **CREDIT HOURS AND LICENSURE REQUIREMENTS**

Minimal licensure requirements for Virginia state that Candidates must:

- complete an approved teacher preparation program, and
- log a minimum of 150 hours of **supervised direct instruction** at the appropriate grade levels.

Completion of the state's minimum hour requirement **does not** guarantee successful completion of the RU program **or** of the student teaching experience **and/or** a passing grade for the semester. Failure to complete the minimum number of teaching hours, however, means that the Candidate cannot be recommended for licensure even if he or she completes a full semester of student teaching experience.

In order to complete Radford's approved program and be **recommended** for licensure, the student must:

- successfully complete the full semester experience for both the early field experience and student teaching internships;
- log the minimum number of hours required by the state in direct teaching in the subject

area; and

- must demonstrate the ability to meet performance expectations.

More detailed information on licensure can be found in Appendix G, *Basic Requirements for Licensure*.

# EARLY FIELD EXPERIENCES

The elementary education program integrates courses, field experiences, and professional development seminars in order to ground teacher preparation in the every day practice of schools. A major goal is to engage Candidates in deliberate self-study and inquiry into teaching while working in partnership schools. The partner schools and the university share responsibilities in preparing teachers and in educating children.

## THE COHORT IN EARLY FIELD EXPERIENCE

Candidates are assigned to a cohort. A cohort is:

- a group of 18 to 24 Candidates who meet together for classes and seminars, and
- supervised by a team, which includes the University Supervisor, University instructors and Cooperating Teacher(s) in the partnership schools. The roles for members of this team are more fully described in the following sections of this handbook.

## SCHOOL PLACEMENTS IN EARLY FIELD EXPERIENCE

The specific assignment to a school and grade level is made by the University Supervisor and administration from the partner schools. Each University Supervisor/ Cohort Leader will provide more specific information regarding Candidateship activities related to their particular setting at the beginning of the early field experience.

## COURSE WORK IN EARLY FIELD EXPERIENCE

Classes are typically held in the afternoons and evenings for the first 12-13 weeks of the semester. Courses include methods in: reading, math, language arts, and social studies. A classroom management seminar is also conducted during the semester. Within each course there is a set of core, common assignments that are completed by members of all cohorts. NCATE, ACEI, and ISTE-NETS standards are embedded throughout the course work and assignments. Courses are further described in Appendix H, *Courses Taken During The Early Field Experience Semester*.

## PROFESSIONAL DEVELOPMENT SEMINARS IN EARLY FIELD EXPERIENCE

Weekly seminars are planned by cohort instructors and field supervisors providing a forum for discussing Candidates' experiences, promoting reflective practice and inquiry into teaching and learning, and offering extended learning opportunities in the field of education.

**Attendance is required.**

Occasionally Candidates are required to attend special seminars or workshops on or off campus. The University Supervisor will provide advanced notice about these seminars. Often times, these seminars are arranged to ensure that Candidates are meeting national, University, and state licensure requirements. A form for documenting these experiences can be found in Appendix I, *Professional Development Form*. These forms are to be maintained by the Candidate.

Additionally Candidates have three professional leave days which they can use to take part in employment interviews, meetings of professional organizations, or other professional activities of their choice. Professional development activities scheduled by the University Supervisor DO NOT factor into these professional leave days.

The Candidate is responsible for **submitting a written request**, including the dates she/he will be absent and the reasons, at least one week prior to the absence to the University Supervisor and Cooperating Teachers who must approve and sign it. This form can be found in Appendix I, *Professional Development Form*. A copy should be kept by the Candidate for their records.

## **PERSONAL APPEARANCE IN EARLY FIELD EXPERIENCE**

As representatives of Radford University and of the partner school and school division, Candidates should demonstrate exemplary grooming and professional dress. They may observe the conventions of dress for teachers in the school(s), keeping in mind that, as a novice, they might need to be particularly conscious of establishing a professional image. Candidates with questions about appropriate dress should ask the University Supervisor, Cooperating Teachers, or Principal.

## **ATTENDANCE POLICY FOR EARLY FIELD EXPERIENCE**

Policies regarding attendance, punctuality, and dependability in this profession program are based on the demands of the real work world and not on an arbitrary course attendance policy.

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

1. contact the Cooperating Teachers(s) at home or school,
2. **and** contact their University Supervisor and/or course instructor, and
3. make sure that any assignments, lesson plans, corrected papers, or any other materials are taken to the school to be available when needed.

Failure to follow these procedures may result in the Candidate being placed on a program of improvement. See Appendix D, *Intervention Plan*.

**Extensive absences or repeated tardiness, FOR ANY REASON, could jeopardize successful completion of the program. The student might be required to spend additional time in the program to make up days missed. Any plans for extending the time in the field placement must be approved by the Cooperating Teachers, University Supervisor, and the Associate Dean.**

## **SCHOOL SCHEDULE FOR EARLY FIELD EXPERIENCE**

The Candidate's daily school schedule is determined by the University Supervisor, Cooperating Teacher(s), and Principal. All early field experience Candidates:

- are expected to spend the equivalent of 3-4 hours per day for four days and one full day each week in the schools for the first 12-13 weeks. (Beginning and ending times for Candidate work within the schools vary for different cohorts.)
- will be in the schools every day full time for the last 3 weeks of the semester. During this time, Candidates are expected to abide by the Cooperating Teacher's schedules, and
- log over 300 combined clock **hours of experience** in the schools during the early field experience. This includes observations, teaching, conferencing, and other activities.

## **VACATION AND HOLIDAYS IN EARLY FIELD EXPERIENCE**

Early Field Experience Candidates follow the university academic calendar during their placement. This means that Early Field Experience Candidates are not required to be in the schools during the regularly scheduled University spring or fall break whichever semester applies though they may choose to do so. (Note: Some cohorts may begin earlier than the University calendar based on the agreement between the University and the specific Partnership Schools.)

## **INCLEMENT WEATHER DURING EARLY FIELD EXPERIENCE**

In cases of inclement weather, Early Field Experience Candidates:

- report to their schools when the teachers are expected to be there;
- do not report to schools if schools are closed due to weather and teachers do not report; and
- are not required to be at schools if teachers are told to report two or more hours late. This applies to the Early Field Experience ONLY!

## **PERFORMANCE EXPECTATIONS FOR EARLY FIELD EXPERIENCE**

## **QUALIFICATIONS FOR RETENTION IN EARLY FIELD EXPERIENCE**

Candidates enrolled in early field experience are expected to meet the minimal requirements within the three primary areas of academic excellence, basic proficiency skills, and interpersonal and professional qualities. These qualifications are more fully described in Appendix A, B, and I.

### **Oral and Written Communication**

Candidates are expected to communicate effectively both orally and in writing. Candidates should be able to:

- use appropriate standard English, including grammar usage, spelling, pronunciation, and punctuation,
- articulate clearly and effectively project and modulate their voice, and
- present a model of handwriting appropriate of the grade level and subject.

If you find that you are having issues with these skills, then you should seek resources to provide you with assistance.

### **Content Knowledge**

Candidates should demonstrate sufficient mastery of the knowledge and skills they will be teaching to ensure student learning. Candidates are expected to:

- exhibit an interest in content subjects,
- demonstrate a willingness to learn more about the content area, and
- have the ability to use a variety of resources for enhancing their skills and understanding in the content areas.

### **Interpersonal Skills and Dispositions**

Candidates must be able to establish a positive and productive working relationship with their peers, Cooperating Teachers, and University Instructors. (See Appendix C for a detailed listing.) They must already exhibit interpersonal skills and dispositions such as:

- unconditional positive regard for children and their families,
- professional respect for others and for programs in the school,
- ability to handle stress and to deal with change, unexpected events, ambiguity,
- ability to positively influence others,
- ability to work in a manner that contributes to group goals,
- maintain a problem-solving attitude,
- observe confidentiality,
- use active listening skills,
- maturely express opinions in spite of disagreement, and
- engage in and benefit from constructive criticism.

## **Professional Conduct**

Candidates are to assume the attitude, bearing, and responsible actions of a person entrusted with the role of a professional educator. (See Appendix B for a detailed listing). Candidates must:

- know and abide by all school and university policies and procedures,
- be punctual, reliable, and dependable,
- maintain satisfactory attendance and time schedules,
- commit to the work necessary to accomplish requirements and meet goals,
- demonstrate a professional attitude in all contacts with the school, community, and university, and
- recognize situations which require confidentiality and be extremely cautious in dealing with such situations.

## **CLINICAL EXPERIENCES LOG FOR EARLY FIELD EXPERIENCE**

The *Clinical Experiences Log*, Appendix E, is to be completed daily by the Candidate to document participation in professional activities. It is an important evidentiary tool for licensure and provides a brief overview of the Candidate's activities during their placement.

Early field experience Candidates are responsible for:

- documenting their daily attendance – including arrival and departure times;
- documenting participation in activities and time spent in the following areas: observation, teaching, conferencing, and other activities. The following chart provides examples of possible clinical experience activities.
- describing their classroom activities by using specific “action” statements;
- recording time for activities in HOURS, MINUTES (ex: 3 hours 25 minutes) each day;
- completing and submitting the *Clinical Experiences Log Form*, Appendix D, each week to the Cooperating Teachers for their signature; and
- having the log easily accessible for the University Supervisor to review upon request.

## CLINICAL EXPERIENCES LOG SUMMARY

At the end of the field experience the Candidate will record information from the *Clinical Experience Log*, Appendix E, onto the *Summary Log of Activities Form*, Appendix F. On this form, time should be recorded in quarter hour increments expressed as a decimal. For example 3 hours and 45 minutes would be recorded as 3.75.

This form will be *signed* by the Candidate, Cooperating Teachers(s) and given to the University Supervisor prior to the final day of the semester. *This form is extremely important for licensure. It documents the clock hours you were involved in the school and the hours you were engaged in direct instruction of students. These hours are documented on your University transcript.*

## EARLY FIELD EXPERIENCE ACTIVITIES SHEET

This is a guideline listing some of the experiences you should have in your school classroom. Share this sheet with your Cooperating Teacher early in the semester. You can use this form to guide your weekly planning with your Cooperating Teacher to arrange experiences that are most appropriate for you.

<p><b><u>TEACHING</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor individual students</li> <li><input type="checkbox"/> Read a story prepared according to reading methodology</li> <li><input type="checkbox"/> Plan and conduct calendar or circle time</li> <li><input type="checkbox"/> Teach a PE game</li> <li><input type="checkbox"/> Work with groups during small group instruction as assigned</li> <li><input type="checkbox"/> Teach from plans already prepared by the teacher or found in a manual</li> <li><input type="checkbox"/> Administer tests</li> <li><input type="checkbox"/> Review homework or for a test</li> <li><input type="checkbox"/> Teach a lesson or unit</li> <li><input type="checkbox"/> Plan and teach short-term and long term lessons – especially toward the end of the placement experience</li> <li><input type="checkbox"/> Use educational media (which includes computers in a lesson or instructional activity)</li> <li><input type="checkbox"/> Plan and implement a music or movement activity; integrate music into a lesson</li> <li><input type="checkbox"/> Plan and conduct an Art lesson</li> <li><input type="checkbox"/> Plan and conduct a Health lesson</li> </ul>	<p><b><u>OTHER ACTIVITIES</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instruction or make materials outside of school hours</li> <li><input type="checkbox"/> Monitor students during lunch,</li> <li><input type="checkbox"/> Conduct morning routines (lunch count, etc.)</li> <li><input type="checkbox"/> Correct papers</li> <li><input type="checkbox"/> Copy instructional materials</li> <li><input type="checkbox"/> Grade student work</li> <li><input type="checkbox"/> Create bulletin boards, displays, and/or learning centers</li> <li><input type="checkbox"/> Attend faculty meetings or parent conferences</li> <li><input type="checkbox"/> Escort students to specialty classes</li> <li><input type="checkbox"/> Assist in other clerical tasks</li> <li><input type="checkbox"/> Make a learning visual for a lesson – chart, transparency</li> <li><input type="checkbox"/> Use the Internet to locate curriculum information or materials to use in a lesson</li> <li><input type="checkbox"/> Use the library on-line system to print our a bibliography of children’s books for instruction use</li> </ul>
<p><b><u>CONFERENCING</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with the Cooperating Teacher or University Supervisor regarding the field placement</li> <li><input type="checkbox"/> Meet with the principal</li> </ul>	<p><b><u>OBSERVATION</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observe student behaviors</li> <li><input type="checkbox"/> Observe your Cooperating Teachers and/or class procedures in other subject or grade levels</li> </ul>

## **SCHOOL POLICIES AND DISCIPLINE**

During the first week of the placement, the Candidate is responsible for obtaining and reading written school policies and procedures including school discipline policies. The Candidate should discuss all policies, as well as, classroom discipline expectations with the Cooperating Teachers. The Candidate should avoid using discipline measures that have **not** been previously discussed and approved by the teacher.

## **CONFERCING IN EARLY FIELD EXPERIENCE**

- The Candidate is responsible for scheduling conference times with the University Supervisor and the Cooperating Teachers.
- At the beginning of the semester the Candidate and the Cooperating Teachers should schedule a day and time for weekly conferencing. This time can be used to address Candidate or Cooperating Teachers questions or concerns, make long range plans, and/or address course assignments.
- If a Candidate does not feel that they are involved in a variety of student-centered activities it is their responsibility to first address this with their Cooperating Teachers. A Candidate may ask the Cooperating Teachers for permission to teach a lesson the teacher plans or that they plan together, or teach parts of lessons.

## **INSTRUCTIONAL PLANNING IN EARLY FIELD EXPERIENCE**

At the beginning of each semester, the Candidate and Cooperating Teachers should outline long-range plans for the Candidate's responsibilities, including times when the Candidate will teach and when he or she will be responsible for both planning and teaching. Early field experience Candidates should have opportunities to teach, most often using the teacher's plans but also to teach lessons and units planned by the Candidate, especially during the final three weeks of the semester.

Written plans provide supervisors and teachers with concrete, evidence of how well the Candidate is mastering skills in planning instruction, a key competency area. The early field experience Candidate is responsible for:

- utilizing the Radford University basic lesson plan format that is introduced in the EDUC 430 seminar and can be found in Appendix J, Basic Lesson Plan Format;
- maintaining plans and reflections in a notebook that is readily available to the University Supervisor or Cooperating Teachers at all times;

- submitting, in advance, all written lesson plans to the Cooperating Teachers for approval;
- writing plans that are sufficiently detailed to enable someone unfamiliar with the content or class to teach from the plans;
- showing evidence of efforts to address individual differences, culturally responsive practices, as well as students' prior knowledge and experiences within lesson plans;
- reflecting on strengths and weaknesses in plans that are taught;
- documenting the impact of the instruction upon student learning;
- reporting any “teaching” with a “written” plan that will be reported on the Clinical Experiences Log;
- integration of technology within lesson plans is a key expectation; and
- showing evidence to reflect best practices from methods classes.

Though the Cooperating Teacher and University Supervisor may provide extensive guidance during the initial weeks, it is essential that the Candidate demonstrate the ability to plan and assess their own work and progress independently.

## **OBSERVATIONS AND EVALUATIONS IN EARLY FIELD EXPERIENCE**

Evaluation is a shared responsibility of the University Supervisor, Cooperating Teacher and Candidate. The Cooperating Teacher and University Supervisor will provide regular feedback and suggestions for improvement. The intern is required to show growth in the ability to self-evaluate.

The performance expectations for Candidates are based upon national and state standards and upon the Radford University Teacher Education Program Conceptual Framework.

- Informal and formal observations (scheduled and nonscheduled) will be conducted throughout the semester.
- It is the Candidate’s responsibility to inform the University Supervisor of observation opportunities, especially when you are scheduled to be working directly with students.
- Formal observations are scheduled twice during the full time placement. The University Supervisor conducts one formal observation and the Cooperating Teachers conducts the other. Both formal observations should be focused on implementation of the work sample unit. Observation forms can be found in Appendix K, *Formal Observation Form*.
- A midterm and final evaluation will be completed by the Cooperating Teacher and University Supervisor. This form can be found in Appendix L, *Early Field Experience and Student Teaching Evaluation Form*.

## **EARLY IDENTIFICATION OF CONCERNS IN EARLY FIELD EXPERIENCE**

It is crucial to discuss any concerns that you may have with your University Supervisor as soon as they emerge. This allows the time necessary to try to resolve issues. The first responsibility of all participants---the Cooperating Teachers, Candidates, University Supervisors, and Principals--is to the children in the classroom. The University will not continue a placement if it creates problems which interfere with the teaching and learning in the classroom or school.

## **SUBSTITUTE TEACHING**

Guidelines for substitute teaching vary from school system to school system. You will need to discuss with your Cooperating Teacher and school Principal the policies within your specific system.

The school hires a certified substitute teacher whenever a Cooperating Teacher is absent. However, the student teaching Candidate may plan with the 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 an Early Field Experience Candidate may be permitted to serve as a substitute teacher. In such cases, the following guidelines should be met at a minimum:

- The Cooperating Teachers(s), school principal, and University Supervisor highly recommend the Candidate for this service due to the exceptional performance of the Candidate; it is approved by the school division and by the Associate Dean.
- Adequate supervision is provided by a legally authorized person (such as a certified teacher, principal, or assistant principal).
- The Candidates have met all of the school system's requirements for becoming a substitute teacher, which may involve training and some one-time fees.

## SAMPLE SCHEDULE FOR EARLY FIELD EXPERIENCE

Candidates are responsible for completing program requirements and course assignments and should develop their own personal schedule to help facilitate this process. The following schedule is an **example** of the types of activities Candidates might be engaged in throughout the early field experience.

<b>WEEKS 1-3</b>	
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Gather information regarding school policies, classroom scheduling, and curriculum materials,</li> <li>• Observe classroom management strategies; student-student interactions and student-teacher interactions.</li> <li>• Monitor students during classroom routines: beginning the day, changing classes, going to lunch.</li> <li>• Assist students as they complete work.</li> </ul>
<b>Conferencing</b>	<ul style="list-style-type: none"> <li>• Meet with your Cooperating Teachers to:               <ul style="list-style-type: none"> <li>○ Plan any observations in other classrooms needed to complete assignments</li> <li>○ Select an individual student to assist you in your completion of the assessment assignments.</li> <li>○ Schedule time to work with this student.</li> <li>○ Determine a topic for the work sample unit.</li> </ul> </li> <li>• Attend a school orientation for Candidates if there is one scheduled.</li> </ul>
<b>Course Work</b>	<ul style="list-style-type: none"> <li>• Sketch out your own personal plan for completing course assignments.</li> </ul>
<b>WEEKS 4-6</b>	
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Continue structured observations of children, of lessons in various subjects and of classroom management.</li> <li>• Observe a special education class if you have not already.</li> <li>• Continue responsibilities in monitoring routines and transitions.</li> <li>• Begin implementing instructional assignments (e.g., reading a story, case study of a child, interviewing).</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Conduct short teaching episodes such as administering spelling tests.</li> <li>• Tutoring small groups or individuals.</li> </ul>
<b>Conferencing</b>	<ul style="list-style-type: none"> <li>• Share examples of lessons and materials for the Work Sample with your Cooperating Teachers.</li> <li>• Continue to plan for your involvement in the classroom and discuss your progress.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Prepare for mid-term evaluations.</li> <li>• Begin writing your self-evaluation.</li> </ul>
<b>WEEKS 7-9</b>	
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Most early field experience and student teaching Candidates will be involved in classroom activities by this time.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teach small groups.</li> <li>• Read to children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assist in whole class teaching.</li> <li>• Tutor as needed.</li> <li>• Assist in classroom routines.</li> </ul>
<b>Conference</b>	<ul style="list-style-type: none"> <li>• Have lessons reviewed and approved prior to teaching any lesson.</li> <li>• Ask Cooperating Teachers to complete a mid-term evaluation.</li> <li>• Plan for a mid-term evaluation conference with your Cooperating Teachers and the University Supervisor.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Complete mid-term self evaluation.</li> <li>• Work sample should be near completion.</li> </ul>
<b>WEEKS 10 – 12 (13)</b>	
<b>Course Work</b>	<ul style="list-style-type: none"> <li>• Some courses may have final exams and project presentations during the 12<sup>th</sup> week.</li> <li>• Some courses will require that you continue to develop projects and complete them fully as part of the full time teaching placement.</li> </ul>
<b>Conference</b>	<ul style="list-style-type: none"> <li>• Plan the last 2-3 weeks of time within your school.</li> </ul>
<b>FINAL WEEKS</b>	
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• <b>This will be your full-time placement.</b></li> <li>• You will be teaching all or part of your work sample or unit plan.</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Set aside time to visit other grade levels, subjects, or teachers you have not been able to observe.</li> </ul>
<b>Course Work</b>	<ul style="list-style-type: none"> <li>• Complete and turn in all course assignments.</li> </ul>
<b>Conference</b>	<ul style="list-style-type: none"> <li>• Coordinate and complete a final evaluation conference with your University Supervisor and Cooperating Teacher during the last two week of the semester.</li> </ul>

## THE STUDENT TEACHING EXPERIENCE

As stated in the *Policies and Procedures Governing Admission/Readmission, Field Placement, and Retention*, Appendix A, Student Teaching Candidates must:

- have a 2.75 GPA,
- not have a record of incompletes (“I”),
- have successfully completed Early Field Experiences,
- be recommended for student teaching by the university faculty,
- provide evidence of a TB assessment, and
- submit state-level passing scores on the Virginia Reading Assessment.

Additionally, student teaching Candidates are expected to meet the minimal requirements within the three primary areas of academic excellence, basic proficiency skills, and interpersonal and professional qualities.

### **Oral and Written Communication**

Candidates are expected to communicate effectively orally and in writing using appropriate standard English, including grammar usage, spelling, pronunciation, and punctuation. They should be able to articulate clearly and effectively project and modulate their voice. These skills are more fully described in Appendix C, *Professional Characteristics and Dispositions*.

### **Content Knowledge**

Candidates should demonstrate sufficient mastery of the knowledge and skills they will be teaching to ensure student learning. Candidates are expected to:

- exhibit an interest in content subjects,
- demonstrate a willingness to learn more about the content area, and
- have the ability to use a variety of resources for enhancing their skills and understanding in the content areas.

Concerns can emerge if the Candidate lacks enthusiasm and willingness to learn, views himself as lacking ability in a subject but doesn't take steps to improve, or fails to show sufficient progress in remedying weaknesses.

### **Interpersonal Skills and Dispositions**

Candidates must be able to establish a positive and productive working relationship with their peers, teachers, and instructors. They must already exhibit and continue to exhibit interpersonal skills and dispositions throughout student teaching as listed in Appendix C, *Professional Characteristics and Dispositions*.

### **Professional Conduct**

Candidates are to assume the attitude, bearing, and responsible actions of a person entrusted with the role of a professional educator as stated in the *Code of Ethics of the National Education Association*, Appendix B and *Teacher Candidate Dispositions and Characteristics*, Appendix C. Candidates must:

- know and abide by all school and university policies and procedures,
- be punctual, reliable, and dependable,
- maintain satisfactory attendance and time schedules,
- commit to the work necessary to accomplish requirements and meet goals,
- demonstrate a professional attitude in all contacts with the school, community, and university,
- and recognize situations which require confidentiality and be extremely cautious in dealing with such situations.

## **PLACEMENTS IN STUDENT TEACHING**

Student teaching placements are made for an entire semester. Assignments are made by the University Supervisor and administration from the partnership schools. Student Teachers gradually assume full responsibility for teaching, and must have significant experiences in teaching in the core academic subject areas (mathematics, English/language arts, reading, social studies, and science). They should teach full time for a *minimum* of two consecutive weeks.

## **COURSEWORK IN STUDENT TEACHING**

Student Teaching Candidates will have **required** course assignments to complete. Assignments will be in EDUC 450, Student Teaching seminar. These assignments are graded. Complete and quality work is expected. Incomplete or unsatisfactory grades on these assignments can result in the Candidate not successfully completing the program and obtaining licensure.

## **PROFESSIONAL DEVELOPMENT SEMINARS IN STUDENT TEACHING**

Weekly seminars are planned by cohort instructors and field supervisors to provide a forum for discussing Candidates' experiences, promote reflective practice and inquiry into teaching and learning, and offer extended learning opportunities in the field of education. **Attendance is required.**

Occasionally Candidates are required to attend special seminars. The University Supervisor will provide advanced notice about these seminars. Often times these seminars are arranged to insure that Candidates are meeting state and licensure requirements. A form for  
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documenting these seminars can be found in Appendix I, *Professional Development Form*. These forms are to be maintained by the Candidate. Additionally Candidates have three personal professional 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 University Supervisor DO NOT factor into these personal professional development days.

The Candidate is responsible for:

- **submitting a written request**, including the dates she/he will be absent and the reasons, at least one week prior to the absence to the University Supervisor, and Cooperating Teachers who must approve and sign it; and
- keeping a copy for their records.

## **PERSONAL APPEARANCE IN STUDENT TEACHING**

As representatives of Radford University and of the partner school and school division, Candidates should demonstrate exemplary grooming and professional dress. They may observe the conventions of dress for teachers in the school(s), keeping in mind that, as a novice, they should be particularly conscious of establishing a professional image. Candidates with questions about appropriate dress should ask the University Supervisor, Cooperating Teachers, or principal.

## **ATTENDANCE POLICY FOR STUDENT TEACHING**

Policies regarding attendance, punctuality, and dependability in this professional program are based on the demands of the real work world and not on an arbitrary course attendance policy. Even though the Candidate might have valid reasons for absences and tardiness, this is a problem that must be immediately resolved by the Candidate.

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

1. contact the Cooperating Teachers(s) at home or school;
2. **and** contact their University Supervisor and/or course instructor; and
3. make sure that any assignments, lesson plans, corrected papers, or any other materials are taken to the school to be available when needed.

**Failure to follow these procedures may result in the Candidate being placed on a program of improvement. Extensive absences or repeated tardiness, FOR ANY REASON, could jeopardize successful completion of the program. The student might be required to spend additional time in the program to make up days missed. Any plans for extending the time in the field placement must be approved by the Cooperating Teachers, University Supervisor, and the Associate Dean.**

## SCHEDULE IN STUDENT TEACHING

Student teaching Candidates:

- Abide by the school division schedule and calendar rather than the RU calendar of “breaks” and holidays. This means that student teaching Candidates **do not** take fall or spring semester breaks as scheduled by the University.
- Usually begin their assignments on the second day of the semester.
- **Follow the same schedule** as the Cooperating Teachers, including activities that occur outside of the time school is in session. Examples of 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.
- Should anticipate spending **an hour or more each day**, at the school, outside of regular school hours in order to fully meet responsibilities.

**INCLEMENT WEATHER DURING STUDENT TEACHING** (\*\*Read this policy carefully! It is different from the Early Field Experience policy!)

In cases of inclement weather, student teaching Candidates:

- report to their schools when the teachers are expected to be there;
- do not report to schools if schools are closed due to weather and the teachers are not asked to report; and
- should report to school if they are open **EVEN** if the University is closed.

## CLINICAL EXPERIENCE LOG FOR STUDENT TEACHING

- Complete and submit the *Clinical Experiences Log* form (Appendix E) each week to the Cooperating Teachers for their signature.
- Have the log easily accessible for the University Supervisor to review upon request.
- Information from the log is entered onto the *Clinical Experiences Summary Log*, signed by the Cooperating Teachers(s) and the Candidate, and turned in to the University Supervisor prior to the final day of the semester. ***This form is extremely important: it documents the clock hours you were involved in the school and the hours you were engaged in direct instruction of students which are required for licensure.***

## CLINICAL EXPERIENCE SUMMARY LOG FOR STUDENT TEACHING (Appendix F)

At the end of the field experience the Candidate will record information from the *Clinical Experience Log* onto the *Summary Log of Activities* form. On this form, time should be recorded in quarter hour increments expressed as a decimal. For example 3 hours and 45 minutes would be recorded as 3.75.

This form will be *signed* by the Candidate, Cooperating Teachers(s) and given to the University Supervisor prior to the final day of the semester. *This form is extremely important for licensure. It documents the clock hours you were involved in the school and the hours you were engaged in direct instruction of students. These hours are documented on your University transcript.*

## INSTRUCTIONAL PLANNING IN STUDENT TEACHING

Student teaching Candidates should move toward independently planning appropriate instruction and assessment of pupil progress during the first part of the Candidateship. The Candidate should be encouraged to try her or his own methods and instructional ideas and to locate and/or develop additional materials (e.g., not always teach directly from the teachers' plans).

At the beginning of the semester all student teaching Candidates will use the Radford University Lesson Plan format found in Appendix J, *Basic Lesson Plan Format*. University Supervisors and the Cooperating Teachers will determine when or if the Candidate is ready to use an alternate format. Alternative lesson plan formats can be obtained from the University Supervisor or Cooperating Teachers when they feel the student Candidate is ready. Student teaching Candidates are responsible for:

- using the Radford University Lesson Plan format until the Cooperating Teachers and/or the University Supervisor say otherwise;
- submitting plans to the Cooperating Teachers for review prior to teaching;
- maintaining plans and reflections in a notebook that is readily available to the University Supervisor or Cooperating Teachers at all times;
- writing plans that are sufficiently detailed to enable someone unfamiliar with the content or class to teach from the plans;
- showing evidence of efforts to address individual differences, as well as students' prior knowledge and experiences within lesson plans;
- reflecting on strengths and weaknesses in plans that are taught; and
- documenting the impact of the instruction upon student learning.

Any “teaching” that will be reported on the *Clinical Experiences Log Summary* should have a written plan.

## **OBSERVATIONS AND EVALUATIONS IN STUDENT TEACHING**

Evaluation is a shared responsibility of the University Supervisor, Cooperating Teacher and Candidate. The intern is required to show growth in the ability to self-evaluate. Student teaching Candidates should be demonstrating the knowledge, skills, and dispositions outlined as requirements for successful completion of the program. The Candidate evaluation will be used as a guide to direct the planning of Candidatship activities, conferencing and coaching with the Candidate, and the final summative evaluation. The performance expectations for Candidates are based upon national and state standards and upon the Radford University Teacher Education Program Conceptual framework .

- The University Supervisor or Cooperating Teachers may choose to conduct informal observations at any time throughout the semester.
- The student teaching Candidate is responsible for informing the University Supervisor of observation opportunities.
- There will be 4-6 formal observations during the full time placement. The university field supervisor and the Cooperating Teachers will conduct these observations. At least one formal observation will be focused on implementation of the work sample unit. The Observation form can be found in Appendix K.
- A midterm and final evaluation will be completed by the Cooperating Teacher and University Supervisor. This form can be found in *Early Field Experience and Student Teaching Evaluation Form*, Appendix L and *Professional Characteristics and Dispositions*, Appendix L.

## **SUBSTITUTE TEACHING**

Guidelines for substitute teaching vary from school system to school system. You will need to discuss with your Cooperating Teacher and school Principal the policies within your specific system.

The school hires a certified substitute teacher whenever a Cooperating Teacher is absent. However, the student teaching Candidate may plan with the 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 a Student Teaching Candidate may be permitted to serve as a substitute teacher. In such cases, the following guidelines should be met at

a minimum:

- The Cooperating Teachers(s), school principal, and University Supervisor highly recommend the Candidate for this service due to the exceptional performance of the Candidate; it is approved by the school division and by the Associate Dean.
- Adequate supervision is provided by a legally authorized person (such as a certified teacher, principal, or assistant principal).
- The Candidates have met all of the school system's requirements for becoming a substitute teacher, which may involve training and some one-time fees.
- The opportunity for Candidates to become a substitute teacher during the year long internship and to receive monetary payment depends entirely on the requirements and policies of each individual school system. These policies may vary from one school system to another.

## A SAMPLE SCHEDULE FOR STUDENT TEACHERS

Student teaching Candidates are responsible for completing program requirements and course assignments and should develop their own personal schedule to help facilitate this process. The following schedule is an **example** of the types of activities Candidates might be engaged in throughout the student teaching experience.

<u>Weeks 1-3</u>	
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Gather information regarding school policies, classroom scheduling, and curriculum materials,</li> <li>• Observe classroom management strategies; student-student interactions and student-teacher interactions.</li> <li>• Monitor students during classroom routines: beginning the day, changing classes, going to lunch.</li> <li>• Assist students as they complete work.</li> </ul>
<b>Conferencing</b>	<ul style="list-style-type: none"> <li>• Meet with your Cooperating Teachers to make plans for gradually assuming teaching responsibilities so you will be teaching full time by the 12<sup>th</sup> week.</li> <li>• Sketch out a plan for the 15-17 weeks with the teacher during the first week.</li> <li>• Attend a school orientation for Candidates if there is one scheduled.</li> </ul>
<b>Course Work</b>	<ul style="list-style-type: none"> <li>• Sketch out your own personal plan for completing course assignments.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Assume responsibilities for routines during the first week.</li> <li>• By the Week 2 assume responsibility for instruction in one area (e.g., take on a reading or mathematics group under the direction of the teacher; conduct morning meeting).</li> </ul>
<u>Weeks 4-6</u>	
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Be especially observant of the teaching in those areas you will be assuming responsibilities for during the following weeks.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Assume teaching responsibilities for at least two subject areas including the responsibilities for most of the planning under the guidance of the teacher.</li> <li>• Your full time teaching will probably include the work sample unit of study you have planned, so be sure this is completed and submitted to the teacher in time.</li> </ul>
<b>Conferencing</b>	<ul style="list-style-type: none"> <li>• Share examples of lessons and materials for the Work Sample with your Cooperating Teachers.</li> <li>• Continue to plan for your involvement in the classroom and discuss your progress.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Prepare for mid-term evaluations.</li> <li>• Begin writing your self-evaluation.</li> </ul>
<u>Weeks 7-9</u>	
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Most early field experience and student teaching Candidates will be involved in classroom activities by this time.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Assume full responsibilities for all areas by week 8 or 9. Plan for two full</li> </ul>

	weeks of full time teaching at a minimum. This includes planning for small group instruction.
<b>Conference</b>	<ul style="list-style-type: none"> <li>• Have lessons reviewed and approved prior to teaching any lesson.</li> <li>• Ask Cooperating Teachers to complete a mid-term evaluation.</li> <li>• Plan for a mid-term evaluation conference with your Cooperating Teachers and the University Supervisor.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Complete mid-term self evaluation.</li> <li>• Work sample should be near completion.</li> </ul>
<b><u>Weeks 10 - 12</u></b>	
<b>Course Work</b>	<ul style="list-style-type: none"> <li>• You should be assuming full time responsibility for all teaching and other responsibilities.</li> </ul>
<b>Conference</b>	<ul style="list-style-type: none"> <li>• Plan the last 2-3 weeks of time within your school.</li> </ul>
<b><u>Weeks 13-16</u></b>	
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• You should complete your full time teaching responsibilities gradually, just as you assumed them.</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Set aside time to visit other schools, grade levels, subjects, or teachers you have not been able to observe.</li> </ul>
<b>Course Work</b>	<ul style="list-style-type: none"> <li>• Complete and turn in all course assignments.</li> </ul>
<b>Conference</b>	<ul style="list-style-type: none"> <li>• Coordinate and complete a final evaluation conference with your University Supervisor and Cooperating Teachers during the last two week of the semester.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Complete and submit teacher licensure application to the Field Experience Office .</li> </ul>

# **ROLES OF PARTICIPANTS**

## **THE DIRECTOR OF FIELD EXPERIENCES**

The Associate Dean of the College of Education and Human Development serves as the Director of Field Experiences. The Director works with faculty members and the school divisions in arranging placements for Candidates, assists supervisors in monitoring Candidate performance, and works closely with university and school faculty if concerns emerge. The Director works with faculty and the schools in promoting and supporting university/school partnership efforts and clinical faculty development activities.

## **THE SUPERINTENDENT**

The Superintendent or a designee works with the Director and with university faculty in fostering school/university partnerships and in facilitating field placements. Program faculty recommend field placement for Candidates. These recommendations are then sent by the Field Experience Office to the Superintendent or his designee. Superintendents and their designees, along with principals and Cooperating Teachers, also collaborate with university faculty and administrators in evaluating and refining preparation programs.

## **THE PARTNERSHIP SCHOOL**

The school communities selected for Candidatship placements generally exemplifies 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 Candidates can be authentically and readily involved in efforts that contribute to the learning and well-being of students; and
- are committed to professional development; actively engage in reflection and inquiry into teaching and learning.

## **THE PRINCIPAL**

The principal or her designee(s) may serve as a primary contact or liaison for the field experience program. Clinical faculty teams and/or advisory boards also help fulfill this role in partner schools where these teams have been established.

## **CLINICAL FACULTY LEAD TEACHERS**

**Clinical Faculty Lead Teachers** are Cooperating Teachers who have taken part in clinical faculty development workshops designed to further explore teacher development, characteristics of high quality mentors, policies and procedures in local teacher preparation programs, and skills in coaching/mentoring Candidates and beginning teachers. Clinical Faculty Lead Teachers have been recommended by principals. They often serve as a key contact at partner schools in developing, implementing, and evaluating field experiences. In addition, clinical faculty may provide the following services:

- assisting RU faculty and the Office of Field Experiences in matching Candidates with Cooperating Teachers;
- helping introduce the Candidates to the school community;
- coordinating school-wide professional development activities for Candidates and for Cooperating Teachers, if these are provided; and
- serving as the liaison for coordinating other school/university initiatives.

## **UNIVERSITY COHORT LEADER AND SUPERVISOR**

A single faculty member may serve as both the cohort leader and university field supervisor. In this case, the faculty member would have both roles outlined below. In some cohorts, the cohort leader shares field responsibilities with another faculty member who assists as a field supervisor. Cohort leaders maintain close communication with other university faculty and Cooperating Teachers and principals regarding the schedule and functioning of the cohort. In addition to teaching key courses in the cohort, they coordinate seminars, courses, and field work; regularly monitor Candidates' progress; and work with others to review, evaluate, and refine the program. The role of the cohort leader/University Supervisor includes the following:

- serving as the liaison between the university, schools, and Cooperating Teachers by:
  - distributing materials (evaluation forms, field experiences handbook, etc.);
  - explaining the Teacher Education Program, the conceptual framework and expectations for performance, and the roles of participants;
  - sharing information regarding the field experience schedule (breaks, days Candidates will be excused from the field for professional reasons, etc.);
  - providing personal contact information he/she can be easily reached by the school; and
  - maintaining regular contact with the Cooperating Teachers concerning Candidate progress;

- serving as professor-of-record for the field experience (EDUC 430 and 450);
- confirming Candidate placements with the Field Experience Office;
- planning and implementing regular seminars for the Candidates in the cohort;
- coordinating “three-way” conferences with the Candidate, Cooperating Teachers, supervisor, at the beginning, middle, and end of the semester. The University Supervisor collects evaluation forms, gives copies to the Cooperating Teachers, Candidate, and Field Experience Office.
- maintaining regular contact with the Candidate to monitor progress through seminars, email, phone, or through school visits and observations; and
- reviewing and signing Candidate logs and the schedule of field assignments. This includes reviewing the attendance each week.
- providing written feedback to Candidates regarding their progress on a regular basis. This should include notes from conferences, observations, and plans for improvement.
- submitting the field supervisors' log report each month to the Field Experiences Office.

If concerns emerge regarding weaknesses in knowledge, skills, or dispositions, the supervisor informs the Associate Dean. The University Supervisor may consider using an *Intervention Plan*, Appendix D to ensure that the concerns and plans for improvement are clearly communicated.

## THE COOPERATING TEACHERS

The Cooperating Teachers provides opportunities for engagement and on-going mentoring that is crucial for Candidates’ 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. They 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 Candidates;
- a history of proficient or outstanding performance appraisals;
- a recommendation for appointment as a Cooperating Teachers by the school principal;
- a commitment to lifelong learning as evidenced by: workshops, college credits, work towards a masters degree, or other types of ongoing professional development activities;
- recognized expertise in subject matter knowledge and varied instructional strategies;
- skills in effective classroom management;
- an understanding of teacher development over a continuum of service;

- an understanding of formative assessment;
- effective interpersonal and collaborative skills; and
- a commitment to support the professional development of Candidates.

## ASSESSING CANDIDATE PROGRESS

Learning to teach is a life-long process which begins well before a Candidate enters a teacher preparation program and which must continue well beyond it. Candidates vary greatly in terms of their knowledge and skills when they begin their preparation as teachers in the early field experience program. This section addresses basic expectations for performance and some of the ways to assess Candidates' development.

### GENERAL GUIDELINES

The expectations for Candidates' performance have expanded into complex, intertwined sets of skills, knowledge, and dispositions. This type of preparation program requires continual interaction and conversation among the Candidate, Cooperating Teachers, and University Supervisors. The following general guidelines can help ensure performance assessment which is productive and useful:

- provide **regular feedback**. It is important to be able to determine patterns of strengths and weaknesses in order to support development.
- include opportunities for the Candidate to **reflect and self-evaluate**. This skill is critical for on-going professional development.
- establish a **regular conference time** to plan the experience and to discuss progress once a week or at least every two weeks. Candidates might have to come early to school to do this.
- determine **how each of you can reach each other**, whether or not to exchange home phone numbers, where to leave messages, etc.
- **When there is a concern**, speak to someone within the "team" (Candidate, Cooperating Teacher, University Supervisor) about it as soon as possible or call the Associate Dean (831-5277).

### QUALIFICATIONS FOR ADMISSION AND RETENTION IN FIELD EXPERIENCES

Candidates are required to meet certain qualifications to be admitted and retained in field experiences and in the Teacher Education Program. 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 A; *Teacher Candidates Dispositions and Characteristics*, Appendix C; and *Code of Ethics of the National Education Association*, Appendix B.

The performance expectations for Candidates are based upon national and state standards  
Rev. 8/07

and upon the conceptual framework (see page 5). The Candidate evaluations are found in the *Early Field Experience and Student Teaching Evaluation Form*, Appendix L.

## **ROLES AND RESPONSIBILITIES IN ASSESSMENT**

Assessment is a shared responsibility of the University Supervisor, Cooperating Teachers, and Candidate. The University Supervisor, as the instructor-of-record, coordinates the assessment process, gathers assessment information, and assigns the final grade. The Cooperating Teacher and University Supervisor plan Candidate involvement that 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, for that is considered a necessary outcome of the program to ensure continuing professional development.

## **EARLY IDENTIFICATION OF CONCERNS**

It is crucial to discuss concerns within the team or with the Associate Dean as soon as they emerge. This allows the time necessary to try to resolve issues or to observe patterns of behavior and try various strategies to improve performance. The first responsibility of all participants – Cooperating Teachers, Candidates, University Supervisors, and Principals – is to the children in the classroom. The University will not continue a placement if it creates a problem which interfere with the teaching and learning in the classroom or school.

Some concerns emerge because of a mismatch in the placement. Examples of mismatches include: the Cooperating Teacher only teaches one or two subject areas (the program requires experience in all subject areas taught in elementary school) or it is not possible for the Candidate to complete required Candidateship activities in a particular class. Such problems can often be resolved within that placement. For example, the Candidate can be placed with two grade-level Cooperating Teachers who teach all areas to a particular class with one Cooperating Teacher serving as the primary contact. If the problem cannot be resolved within that placement, the University Supervisor will meet with the Associate Dean.

## **WHEN THERE ARE CONCERNS REGARDING CANDIDATE PERFORMANCE**

1. The University Supervisor should be contacted immediately. Even if the Cooperating Teachers or Candidate is unsure or doubts his/her own judgment, he or she should still consult with the University Supervisor.
2. The Candidate, University Supervisor, and Cooperating Teachers should meet to discuss

the concerns. It is important to use the performance expectations to guide discussion of weaknesses and strengths in the Candidate's performance. The team should make plans for improvement. If the concerns are particularly substantial and there is some indication that a Candidate might not be able to successfully complete the experience at the current level of performance, then the student may be placed on probation and a formal Intervention Plan will be developed (see following description). Weaknesses, strengths, plans for improvement are documented in writing by the University Supervisor. This plan includes a timeline for specific goals and objectives to be accomplished. Copies are given to the Cooperating Teacher and the Candidate; the University Supervisor will retain one copy and attach the office copy to the University Supervisor's weekly log; the Office of Field Experience will also receive a copy. The University Supervisor will keep the Associate Dean informed of the concern and progress of the Candidate in meeting the identified goals.

3. The University Supervisor and the Cooperating Teacher monitor the Candidate's performance and assist the Candidate by giving feedback, making suggestions, etc. The University Supervisor will document the progress of the Candidate in writing, as observed by the University Supervisor or as reported by the Cooperating Teachers. They will meet with the Candidate to discuss progress.

## **PROBATION**

When a Candidate's performance is judged by the University Supervisor and Cooperating Teacher as not meeting performance expectations, and it appears that the Candidate might be in danger of not completing the field experience successfully, supervising faculty may place the Candidate on an improvement plan. The purpose of the plan is to provide the Candidate with clear descriptions of the areas of weaknesses and to have the team identify immediate steps the Candidate should take toward improvement. The University Supervisor, Cooperating Teachers, and Candidate meet to discuss weaknesses and to outline the plan for improvement. The team establishes a time when the plan and the Candidate's performance will be reviewed again. 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 Teachers.

In situations involving very serious concerns regarding the Candidate's behavior, such as violations of policies or conduct codes, the Candidate may be removed from the field on a temporary basis until the case is reviewed through the Associate Dean's Office.

## **CANDIDATE REMOVAL**

University faculty members may recommend that a Candidate be immediately removed from a field experience placement because of a single severe incident such as a serious violation of policies or conduct codes, or unsafe or unprofessional behavior. Until the Associate Dean has reviewed the case, the Candidate is placed on Interim Removal. The faculty University Supervisor makes the recommendation for Interim Removal to the Associate Dean and also verbally notifies the Candidate. The Candidate must leave the field experience placement upon this verbal notification and may not return to the school placement during Interim Removal. These policies and procedures are further described in Appendix A, *Policies and Procedures for Admission and Retention*.

## CAREER PLANNING

During the early field experience semester, Candidates should also be initiating career planning activities:

- find out information about services offered through the Center for Experiential Learning and Career Development (CELCD) (831-5373) (<http://www.radford.edu/~celcd>);
- begin to develop a self-managed career-file;
- complete a professional resume and enter it into the on-line service provided by CELCD; and
- get information about job fairs and campus recruitment visits by schools.

### Center for Experiential Learning and Career Development

The Center is located on the 2<sup>nd</sup> floor of Walker Hall. The Center provides assistance with career direction, job search strategies, resume preparation, interview techniques, and much more (see the website: <http://www.radford.edu/~celcd/>). It houses information on various school divisions, including sample applications. The Center also works with several school divisions to plan recruitment visits on campus, including a large education job fair (“Education Expo”) each spring which is attended by over 100 school divisions. School divisions often contact the Center or the Field Experience Office requesting lists of graduates in areas where they have job openings. When Candidates register an on-line resume with the Center, this automatically gives University offices permission to send out information upon inquiry.

### Self-Managed Credentials File

School divisions and universities most often use electronic systems to manage career support services and application processes. Because of continual changes and upgrades, Candidates will need to make sure they are aware of the current system being used at the CELCD and to take advantage of the assistance the center can provide in helping them conduct productive job searches.

Candidates assume the responsibility of developing a self-managed credentials file. This should include such items as letters of recommendation, final evaluations of the student teaching experience completed by your Cooperating Teachers and University Supervisor, a professional resume, and copies of licensure exam reports. The CELCD can provide guidance on developing your credentials file. *NOTE: Candidates are responsible for keeping good copies of documents needed for the file, including the evaluations by the Cooperating Teachers and University Supervisors.*

As responsible professionals, students must be careful to complete forms correctly and

completely and to keep copies of any documentation needed as part of your participation in the program, applying for graduation, and applying for licensure.

This is a list of some of the information or documentation you should have ready access to in your own records. Use the blanks to add to this list and use it as a checklist to make sure you are compiling the documentation you need for your professional career.

- TRANSCRIPTS** - RU transcripts and transcripts of work at any other postsecondary institution, even transcripts from institutions where you took only one or two courses to transfer to RU;
- TEST SCORES** - Results of standardized tests - SAT, GRE, ACT, Praxis I, Praxis II, VCLA, and Virginia Reading Assessment scores (the full reports you receive from the testing institution);
- ACADEMIC RECORDS** - RU GPA, GPA over all college work, GPA in professional studies, and GPA over courses identified in your major;
- CLINICAL EVALUATIONS** - Mid-term and final evaluations in your clinical experiences completed by you, your University Supervisor, and your cooperating professional;
- CLINICAL EXPERIENCES LOG FORM** for both early field experience and student teaching (this is an official document required for licensure);
- CERTIFICATES** - Certificates such as a certificate documenting completion of training in child abuse and neglect, or of demonstrating proficiency in instructional technology;
- DIPLOMA**
- Other, such as, the Documentation form for 50 hours, TB assessment, submission for clinical background check, etc.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## PROFESSIONAL RESUME

Candidates submit a resume when applying to the Teacher Education Program which should be regularly updated and posted on the CELCD on-line system. The CEDLCD conducts workshops to help Candidates refine and post their resumes. Candidates can also get assistance by making an appointment with someone in the Center.

## **RECRUITMENT VISITS**

Throughout the year, the CELCD sponsors recruitment visits by school divisions. The Education Expo is the largest recruitment effort is usually scheduled in the Spring. This job fair includes opportunities for Candidates to sign up for interviews with school divisions. The Center provides each school division with a notebook that includes all of the resumes Candidates have placed in the on-line system.

In addition to the recruitment visits sponsored by the Center, several other job fairs sponsored by school divisions are advertised through postings on the bulletin board for the Field Experience Office. The state has also sponsored a state-wide job fair in Richmond, The Great Virginia Teach-In, typically during March.

## CHECKLIST FOR CANDIDATES

### Prior to Field Experience

- Review program of studies with faculty advisor.
- Review and practice the *Basic Candidate Performance Expectations*.
- Work toward completing all general studies, major, and professional studies requirements.
- Maintain minimum 2.75 GPA - OVERALL and in the MAJOR.
- Register, take, and pass the licensure exams - PRAXIS I, PRAXIS II, and the VCLA
  - All candidates **must have** passing scores on PRAXIS I, PRAXIS II, and the VCLA before being admitted into the program.
- Complete the application process for student teaching by February 1<sup>st</sup> for a Fall Early Field Experience placement; by October 1<sup>st</sup> for a Spring placement. This includes:
  - student teaching application form;
  - professional resume to submit with form;
  - submit TB test by published deadline date;
  - submit passing scores on Praxis I and Praxis II, and VCLA.

### During Early Field Experience

- Apply for Student Teaching
- Complete application for graduation by deadline date.
  - be sure your academic records show correct major
  - complete waiver form ("Petition to Participate") if you plan to 'walk' with 12 or fewer hours remaining to be taken in summer school.
- Begin developing your Professional Portfolio.
- Begin requesting letters of recommendation.
- Register, take, and pass VRA (done in coordination with EDUC 414).
- You will also need to earn a minimum 2.75 GPA in professional studies to graduate, earn the degree, and be recommended for licensure.

### During Student Teaching Experience

- Complete a Professional Resume to submit to the Field Experience Office.
- Finalize your Professional Portfolio.
- Request letters of recommendation
- Apply for licensure two weeks prior to graduation.

# APPENDIXES

Forms found in this section can be downloaded and printed from:  
[http://eduweb.education.radford.edu/field\\_experience/adm\\_req\\_tep.htm](http://eduweb.education.radford.edu/field_experience/adm_req_tep.htm)

# APPENDIX A

Radford University



## THE TEACHER EDUCATION PROGRAM

### POLICIES AND PROCEDURES GOVERNING ADMISSION/READMISSION, FIELD PLACEMENT, AND RETENTION

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 or if they wish to pursue appeals regarding grades, admission requirements, supervision, or field placements.

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

##### Minimum Criteria for Admission to the Teacher Education Program

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 (beginning Fall 2007, the elementary education program will require a 2.75 over all college work, at RU, in the major, and in professional studies);
- have successfully completed departmental prerequisites for admission (see your advisor);
- have successfully completed the departmental screening procedures (information available in academic departments);
- have completed a Speech/Language/Hearing screening conducted by the RU Speech Clinic;
- for full admission: have met the basic proficiency requirements for admission to teacher preparation programs (Praxis I, SAT, or ACT scores) and have passing scores on the exams required for licensure (Praxis II, VCLA, and VRA if applicable) ; or meet provisional admission requirements;
- have met basic requirements for licensure in Virginia;
- demonstrate behavior in conformance with the Code of Ethics of the National Education Association;

- not have committed serious violations of Radford University policies and codes of conduct (see Radford University Student Handbook);
- not have a record of unsuccessful performance in a teacher preparation program prior to application to Radford University's Teacher Education Program;
- 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

### **Procedures for Decisions Regarding Admission to the Teacher Education Program**

The Professional Education Committee monitors policies and procedures regarding admission to the Teacher Education Program and retention in the Program. Professional Education faculty in the academic departments screen and recommend students for admission. The Associate Dean in the College of Education and Human Development makes decisions regarding admission to the Teacher Education Program.

If a student does not meet the requirements for full admission, he or she must submit a request to be admitted on a provisional basis. Students submit the request to the Associate Dean with the Teacher Education Application packet. Students must meet the following requirements for provisional admission. *NOTE: beginning Fall 2007, elementary education applicants must submit passing scores on Praxis I and Praxis II in order to be admitted.*

- submit passing scores on the Praxis I subtests (Reading = 176, writing = 174, and mathematics = 175) (see note regarding elementary education applicants above);
- submit verification that they are registered to take Praxis II and the VCLA prior to July 15 for Fall admission and prior to December 15 for Spring admission; submit scores on Praxis II and on the VCLA by these dates in order to maintain admission status (see note for elementary education applicants);
- earn the required grade point average over all college level work, in all their work at Radford University and in the major, and, for elementary education applicants, in professional studies, by the end of the semester in which they apply;

- submit and follow a plan for meeting requirements for full admission.

Applicants must obtain full admission status or provisional admission status in order to be registered for classes in the early field experience program.

Applications for admission to the Teacher Education Program must be submitted by February 1 for admission for the following Fall and by September 15 for admission for the following Spring.

## **II. CRITERIA AND PROCEDURES FOR CONTINUED PROGRESSION AND RETENTION IN 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 listed above in Section I. In addition, students must have successfully completed the professional studies pre-requisites for early field experiences in their specific programs.

Student Teaching. Students applying to student teach must be admitted to the Teacher Education Program and must meet the criteria for admission to the Teacher Education Program and for admission to early field experiences. In addition, students 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 must be recommended for student teaching by professional education faculty who have worked with the student in early field experiences; and
- submit state-level passing scores on basic proficiency exams, subject matter exams, and on the Virginia Communication and Literacy Assessment required for licensure in Virginia. Candidates in elementary education, early childhood/early childhood education, and special education (with the exception of those pursuing licensure in severe disabilities or single licensure in early childhood education) must submit passing scores on the Virginia Reading Assessment.

### **Procedures Regarding Admission and Placement in Field Experiences**

The Associate Dean in the College of Education and Human Development, in collaboration with representatives from the school divisions and with professional education faculty, makes decisions regarding admission to field experiences and placements in field experiences. Professional education faculty members who have worked with Candidates during early field experiences recommend Candidates for student teaching.

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

Candidates enrolled in field experience programs are expected to continue to meet the requirements for admission and retention outlined above. Candidates will be expected to

demonstrate knowledge, skills, and dispositions addressed in the performance expectations within each particular program as well as the meeting the following expectations required of all Candidates in Radford University’s Teacher Education Program.

*Basic Candidate Performance Expectations*

<b>CATEGORY I: DEMONSTRATES KNOWLEDGE OF CONTENT AND CONTENT PEDAGOGY</b>
1. Demonstrates strong knowledge of concepts and principles and tools of inquiry in the subjects he or she teaches as defined by state and national standards (INTASC 1) (NCATE 1.1)
2. Engages students with the content in meaningful ways. (INTASC 1) (NCATE 1.1)
3. Applies an understanding of how students learn the content, including typical challenges students may encounter. (INTASC 1; NCATE 1.3)
4. Uses a variety of teaching strategies appropriate to the content being taught (INTASC 1; NCATE 1.3)
5. Relates the content to students’ lives and interests. (INTASC 1; NCATE 1.3)
<b>CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES</b>
1. Demonstrates knowledge of typical development of children or youth (cognitive, physical, social/emotional). (INTASC 2; NCATE 1.4)
2. Uses teaching practices based on an understanding of human development. (INTASC 2; NCATE 1.4)
3. Demonstrates knowledge of common exceptionalities and differences in approaches to learning and performance. (INTASC 3; NCATE 1.4)
4. Modifies/creates instructional opportunities adapted to diverse learners. (INTASC 3; NCATE 1.4)
5. Applies an understanding of the interests and cultural heritage of students in his/her teaching. (INTASC 3; NCATE 1.4; NCATE 4.1)
<b>CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING</b>
1. Uses clear and efficient instructional and administrative routines that create smoothly functioning learning experiences. (INTASC 5; NCATE 1.4)
2. Establishes or reinforces clear standards for behavior. (INTASC 5; NCATE 1.4)
3. Regularly monitors behavior and responds to inappropriate behavior effectively. (INTASC 5; NCATE 1.4)
4. Employs fair, effective, and developmentally responsive management techniques. (INTASC 5; NCATE 1.4)
5. Works with students to create equitable, caring, respectful, safe, and productive learning environments. (INTASC 5; NCATE 1.4)
6. Uses knowledge and understanding of individual and group motivation and behavior to foster self-motivation. (INTASC 5; NCATE 1.4)
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (INTASC 6; NCATE 1.4)
<b>CATEGORY IV: PLANS AND IMPLEMENTS EFFECTIVE INSTRUCTION</b>
1. Develops clearly structured instructional plans, with goals, activities, and assessments appropriately aligned. (INTASC 7; NCATE 1.4)
2. Aligns instruction with state SOL’s and national curriculum goals. (INTASC 7; NCATE 1.4)
3. States instructional objectives in clear, measurable terms. (INTASC 7; NCATE 1.4)

4. Plans and implements a variety of effective instructional strategies based on an understanding of subject matter, students, the community, curriculum goals, and best practice. (INTASC 7; NCATE 1.4)
5. Selects and uses a variety of effective instructional materials. (INTASC 7; NCATE 1.4)
6. Engages and maintains students' attention, and is able to refocus their attention if necessary. (INTASC 7; NCATE 1.4)
7. Uses clear directions, explanations, demonstrations, questions, etc. (INTASC 7; NCATE 1.4)
8. Understands and uses a variety of strategies that encourages the development of critical thinking, problem-solving. (INTASC 4; NCATE 1.4)
9. Selects or develops and implements student learning activities that integrate technology. (INTASC 7; NCATE 1.4)
10. Provides feedback to students in a timely and helpful manner. (INTASC 8; NCATE 1.4)
11. Plans and uses assessment criteria and strategies appropriate to instructional goals and student characteristics. (INTASC 8; NCATE 1.4; NCATE 1.7)
12. Summarizes and analyzes assessment evidence for individuals and groups. (INTASC 8; NCATE 1.4; NCATE 1.7)
13. Uses assessment information to improve student learning and his/her teaching. (INTASC 8; NCATE 1.4; NCATE 1.7)
14. Is skilled in using a variety of assessment strategies. (INTASC 8; NCATE 1.4; NCATE 1.7)
15. Persists in assisting students having difficulty learning. (INTASC 3; INTASC 7; NCATE 1.4)
16. Maintains systematic and accurate records of student progress. (INTASC 8; NCATE 1.4; NCATE 1.7)
17. Identifies and uses community resources in enhancing learning. (INTASC 7; NCATE 1.4;)

<b>CATEGORY V: MODELS PROFESSIONALISM</b>
1. Reflects upon his/her professional development, including setting goals and implementing changes. (INTASC 9; NCATE 1.4; NCATE 1.6)
2. Makes continuous efforts to improve professional practice; has a plan for continued professional growth. (INTASC 9; NCATE 1.4; NCATE 1.6)
3. Communicates with families about the curriculum or other activities for which he or she is responsible. (INTASC 10; NCATE 1.4; NCATE 1.6)
4. Behaves ethically and in the best interests of students and the community. (INTASC 9; NCATE 1.4; NCATE 1.6)
5. Knows and participates in professional organizations or other activities of the education community. (INTASC 9; NCATE 1.4;)
6. Uses technologies to communicate, network, locate resources, and enhance continuing professional development. (INTASC 9; NCATE 1.4;)
7. Is supportive of, and advocates for, students, schools, and education. (INTASC 9; NCATE 1.4; NCATE 1.6)

<b>CATEGORY VI: Content-Specific Pedagogical Knowledge and Skills</b>
Knowledge and skills specific to the discipline or field will be addressed in Category VI for each teacher preparation program.

<i>Professional Characteristics and Dispositions (NCATE 1.6)</i>
1. <b>Oral Communication:</b> Expresses self very well orally; communicates ideas very well; is adept in using voice effectively.
2. <b>Written Communication:</b> Writing is error-free and is very clear, organized, and highly developed.

3. <b>Attendance and Punctuality:</b> Punctual, reliable; never absent or tardy.
4. <b>Commitment to Excellence:</b> Work and performance consistently demonstrates commitment to Candidate's own high standards.
5. <b>Quality of Work:</b> Reaches beyond the minimum and turns in excellent work.
6. <b>Professional Dress:</b> Consistently dresses professionally.
7. <b>Participation/Interactions:</b> Contributes to classroom and school activities; often a leaders; highly engaged with students and colleagues; well-prepared.
8. <b>Critical thinking:</b> Identifies salient information or reasons; accurately interprets; draws warranted conclusions; justifies and explains assumptions/reasons; fair-mindedly follows where evidence and reason lead.
9. <b>Collegiality:</b> Strong contributor to group/team efforts.
10. <b>Respect for Others:</b> Uses positive approach in questioning/criticizing; is courteous; acts in the best interests of others.
11. <b>Initiative:</b> Creative; resourceful; self-directed.
12. <b>Attitudes toward Learners:</b> 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. <b>Response to Constructive Feedback:</b> Receptive; subsequent performances consistently show productive changes
14. <b>Ability to Handle Stress/Manage Workload:</b> Handles stress in productive manner; maintains optimistic and positive approach in stressful situations; manages demands/workload associated with teaching very well.
15. <b>Commitment to Diversity and Equity:</b> Consistently demonstrates a commitment to understanding diversity and to integrating multiple perspectives in teaching.



Radford University



## THE TEACHER EDUCATION PROGRAM

### **Procedures Regarding Admission/Readmission, Retention, and Field Placement In Field Experiences and in the Teacher Education Program**

Candidates placed in a field experience assignment are novice professionals working under the supervision of more experienced practitioners. 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.

#### Probation

When the University Supervisors and Cooperating Teachers judge that an Candidate does not meet performance expectations outlined in the program and in the *Policies and Procedures Governing Admission and Retention* and that the Candidate could be in danger of failing or of being removed from the program, supervisory faculty may place the Candidate on probation. The University Supervisor, Cooperating Teachers, and Candidate meet to discuss weaknesses and to outline a plan for improvement. Copies of the plan, along with documentation leading to the probation, are submitted to the Associate Dean. 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 Teachers.

#### Interim Removal

Faculty members, Cooperating Teachers, or administrators may recommend that an Candidate be removed from a field experience placement because of a pattern of unsatisfactory performance; or for a single severe incident such as a serious violation of policies or conduct codes; or unsafe or unprofessional behavior; or because the placement is judged to be interfering with the productive functioning of the classroom or school. The faculty supervisor makes the recommendation to the Associate Dean and notifies the Candidate. Cooperating Teachers or administrators make the recommendation to the University Supervisor or to the Associate Dean. The Candidate does not return to the school placement during Interim Removal.

The Associate Dean will arrange a date to meet with the Candidate and the University Supervisor within three class days of notifying the Candidate of the Interim Removal to discuss the concerns and possible strategies for resolving issues or problems.

If the faculty member is recommending permanent Administrative Removal from the Teacher Education Program, a date is set for review of the case as described below. The faculty member provides written notification regarding the recommendation for Administrative Removal and the

reasons for the recommendation to the Candidate within two class days of the meeting with the Associate Dean.

### Administrative Removal

If the faculty member recommends that the student be permanently removed from the Teacher Education Program and if the student wishes to object to this recommendation, he or she must provide a written, reasoned objection to the Associate Dean within five class days of receiving written notification. The Associate Dean will set a date within 10 class days to meet with the student and with the University Supervisor. The Candidate and faculty member(s) may submit written information regarding the case to the Associate Dean prior to the meeting.

The Associate Dean will notify the student of his or her decision within five days of the meeting. If the Associate Dean decides Administrative Removal from the Teacher Education Program is appropriate, he or she has the authority to remove the student from the Teacher Education Program. If the removal occurs during the grading period, the faculty member will assign a grade.

### **Appeals of Decisions Regarding Admission/Readmission, Field Placement, or Retention in the Teacher Education Program**

The Appeals Subcommittee of the Professional Education Committee (PEC) reviews appeals of decisions regarding admission or readmission, field placement, and retention in the Teacher Education Program. If the student wishes to appeal the decision of the Associate Dean, he or she must notify the Dean, who serves as the Chair of the Professional Education Committee. The appeal must be in writing and must be received by the Dean within five class days of the date on which the student received notification of the decision of the Associate Dean. The appeals letter must provide a clear statement of the grounds for requesting the case to be heard 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.

If the Appeals Subcommittee decides the appeal may have merit, the Chair will notify the student immediately and a date will be set for the Subcommittee to meet within 10 days of receiving the appeal. If the Subcommittee decides the appeal lacks merit to be heard, 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 and the faculty supervisor or others involved in the matter based upon the discretion of the Committee Chair. If the Committee or Chair decides to interview individuals, representatives of both sides of the appeal (e.g., the University Supervisor and the student) must be interviewed.

A written copy of the decision of the Appeals Subcommittee will be sent to the student within three days of the Subcommittee's meeting to review the appeal. The decision of the Professional Education Committee Appeals Subcommittee is final.

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

Candidates 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 Candidates 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 should notify the University Supervisor, Cooperating Teachers, and the Field Experience Office prior to withdrawal. Candidates 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.

#### 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 application will be reviewed by the Associate Dean and the Field Experience Office.
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 Associate 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 that 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 Associate Dean. The Associate Dean will notify the student of his/her decision within five class days of receiving the appeal letter and materials.
  - b) If the Associate Dean denies admission, the student may follow procedures for appealing the decision as described in the section regarding appeals.

## APPENDIX B

### CODE OF ETHICS OF THE EDUCATION PROFESSION National Education Association

#### **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 noneducator 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.

# APPENDIX C

*Radford University*



## THE TEACHER EDUCATION PROGRAM

### Professional Characteristics and Dispositions

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: work habits; interpersonal skills; and values, attitudes and beliefs toward education, your responsibilities, and toward the students and families with whom we work. 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 that 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 that 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 or 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 or 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 or 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
- c) 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

# APPENDIX D

Radford University



## THE TEACHER EDUCATION PROGRAM

### INTERVENTION PLAN Professional Education Programs

Course/Field Experience \_\_\_\_\_

Semester \_\_\_ Fall \_\_\_ Spring Academic Year \_\_\_\_\_

Student's Name \_\_\_\_\_

RUID# \_\_\_\_\_ Licensure Program \_\_\_\_\_

Field Placement School \_\_\_\_\_

Cooperating Teachers \_\_\_\_\_

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.

#### II. Expectations and Conditions to be Met (continued)

#### 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.

\_\_\_ Writing Center

Muse Hall

831-6035

\_\_\_ Speech/Hearing Clinic

Waldron Building

831-5453

\_\_\_ Counseling and Student Development

Lower Level, Tyler Hall

831-5226

\_\_\_ Health Center

Ground floor, East Moffet

\_\_\_ Disability Resource Office

Lower Level, Tyler Hall

\_\_\_ Dean of Students

Walker Hall

831-5111

831-6350

831-5321

\_\_\_\_ Financial Aid  
225 Martin Hall  
831-5408

\_\_\_\_ Advising Center:

**V. Signatures**

University Supervisor \_\_\_\_\_

Cooperating Teachers \_\_\_\_\_

Student Candidate \_\_\_\_\_

Associate Dean \_\_\_\_\_

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

**VI. Documentation of lifting of probation: State clearly how student addressed expectations in the intervention plan and the reasons for taking the student off of probationary status:**

Date \_\_\_\_\_ Signature of University Supervisor \_\_\_\_\_



## THE TEACHER EDUCATION PROGRAM

# GUIDELINES FOR COMPLETING AN INTERVENTION PLAN

### Statement of Concerns

1. Clearly relate the concerns to the performance expectations for admission and retention in the Teacher Education Program.
2. Be sure that the student understands that he or she is considered to be on probationary status and that there is some question about whether or not he or she can complete the experience satisfactorily.

### Expectations and Conditions to be Met

1. Include dates by which the student must complete tasks or demonstrate growth in competencies.
2. State expectations in a manner that allows a judgment to be made about meeting or not meeting the expectations. Examples:

“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”;

“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.”

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

### Outcome Options

1. Identify the potential outcomes if the student Candidate does or does not meet all of the expectations. (If one of the possible outcomes would be to remove the student, please meet with the Assistant Dean to discuss procedures and options for the student.)  
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 Candidateship.”

### **Resource and Referrals**

1. 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.

# APPENDIX E

Radford University



## THE TEACHER EDUCATION PROGRAM

### LOG OF CLINICAL EXPERIENCES DURING FIELD EXPERIENCE

Name of Field Experience Candidate	Semester	Year
------------------------------------	----------	------

State licensure application processes require documentation of the time interns spend during clinical experiences in the following areas:

**CONFERENCING:** Time spent in discussions with cooperating teachers, principals, university professors, or other professionals in the clinical setting (e.g., school psychologist, librarian, classroom volunteers, etc.).

**OBSERVING:** Time spent observing professionals in the clinical setting interacting with PK-12 students. Candidates are encouraged to observe in a variety of settings (lunchroom, library, special classes, main school office, etc.) as appropriate requirements of their programs.

**TEACHING:** Time spent directly instructing students. This can be (1) time spent assisting the teacher or teaching under his/her direct guidance (using the teacher's plans), (helping individual students with assignments, giving a test, reading to students, conducting small groups, etc.); and (2) time when the intern is responsible for instruction and assessment (teaching and assessing student learning based on their own plans, etc.).

**OTHER ACTIVITIES:** Time spent during the school day in activities that are not classified as conferencing, observing, or teaching (e.g., faculty meetings, planning, creating instructional materials).

The intern should have at least two full weeks of full time teaching responsibility (all day, five days a week). Realizing that there are situations when this might not be possible, the intern, teacher, and university supervisor should work together to create a feasible schedule that best reflects the demands experienced by teachers who are teaching full time.

REVIEW AND LOG IN your time (in hours: minutes) each day. INCLUDE days you are absent. Have the cooperating professional INITIAL your entry each day. IF YOU HAVE MORE THAN ONE COOPERATING PROFESSIONAL with whom you work, identify each by a number and record the time spent with each cooperating professional each day.

THE CLINICAL EXPERIENCES LOG FINAL SHEET IS AN OFFICIAL FORM NEEDED FOR LICENSURE. KEEP AN ELECTRONIC COPY ON YOUR PROFESSIONAL CD.



# APPENDIX F

Radford University



## THE TEACHER EDUCATION PROGRAM

### FIELD EXPERIENCES SUMMARY LOG

*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#** \_\_\_\_\_

**SEMESTER** \_\_\_\_\_ **YEAR** \_\_\_\_\_ **SCHOOL SYSTEM** \_\_\_\_\_

		SUMMARY OF HOURS		Days Absent: _____	Days Present: _____
Name of Cooperating Professional	Grades or Ages/Subjects <sup>1</sup>	Total Hours Spent:			
		Conferencing	Observing	Teaching <sup>2</sup>	Other

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 directly instructing PK-12 students.

**Signature of Cooperating Professional(s)**

**Name of School(s) or Agencies**

**Date**

**Signature of University Supervisor(s)**

**Date**

**Signature of Candidate**

# APPENDIX G

## BASIC REQUIREMENTS FOR LICENSURE

The following conditions are taken from the document: Office of Professional Licensure, Virginia Department of Education. (July, 1993). Licensure Regulations for School Personnel. VDOE, P.O. Box 2120, Richmond, VA 23216-2120

### 3.2 Conditions for licensure

In accordance with this authority, the Board of Educational prescribes these regulation. 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 an accredited institution of higher education; and
4. possess good moral character (free of conditions outlined in Part IV of this document)(see below).

### 4.4 Denial

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

1. Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
2. Falsification of school records, documents, statistics, or reports;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;
6. Revocation of the license by another state; and
7. Other good and just cause of a similar nature.

The Board of Education approved the following changes to the licensure code as passed by the General Assembly in 2005:

*§ 22.1-292.2. Suspension or revocation of license for procuring, selling, or administering anabolic steroids.*

*A. The Board of Education shall suspend or revoke the administrative or teaching license it has issued to any person who knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by § 22.1-279.3:1. Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth.*

*B. Any suspension or revocation imposed in accordance with this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298, governing the licensure of teachers.*

Note: a teaching license may also be revoked for the reasons stated above, as well as for "misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted" (4.1).



# APPENDIX H

## COURSES TAKEN DURING THE "EARLY FIELD EXPERIENCE" SEMESTER

### **EDUC 425 CURRICULUM, INSTRUCTION, AND TEACHING: SOCIAL STUDIES CONNECTIONS**

Offers students the opportunity to plan, develop, implement, and evaluate curriculum and learning activities for elementary-aged children. Using social studies as a focus, students will implement appropriate assessment and intervention techniques for individual and classroom instruction and develop integrated learning activities across curricular areas. Within the focus of multi-cultural education, students will learn how to use the tools in inquiry, technology, and central concepts of unit design and implementation.

### **EDUC 410 TEACHING AND LEARNING ELEMENTARY MATHEMATICS**

This pedagogy course builds on the mathematics courses taken by students and provides the skills needed to be effective elementary educators. Students discuss application of learning theories to mathematics education and are provided with concrete experiences that can be utilized in the elementary classroom. The incorporation of national and state standards in planning and instruction will be modeled.

### **EDUC 404 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL**

This course is designed to provide preservice teachers with the knowledge, skills, and dispositions essential to implementing an integrated approach to language arts programs in the Pre-K-6 classroom. The focus will be on strategies and activities for teaching oral language and speaking, writing, spelling and curriculum development for first and secondary language learners

### **EDRD 414 READING II**

This course focuses on strategies for teaching comprehension and reading in the content areas, approaches to reading instruction, assessment, and grouping for instruction.

### **EDUC 430 DEVELOPING A COMMUNITY OF LEARNERS IN THE ELEMENTARY CLASSROOM**

Provides extensive clinical experience in an elementary classroom under a qualified teacher throughout the semester. The weekly seminar focuses on building community and fostering self-control and discipline within the elementary classroom. Classroom management theories, techniques, and strategies will be covered. Situational analyses based on practicum experiences will be addressed.

# APPENDIX I

Radford University

RU



## THE TEACHER EDUCATION PROGRAM

### *Professional Development Activity*

**PRESERVICE TEACHER'S NAME** \_\_\_\_\_

**TITLE OF PROFESSIONAL DEVELOPMENT ACTIVITY:**

\_\_\_\_\_

**LOCATION:** \_\_\_\_\_

**DATE(S)** \_\_\_\_\_

**TIME(S)** \_\_\_\_\_

**PRESENTER(S):**

\_\_\_\_\_  
\_\_\_\_\_

**BRIEF DESCRIPTION OF WHAT YOU LEARNED:**

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**APPENDIX J**  
**Basic Lesson Plan Format**  
**Elementary Education**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Lesson Title/Topic: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Materials, Resources, Technology: \_\_\_\_\_

**I. Identifying Desired Results**

- A. Virginia Standards of Learning
- B. Objectives
  - 1. Content Objectives (What will they learn?)
  - 2. Process Objectives (How will they learn?)
  - 3. Value Objectives (Why is it important?)
- C. Consideration of Diversity
  - 1. Social and cultural considerations
  - 2. IEP's
  - 3. Physical needs
  - 4. Other

**II. Determine Acceptable Evidence**

- A. Assessment Strategies/Tools -- How do you know they have learned?
- B. Consider content, content pedagogy, learner development, standards and objectives, consideration of diversity

**III. Detailed Procedures (Body of Lesson)**

- A. Introduction (to focus students on the lesson)
  - 1. Plans for activation of prior knowledge, making connections, an initiating activity or anticipatory set (to grab attention), advance organizers, modeling, etc.
- B. Body
  - 1. Plans for direct instruction, centers, small or whole group, partner work, mini-lessons, etc.
  - 2. As needed select from modeling, guided practice, check for understanding
  - 3. Plan specific teaching strategies (e.g., Higher Order Questioning, DRTA)
- C. Closure (as appropriate select from)
  - 1. Independent practice
  - 2. Answer questions
  - 3. Reinforce points to be learned
  - 4. Summarize
  - 5. Connect and feed forward
- D. Implementation of Consideration of Diversity

**IV. Reflections**

- A. Evidence of Children's Learning (What did the children understand, not understand? How would you help those who didn't understand or had confusions/misunderstandings?)
- B. Classroom Management (What changes need to be made to better manage the lesson, the children, the organization?)
- C. Self-assessment of Own Learning (What are you learning about yourself as a teacher?)
- D. What happened that you didn't anticipate?
- E. What are you noticing about how social and cultural identity played a role in this lesson? For example, consider language, ethnicity, how students responded, etc.

**APPENDIX K**  
**Formal Observation Form**



**Radford University**

**College of Education and Human Development**  
**SCHOOL OF TEACHER EDUCATION AND LEADERSHIP**  
**ELEMENTARY EDUCATION TEACHER PREPARATION PROGRAM**

**CLASSROOM OBSERVATION FEEDBACK**

Teacher Candidate: \_\_\_\_\_ School: \_\_\_\_\_

Observation: Date: \_\_\_\_\_ Time of Day: \_\_\_\_\_ Length: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ RU Supervisor: \_\_\_\_\_

An "O" should be placed beside each behavior observed. An "N" should be placed beside behaviors that were not observed but which would have enhanced the particular lesson. In the space for anecdotal notes, the observer should cite specific examples and provide specific suggestions.

Conference Objective:

Notes, Comments, Suggestions

**INSTRUCTION**

**Preparation**

- \_\_\_ Prepares materials in a timely manner
- \_\_\_ Demonstrates accurate/current knowledge of subject matter
- \_\_\_ Has daily lesson plans

**Delivery**

**Introduction**

- \_\_\_ Establishes a focus for the lesson/introduction
- \_\_\_ Explains key concepts, understandings, principles
- \_\_\_ Develops connections to real life and builds on prior knowledge

**Body**

- \_\_\_ Asks questions which require the use of higher level thinking skills and to check for student understanding
- \_\_\_ Uses models, demonstrations, visual aids and graphic organizers during instruction
- \_\_\_ Provides guided and independent practice
- \_\_\_ Checks for understanding throughout lesson

**Closure**

- \_\_\_ Provides closure for the lesson
- \_\_\_ Provides students opportunities to summarize

**Overall Effectiveness**

- \_\_\_ Encourages all students to be responsible for their learning
- \_\_\_ Provides differentiated assignments
- \_\_\_ Transitions are smooth
- \_\_\_ Paces lesson effectively
- \_\_\_ Utilizes technology
- \_\_\_ Makes provisions for early finishers
- \_\_\_ Monitors student participation
- \_\_\_ Monitors on-task behaviors
- \_\_\_ Uses Standard English

**ASSESSMENT**

- \_\_\_ Aligns assessments with objectives
- \_\_\_ Assesses student progress formally and informally with a variety of tools
- \_\_\_ Monitors students' progress
- \_\_\_ Uses assessment to inform instruction
- \_\_\_ Adjusts instruction according to assessment data

**CLASSROOM MANAGEMENT**

- \_\_\_ Establishes procedures and routines to maximize instructional time (taking attendance, collecting assignments, issuing passes, etc.)
- \_\_\_ Establishes clear and appropriate expectations for student behavior
- \_\_\_ Corrects inappropriate behavior promptly while maintaining the dignity of the student
- \_\_\_ Provides a safe, orderly learning environment
- \_\_\_ Uses a variety of approved strategies to manage student behavior (proximity, seating arrangement, time-out, nonverbal cues, etc.)
- \_\_\_ Uses positive reinforcement

**CLASSROOM CLIMATE/ ENVIRONMENT**

- \_\_\_ Maintains a climate based upon courtesy and respect
- \_\_\_ Conveys warmth, friendliness, patience, empathy, and sensitivity to students
- \_\_\_ Practices active listening
- \_\_\_ Models usage of courtesies and etiquette (please, thank you, etc.)
- \_\_\_ Maintains appropriate voice levels
- \_\_\_ Routinely attends to the influence of social and cultural identity on classroom environment

Notes from Conference:

**Notes from Conference:**

\_\_\_\_\_  
**Conference Date**

\_\_\_\_\_  
**Observer's Signature**

\_\_\_\_\_  
**Candidate's Signature**

# APPENDIX L

Radford University

RU



## THE TEACHER EDUCATION PROGRAM

Year: _____	<b>Teacher Candidate Evaluation Early Field Experience</b>	Please check: Midterm: _____ Final: _____
Fall: _____ Spring: _____	<b>Elementary Education PLEASE USE SCANTRON VERSION OF THIS FORM</b>	Pass: _____ Fail: _____

Candidate's Name \_\_\_\_\_ ID# \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Professional \_\_\_\_\_ Subject/Grade/Age \_\_\_\_\_

School or Agency \_\_\_\_\_ School Division \_\_\_\_\_

**UNIVERSITY SUPERVISOR: PLEASE SUBMIT A SIGNED COPY TO THE FIELD EXPERIENCE OFFICE**

Candidate's signature \_\_\_\_\_

University Supervisor \_\_\_\_\_

Signature of person completing this form: \_\_\_\_\_ and your role: \_\_\_\_\_

Cooperating Professional \_\_\_\_\_

*Please use the following scale to rate the performance of the Candidate in each of the assessment items by checking the appropriate column with the following ratings:*

- U = UNSATISFACTORY**
- NI = NEEDS IMPROVEMENT**
- S = PROGRESSING SATISFACTORILY**
- P = PROFICIENT**
- D = DISTINGUISHED**
- NA = Not applicable, or insufficient information to rate the**

**Candidate**

**Please include examples of strengths and areas for improvement in the "Comments" section.**

Category and Items	Rating						Comments
	U	NI	S	P	D	NA	
<b>CATEGORY I: DEMONSTRATES KNOWLEDGE OF CONTENT AND CONTENT PEDAGOGY</b>							
1. Demonstrates strong knowledge of the content being taught grades (overall rating)							
2. Engages students with the content in meaningful ways (overall rating).							

3. Applies an understanding of how students learn the content, including typical challenges students may encounter.							
4. Uses a variety of teaching strategies appropriate for the content being taught.							
5. Relates the content to students' lives and interests.							
<b>CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	
1. Demonstrates an awareness and basic knowledge of student development (cognitive, physical, social/emotional).							
2. Demonstrates an awareness and is beginning to use teaching practices based on an understanding of student development.							
3. Demonstrates an awareness and basic knowledge of common student exceptionalities and differences.							
4. Demonstrates an awareness of and basic ability to modify instruction to adapt to differences among students.							
5. Demonstrates an awareness of and basic ability to use an understanding of the interests and cultural heritage of students in his/her teaching.							
<b>CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	
1. Maintains routines in the classrooms							
2. Responds to inappropriate behavior effectively							
3. Demonstrates an awareness of and basic ability to implement developmentally responsive management techniques.							
4. Demonstrates an awareness of and a basic ability to develop safe, equitable, caring, respectful and productive learning environments.							
5. Demonstrates an awareness of and basic ability to foster self-motivation.							
6. Demonstrates an awareness of and basic ability to foster active inquiry, collaboration, and supportive interaction.							
<b>CATEGORY IV: PLANNING AND IMPLEMENTING INSTRUCTION</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	
1. Develops comprehensive lesson plans							
2. Aligns instruction with state and national goals.							
3. States instructional objectives in clear, measurable terms.							
4. Plans and implements a variety of effective instructional strategies							
5. Uses a variety of effective instructional materials.							

6. Maintains students' attention, and is able to refocus their attention if necessary.						
7. Uses clear directions, explanations, demonstrations, questions.						
8. Uses strategies that encourage critical thinking, problem-solving, and performance skills.						
9. Integrates technology.						
10. Provides feedback to students in a timely and helpful manner.						
11. Plans and uses a variety of appropriate assessment criteria and strategies						
12. Uses assessment information to improve student learning and his/her teaching.						
13. Maintains accurate records of student progress.						
14. Identifies and uses community resources in enhancing learning.						
15. Plans and implements instruction based on knowledge of learning theory.						
<b>CATEGORY V: MODELS PROFESSIONALISM</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>
1. Reflects professionally on practice						
2. Expresses concern for and desire to communicate with families						
3. Makes continuous efforts to develop professionally.						
4. Works collaboratively, productively, and professionally with others						
5. Demonstrates a willingness to advocate for students, schools, and education						
6. Demonstrates effective oral and written communication skills.						
7. Demonstrates effective work habits						
8. Demonstrates a commitment to the profession.						
9. Is aware of professional organizations.						
10. Uses technologies to communicate professionally.						



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