

Radford University's

SECONDARY

SOCIAL

STUDIES

August 2008

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.



TABLE OF CONTENTS

<u>Title</u>	<u>Page Number</u>
DIRECTORY OF UNIVERSITY OFFICES	6
“THE PROFESSIONAL EDUCATOR” a Professional Community Statement	7
OVERVIEW OF THE SECONDARY TEACHER EDUCATION PROGRAM.....	9
Tuberculosis Form	14
Code of Ethics	15
Basic Requirements for Licensure	17
Reciprocity with Other States.....	19
Overview of the Secondary Education	20
Policies Regarding Field Experience.....	23
Schedules and Vacations and Holidays.....	23
Absences.....	23-24
Inclement Weather.....	24
Outside Commitments.....	25
Health Issues	25
Substitute Teaching.....	25
Personal Appearance.....	25
Professional Development Seminars and Activities	26
School Discipline.....	26
Instructional Planning.....	26
Credit Hours and Licensure Requirements	27
Guidelines for Completing an Intervention Plan	29
Intervention Plan Form.....	31
EARLY FIELD EXPERIENCES.....	33
Early Field Experience Activities	35
Role of the Participants	36
Field Experience Log of Activities.....	43
Clinical Experience Log Summary	44
Intern Attendance Form.....	45
Diversity Form	46
STUDENT TEACHING INTERNSHIP.....	47
Student Teaching Internship Overview	48
Career Planning.....	54
Role of the Participants	57
Suggested Schedule and Internship Activities	65
Assessing Internship Progress	69
Teaching Intern Evaluation	71



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 the interns enrolled in the Early Field Experience and in the Student Teaching Experience.

Your daily encouragement and professional assistance are integral to their professional development. Through you, the field experiences serve as the cornerstone of our preparation programs.

We wish to extend our gratitude to you.



DIRECTORY OF KEY UNIVERSITY OFFICES

College of Education and Human Development

Dr. Patricia Shoemaker, Dean 831-5439
Kathy Murphy, Admin Assist 831-6374

Field Experiences Programs

Dr. William Zuti, Director.... 831-5277
Gail Ayers, Assistant Director 831-5277

Academic Advising and Student Support

Donna Dunn, Coordinator 831-5424
Libby Hall, Licensure Specialist 831-6422

School of Teacher Education and Leadership

Dr. Sandra Moore, Interim Director 831-5302
Dr. Ron Kolenbrander, Social Science Education 831-6158
Dr. Matthew Dunleavy, Educational Media and Technology 831-5212

College of Humanities and Behavioral Sciences

History Department

Dr. Sharon Rogers Hepburn, Chairperson..... 831-5263
Dr. Garth Montgomery, Teacher Education Liaison 831-5392

Registrars Office 831-5271
Student Accounts 831-5417

The Professional Educator

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

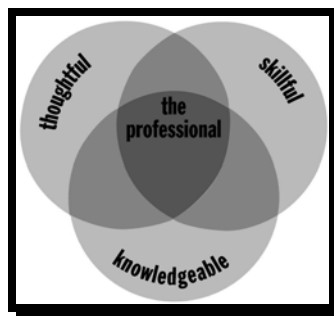
A fundamental concept underlying preparation for a profession in PK-12 schools is that it is a career-long process. Thus, the first basic expectation for Radford University professional education candidates is that they demonstrate a **commitment to life-long learning**. Studies of experts and novices 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.

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

Content

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



Learners

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

Best Practice

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

Professionalism

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



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 AND RETENTION IN 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 2.75 GPA over all college work, a minimum 2.75 GPA on all work at Radford University, and a 2.75 GPA in coursework comprising the major;
- 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 and VCLA);
- Have met basic requirements for licensure in Virginia;
- Demonstrate behavior in conformance with the Code of Ethics of the National Education Association;
- Not have 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.

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

Procedures Regarding Admission and Placement in Field Experiences

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

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

Interns 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 interns are not accomplished professionals, they must be able to contribute to the school and classroom through their growing professional skills and knowledge. The University recognizes its equal responsibility to support the intern'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.

Intervention

When the University supervisors and cooperating teacher judge that an intern does not meet performance expectations outlined in the program and in the *Policies and Procedures Governing Admission and Retention* and that the intern could be in danger of failing or of being removed from the program, supervisory faculty may place the intern on probation. The University supervisor, cooperating teacher, and intern 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 intern remains on probation until he or she establishes a pattern of satisfactory progress as judged by the University supervisor in collaboration with the cooperating teacher.

Interim Removal

Faculty members, cooperating teachers, or administrators may recommend that an intern 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 intern. Cooperating teachers make the recommendation to the University supervisor. The intern does not return to the school placement during Interim Removal.

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

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 intern 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 intern 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

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

Withdrawal

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

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.

Fill out and take to your health care provider

Tuberculosis Screening: Required of all students before entering student teaching

Name _____ Date of Birth: ____/____/____ Social Security Number: ____-____-____
MM DD YYYY

TO BE COMPLETED BY YOUR HEALTH CARE PROVIDER

Based on the guidelines published by The American College Health Association the recommendations from the Centers of Disease Control (CDC) and the American Thoracic Society, Tuberculosis Screening is required within the last six months primarily by conducting a Risk Assessment. For more information, visit www.acha.org or refer to the CDC's Core Curriculum on Tuberculosis available at state health departments or at the following website: www.cdc.gov/nchstp/tb/pubs/corecurr/. Please answer the following questions.

1. Does the student have **signs or symptoms of active TB disease**? YES NO
If NO, proceed to question 2.

If YES, proceed with additional evaluation to exclude active TB disease including tuberculin skin testing, chest x-ray and sputum evaluation as indicated.

2. Is the student a member of a **high-risk group**? YES NO

Categories of high-risk students include those: with HIV infection; who inject drugs; who have resided in, volunteered in or worked in high-risk congregate settings such as prisons, nursing homes, hospitals, residential facilities for patients with AIDS, or homeless shelters; and those who have clinical conditions such as diabetes, chronic renal failure, leukemias or lymphomas, low body weight, gastrectomy and jejunoileal by-pass, chronic malabsorption syndromes, prolonged corticosteroid therapy (e.g. prednisone > 15 mg/d for > 1 month) or other immunosuppressive disorders.

If NO, continue to question 3.

If YES, place tuberculin skin test (Mantoux only: Inject 0/1 ml of purified Protein derivative [PPD] tuberculin containing 5 tuberculin units [TU] Intradermally into the volar [inner] surface of the forearm.) A history of BCG vaccination should not preclude testing of a member of a high-risk Group. If PPD is not placed, a chest x-ray is required (see B to record x-ray result)

3. Has the student lived or traveled (spent 6 weeks or more) in countries where TB is endemic? YES NO
Includes those students who have arrived within the past 5 years from countries other than those on the following list: Canada, Jamaica, Saint Kitts and Nevis, Saint Lucia (USA), Virgin Islands (USA), Belgium, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, San Marino, Sweden, Switzerland, United Kingdom, American Samoa, Australia, or New Zealand.

IF NO to #1, #2, & #3, PPD and Chest X-Ray are not required. No further evaluation is required. PLEASE SIGN BELOW IF YES, Students should undergo tuberculin skin test or Chest X-ray. (See #2 Above)

PLEASE USE THE SPACE BELOW TO DOCUMENT TUBERCULIN SKIN TESTING AND/OR CHEST RADIOGRAPHY*

*(Based on assessment criteria outlined above)

A. Tuberculin Skin Test

Date given: ____/____/____ Date read: ____/____/____ Result: _____ mm
MM DD YYYY MM DD YYYY (Record actual mm of induration, transverse diameter; if no induration, write "0")

Interpretation (based on mm of induration as well as risk factors) Positive Negative

B. Chest X-Ray (required if Tuberculin Skin test is positive or if PPD has not been placed but patient is at risk of disease; must have been performed on or after March 1, 2007):

Result: Normal Abnormal Date of chest x-ray: a ____/____/____
MM/DD/YY

INH Initiated Date ____ X ____ months INH course completed YES NO

HEALTH CARE PROVIDER: (signature required as validation of correct information for TB assessment only)

Name: _____ Address: _____

Signature: _____ Phone: _____ Date: _____

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 non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions

BASIC REQUIREMENTS FOR LICENSURE

The following conditions are taken from the document: Licensure Regulations for School Personnel. Office of Professional Licensure, Virginia Department of Education. (July, 1998). 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 regulations. 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 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)

RECIPROCITY WITH OTHER STATES

VIRGINIA Interstate Agreement Contract States

Virginia has entered into reciprocity agreements with the states that are listed below. These states recognize the Virginia license. Check with the state where you wish to teach (other than Virginia) to determine deficiencies, if any, that you will need to complete for the license in that state. You can find information regarding contact persons, phone numbers, etc., by contacting the Center for Advising and Licensure (831-5424). Usually, the best, most updated information is available on the web. The following sites include listings of contacts at each state, in addition to other links regarding job searches, etc.:

<http://www.recruitingteachers.org/does.html>

http://dir.yahoo.com/Education/K_12/Teaching/Teacher_Certification/U_S_States/

<http://www.aip.org/statistics/trends/reports/teacher.htm>

<http://www.ub-careers.buffalo.edu/aaee/certoffice.shtml>

Teacher Licensure – Reciprocity Agreements Exist with the following 48 States

Alabama	Hawaii	Montana	Pennsylvania
Alaska	Idaho	Nebraska	Puerto Rico
Arizona	Illinois	Nevada	Rhode Island
Arkansas	Indiana	New Hampshire	South Carolina
California	Kansas	New Jersey	Tennessee
Colorado	Kentucky	New Mexico	Texas
Connecticut	Louisiana	New York	Utah
Delaware	Maine	North Carolina	Vermont
District of Columbia	Maryland	North Dakota	Virginia
Florida	Massachusetts	Ohio	Washington
Georgia	Michigan	Oklahoma	West Virginia
Guam	Mississippi	Oregon	Wyoming

OVERVIEW OF THE SECONDARY TEACHER EDUCATION PROGRAM

Radford University's secondary education preparation programs are designed to prepare individuals who have strong subject matter knowledge and who also understand how to engage students in meaningful ways with that content. Several areas in secondary education are considered critical shortage areas in Virginia, and we readily accept the challenge to recruit and prepare candidates in these areas. We also recognize that shortages may not necessarily be due to limited numbers of candidates entering those fields, but to the fact that many leave during their first years of service. Thus, we endeavor to not only prepare candidates with strong content knowledge and the ability to engage students, but candidates who plan to *stay in education* and to continue to develop as professional educators.

Secondary education curricula and field experiences are continually reviewed and revised by faculty in arts and sciences, in education, and in schools. These individuals review courses and field experiences to ensure that they are aligned with state and national standards and that they are grounded in the realities of schools. Partnerships with arts and sciences faculty who hold a special interest in what happens in our schools, who are often actively involved with PK-12 students and teachers, and who are keenly dedicated to preparing highly qualified teachers, help make the process of preparation more seamless and integrated across content courses and professional courses and field experiences.

We recognize that learning to teach is a career-long process, and we expect our candidates to demonstrate a commitment to life-long learning and to take initiative in their own professional development. We also recognize the centrality of field experiences and continually work to strengthen the opportunities candidates have to build their knowledge and skills for teaching during the two semesters of early field experience and student teaching internship.

Field experience programs in secondary education are:

- **Field-based** and grounded in the realities of today's schools;
- An **integrated** set of courses and field experiences;
- Focused upon **subject matter competency** and **content-specific pedagogy**;
- **Aligned** with state curriculum standards and licensure regulations, and with standards established by professional organizations in the disciplines;
- **Performance-based**, requiring the demonstration of knowledge, skills, and dispositions and ethical conduct integral to successful teaching.

Because of these key aspects of our programs, cooperating professionals and university supervisors must be committed to the clinical process and knowledgeable, skilled, and willing to support the professional development of candidates.

KEY PREPARATION AREAS

“The Professional Educator”

The following is a broad description of the shared expectations we all have for candidates in professional education preparation programs. More specific performance expectations are outlined for each content area (English, mathematics, science, and social studies) in the intern evaluation forms and packets for each discipline.

Content Knowledge

Candidates develop the content knowledge for their subject areas through courses in General Education (50 semester hours) and the courses required to complete a baccalaureate degree in each candidate’s chosen major. The sequence of coursework is aligned with the subject matter competencies in Virginia’s licensure requirements and in professional standards established by the practitioner-based professional organizations such as the National Council for Social Studies. Faculty in the discipline areas and education faculty collaborate to ensure that candidates have opportunities in courses and field experiences to develop knowledge and skills in content pedagogy as well as in the content areas. Post-baccalaureate candidates’ records of academic study and career experiences are reviewed to ensure that they meet licensure endorsement requirements prior to entering the licensure preparation program.

Applying an Understanding of Learners

Courses in this area include those that address student development and individual differences, students with exceptionalities, and cultural differences impacting teaching and learning.

HUMD 300 Child and Adolescent Development
EDEF 320 Intro to Professional Education

Best Practice and Professionalism

The last two semesters of the program include intensive field-based experiences integrated with professional studies courses.

EDET 445 Integration of Educational Technology
EDUC 440 Teaching Grades 6-12
EDSP 404 Intro to Special Education for Secondary Education
EDUC 441 Field Experiences Grades 6-12
EDRD 416 Reading in the Content Areas
EDUC 442 Teaching Grades 9-12 (Social Studies)
EDUC 452 Student Teaching Grades 9-12

Sequence of Professional Experiences in the Program

Candidates complete subject area preparation courses prior to the final two semesters of the program. They also take HUMD 300 (Child and Adolescent Development) and EDEF (Intro to Professional Education) prior to the intensive field-based experiences in the Fall and Spring semesters of the final year.

The final year is conceptualized as a core internship experience, integrated with courses and professional seminars. The first semester integrates coursework and field experiences, focusing on basic skills in: developing and implementing instruction; integrating technology; assessing student learning; addressing individual differences; applying skills in reading in the content areas to promote student learning; establishing a climate for learning; promoting productive home-school relationships; and engaging in on-going professional development. During this semester, candidates are placed in two settings for approximately seven weeks each: a middle school (grades 6-8) and a high school (grades 9-12) setting. The final semester is a full-time student teaching internship in a high school coordinated with a course that continues a focus on curriculum and instruction, establishing a climate for learning, promoting home-school communication, and with seminars that provide additional support for instructional planning and professional development.

POLICIES REGARDING FIELD EXPERIENCES

Early Field Experience Schedules

Early Field Experience interns are expected to be in the schools a minimum of two days per week (Monday, Wednesday). This is truly a minimum, and candidates who take advantage of this opportunity to gain as much experience as possible have always benefited greatly. Early Field Experience Interns are not required to be in the schools during the regularly scheduled University fall breaks though they may choose to do so. Specifics regarding the schedule for the Early Field Experience clinical experience (e.g., beginning and ending dates) are communicated to students during the orientation during the first week.

Student Teaching Schedules

The student teaching internship is a full semester's experience. Student Teaching Interns abide by the school division schedule and calendar (rather than the RU calendar of "breaks" and holidays). Interns usually begin their assignments on the second day of the semester and complete the assignment on the assignment by noon on the Thursday before commencement. Interns return to campus the Thursday before commencement to complete program evaluations, beginning at 2:00.

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

Vacations and Holidays

Early field experience Interns follow the University schedule, including Fall and Spring "breaks." Student Teaching Interns follow the calendar of the cooperating school division during the period of the assignment. However, according to university policy, interns who live on campus are not required to be present in their assigned schools when the University is officially recessed. Many interns make arrangements to live off campus with friends for the few days when the dormitories are closed during University holidays. In the event that the intern elects the University schedule over a conflicting school schedule, she will arrange for compensating professional activities (observations, etc.) while the cooperating school is recessed. Such activities will be annotated in the student's log and initialed by supervisory personnel at the alternative location.

Absences Due to Illness

In all cases of personal illness, the intern must contact the supervising teacher(s) and the principal and/or the school office and the university supervisor. The intern must make sure that any lesson plans, corrected papers, or any other materials are taken to the school to be available when needed. If the illness will cause an extended absence from teaching (i.e., more than 3 days), the intern should notify the Field Experience Programs Office (831-5277) as well as the supervisor and cooperating teacher, and must submit a note to that Office from a health provider if the absence lasts more than three days. (Note: This is not to say that students have three "sick days" to use as they please.)

Absences for Professional Activity

University-Initiated Professional Activity

The University supervisor will give notice of required seminars well in advance. If interns must be absent from the field to attend, the absence will not be considered as part of the intern's three professional leave days.

Intern-Initiated Professional Activity

Interns have three professional leave days which they can use to take part in employment interviews, meetings of professional organizations, or other professional activities. The intern is responsible for **submitting a written request**, including the dates she will be absent and the reasons, three or more weeks **prior** to the absence to the supervising teacher and supervisor who must approve and sign it. A copy is given to the Field Experience Office.

Absences Due to Personal Reasons

If a non-illness personal emergency (such as a death in the family) occurs, the intern should notify the supervisor who will then inform the teacher and the Field Experience Office. If this is not possible, the intern should call and leave a message at the Field Experience Office (phone messages are accepted on a 24-hour basis). If the personal reason for absence is not an emergency, the student must submit a written request for permission for a leave of absence as described above to the cooperating teacher and university supervisor.

Supervisors examine the intern's log each week and confer with supervising teacher regarding missed days. All absences, including late arrivals or early departures, must be accurately entered into the log by the intern and then tallied and entered on the final log sheet turned in at the end of the semester. Concerns about the frequency or number of absences raised by either the supervising teacher or the university supervisor will be brought to the attention of the intern and the Associate Dean.

NOTE: 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 supervising teacher, university supervisor, and Associate Dean.

Inclement Weather

In cases of inclement weather, interns are to report to their schools when the teachers are expected to be there. If schools are closed due to weather and the teachers are not asked to report, then interns do not report. If the schools are closed for students but professional staff members are expected to be there, interns must report as well. However, if the schools are opening late and teachers are not required to be there for two or more hours and it is during the placement for early field experience, interns are not required to report to school but they must call the school and supervisor let them know they will not be there. In cases of severe inclement weather when schools are closed for several days, interns might be required to extend their time in the schools to complete requirements for the field experience.

Outside Commitments

Because interns 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 interns have special circumstances, such as having to work to put themselves through school, the outside commitments must never impinge upon their responsibilities during the field experience program. Interns who have concerns in this area should discuss this with the university supervisor or with the Associate Dean immediately; if possible, before they begin their placement. If outside commitments interfere with internship responsibilities, the intern may find it necessary to make personal adjustments to give full attention to the program.

Health Issues

Interns have access as students to services at the university health center. Interns are responsible for providing their own health and accident insurance coverage (information for obtaining insurance through private agencies are available at the Dean of Students Office in the Heth Student Center). Students who are members of the Student Education Association have professional liability insurance as part of their membership benefits.

Exposure to illnesses during internships is common. Students are responsible for making sure they have appropriate immunizations and health insurance policies. Prior to student teaching, students are required to provide evidence of a negative TB test.

Substitute Teaching

The school hires a certified substitute teacher whenever the supervising teacher is absent. However, the intern 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 intern may be permitted to serve as a substitute teacher. In such cases, the following guidelines should be met at a minimum:

1. The supervising teacher(s), school principal and university supervisor recommend (in writing) the intern for this service due to the exceptional performance of the intern; it is approved in writing by the school division and by the Associate Dean;
2. Adequate supervision is provided by a legally authorized person (such as a certified teacher, principal, or assistant principal);
3. The student teacher agrees to assume the responsibility, depending upon school policies, waives any remuneration for such service unless authorized by the school division.

Personal Appearance

As representatives of Radford University and of the school and school division, interns 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. Interns with questions about appropriate dress should ask the supervisor, supervising teacher, or principal.

Professional Development Seminars and Activities

Interns are required to meet periodically for special seminars. These seminars may be arranged by the Field Experience Programs Office, a representative of program area, the university supervisor, or clinical faculty members at the school. Interns are expected to attend each scheduled seminar. Seminars are often arranged to make sure candidates are meeting state licensure requirements (e.g., child abuse and neglect), thus the requirement for attendance. Candidates should keep documentation of attending any professional development opportunities such as these. University supervisors will give interns, teachers, and principals advance written notice about seminars.

School Discipline

During the first week of the assignment, the intern is responsible for obtaining and reading written school policies and procedures. The intern should discuss these and classroom discipline with the supervising teacher. The intern should avoid using discipline measures that have not been previously discussed with and approved by the teacher.

Instructional Planning

Early field experience interns should have opportunities to teach, most often using the teachers' plans, and, toward the end of the semester, to teach lessons and units they have planned. Student teaching interns should be involved in instructional planning as soon as possible. At the beginning of each semester, the intern and teacher should outline long-range plans for the intern's responsibilities, including times when the intern will teach and when he or she will be responsible for both planning and teaching.

Student teaching interns should move toward being able to independently plan appropriate instruction and assessment of pupil progress during the first part of the internship. The intern should be encouraged to try her own methods and instructional ideas and to locate and/or develop additional materials and not always teach directly from the teachers' plans. Though the supervising teacher and university supervisor may provide extensive guidance during the initial weeks, it is essential that the intern demonstrate the ability to plan and assess independent of extensive guidance before assuming full responsibility for teaching.

A rule of thumb is that any "teaching" that will be reported on the CLINICAL EXPERIENCES LOG SUMMARY should have a written plan. Plans must be submitted to the supervising teacher for review prior to teaching. The teacher and supervisor will establish how far in advance of the actual teaching the plans should be submitted. However, in all cases, written plans for all assigned lessons must be submitted at least one day prior to the actual instruction. All plans must meet with the supervising teacher's approval in order for the intern to teach the lesson(s). This is especially important for student teaching interns. If plans are not well-developed, the intern might not have sufficient opportunity to teach and might not complete the program successfully.

The **form for daily lesson plans** is determined by the teacher and the supervisor. At the very least, plans should include: learning objectives, subject/grade level, materials, sequence of activities, methods used to assess learning, accommodations for special learners, and reflections

after teaching. Plans should be sufficiently detailed to enable someone to teach from the plans. Alternative lesson plan formats can be obtained from the teacher or supervisor.

Written plans provide supervisors and teachers with concrete, necessary evidence of how well the intern is mastering skills in planning instruction. Interns should write plans to reveal knowledge and skills which might not be immediately apparent when someone is observing him/her teach: how s/he plans for individual differences, plans experiences to extend or maintain what is learned, incorporates community resources, addresses pupils' prior knowledge and experience, etc. **Plans should be available prior to any observation.** The intern should keep these plans and reflections in a notebook readily available to the supervisor so the intern does not have to interrupt her teaching when the supervisor arrives. Interns should also give copies of any unit studies they plan to the supervisor and teacher prior to teaching the unit.

As a part of written planning, reflecting, and record-keeping, interns must **document their impact upon student learning**. Teachers are expected more and more to be accountable for ensuring that all students learn: many schools require that teachers provide documentation of student learning as part of annual evaluations of their teaching. Especially during the latter part of student teaching, interns are expected to provide written evidence of the ability to assess student learning and to reflect upon and use the results of assessments to improve student learning. The university supervisor, cooperating teacher, and intern will determine what form this written evidence will take. Emerson Elliott (February 15, 2005) provides a set of criteria that can serve as a resource in considering how to guide the intern in providing evidence of his or her impact on student learning. Elliott suggests that such evidence would show that the intern can:

- Systematically assess students' prior knowledge and skills;
 - Plan instruction to advance student learning based on prior assessment;
 - Teach the content in meaningful ways that enable all students to learn, addressing individual differences;
 - Conduct concluding assessments;
 - Analyze the results of those assessments, documenting learning that occurred at individual and group levels, including explanations of results indicating students learned more or less than expected, and including discussions of results of different subgroups of students;
 - Reflect on changes in teaching that could improve student learning.
- (http://www.ncate.org/documents/articles/STUDENT_LEARNING_4th.pdf)

These points are included to help clarify what it means to say that interns must demonstrate their impact on student learning and to help guide efforts in promoting interns' ability in this key performance area.

Credit Hours and Licensure Requirements

In order to complete Radford's approved program and be recommended for licensure, the student must (1) successfully complete the full semester experience, (2) must log the minimum number of clock hours and the number of hours in direct teaching in the subject area required by the state, and (3), most importantly, must demonstrate the knowledge, skills, and dispositions to meet performance expectations. Minimal licensure requirements state that candidates (1) complete an approved teacher preparation program and that they (2) log a minimum of 300 clock hours and a

minimum of 150-200 hours of direct instruction at the appropriate grade levels and subject areas or with appropriate populations. Completion of the state's minimum hour requirement does not guarantee successful completion 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 she completes a full semester of student teaching experience. Interns in the secondary grades should carefully monitor the hours in which they are responsible for instruction. Sometimes inclement weather during the Spring semester or school testing limits the amount of time the intern can assume full teaching responsibility.

RADFORD UNIVERSITY
College of Education and Human Development

**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 (see Policies and Procedures Governing Admission and Retention: information and forms for intern evaluation).
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 students 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 intern 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 Associate 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 internship.

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.

INTERVENTION PLAN

Professional Education Programs

Course/Field Experience _____

Semester ____ Fall _____ Spring _____ Academic Year _____

Intern's Name _____

RUID# _____ Licensure Program _____

Field Placement School _____

Supervising Teacher _____

University Supervisor _____

I. Overview of Concerns

Address concerns related to the standards for admission and retention and performance expectations.

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
831-5111 | ___ Disability Resource Office
Lower Level, Tyler Hall
831-6350 | ___ Dean of Students
Walker Hall
831-5321 |
| ___ Financial Aid
225 Martin Hall
831-5408 | ___ Advising Center:

_____ | |

V. Signatures

- | | |
|-------|-----------------------|
| _____ | University Supervisor |
| _____ | Supervising teacher |
| _____ | Student Intern |
| _____ | 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 _____

Early Field Experience



EARLY FIELD EXPERIENCE

During the early field experience, interns do not assume teaching responsibilities for extended periods of time and the expectations for performance are in the following areas: how well they are planning instruction, demonstrating mastery of content knowledge, using appropriate oral and written communication skills, engaging in exemplary work habits, working with others, establishing rapport with students, and demonstrating professionalism. Interns must fulfill the expectations for performance for the early field experience in order to be recommended by the supervisor and supervising teacher for admission to student teaching.

The university supervisor will maintain regular contact with the early field experience intern through classes, seminars, email, phone calls, and school visits. Because early field experience interns are not teaching throughout the semester, the supervisor will not necessarily observe the intern teaching on all visits. Some supervisors encourage interns to video-tape their teaching and to provide their own reflections on the teaching. Interns should inform their supervisor ahead of any time when they are to be directly involved in working with students so there will be more opportunities for the supervisor to observe them teaching.

The following page describes activities for Early Field Experiences, including specific activities for Middle School and others for both High School and Middle School setting.

SUGGESTED SCHEDULE and INTERN ACTIVITIES

Field assignments are made by faculty members who work closely with the supervising teachers. However, the following can serve as a guide. The intent is for the intern to be involved in ways that contribute to the learning of the students with whom they are working while at the same time developing the professional knowledge and skills that will make them a strong teacher.

Early Field Experience Activities: Secondary

NAME _____

SEMESTER _____ 20____

Cooperating Teacher _____

Middle School

High School

This is a list of the experiences you are expected to complete in your assigned class at the middle and high school. Share this sheet with your cooperating teacher early in your placement and discuss with them the best way to carry out these tasks. Please work with your teacher to arrange the experiences in a way that helps the students in your classroom to continue to learn. Remember you spend seven weeks at each placement so do not wait to begin doing these tasks.

Required Activities for both Middle School and High School Placements to be submitted at end of semester to Field Experience Programs Office

DATE

EXPERIENCE

TEACHER'S INITIAL

- | | | |
|-------|---|-------|
| _____ | Teach a class using the mentor teacher's notes | _____ |
| _____ | Teach a group activity: a) simulation b) map activity c) content area reading strategy d) create and teach a worksheet e) develop introductory activity | _____ |
| _____ | Learn the names of the students in your class | _____ |
| _____ | Familiarize yourself with equipment the teachers use | _____ |
| _____ | Observe five other teachers- Social Studies/non Social Studies | _____ |
| _____ | Write a reflective paper about what your observations taught you about teaching | _____ |

Required Activities Specific to Middle School Placement Only

- | | | |
|-------|--|-------|
| _____ | Sit in on team meetings | _____ |
| _____ | Interview team to discuss activity done across disciplines | _____ |

Optional Activities Specific to High School Placements

You should do as many of these activities as possible.

- | | | |
|-------|---|-------|
| _____ | Do homework checks | _____ |
| _____ | Grade assignments/tests | _____ |
| _____ | Record grades | _____ |
| _____ | Observe student responses to teachers and peers | _____ |
| _____ | Assist students with homework/classwork | _____ |
| _____ | Tutor individual students with specific lessons, worksheets, projects, etc. | _____ |
| _____ | Create test questions | _____ |

Optional Activities Specific to Middle School Placements

You should do as many of these activities as possible.

- | | | |
|-------|--|-------|
| _____ | Create a short activity (ice breaker) to be done with advisory group | _____ |
| _____ | Follow a student through their day | _____ |
| _____ | Create a bulletin board | _____ |

ROLES OF PARTICIPANTS

THE DIRECTOR OF FIELD EXPERIENCES

The Associate Dean in the Office of Field Experience Programs 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 interns, assists supervisors in monitoring intern 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 partnerships and clinical faculty development.

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. Field placements for interns are recommended by program faculty and the requests for placements are then sent by the Field Experience Office to the Superintendent or his designee. When possible, school administrators and cooperating teachers also collaborate with University faculty and administrators in making placements. Clinical faculty members, including principals, also assist in evaluating and refining field experience programs.

THE SCHOOL

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

- Holds high goals for all students; they demonstrate concrete approaches for addressing the diverse characteristics and needs of students;
- Engages in continuous renewal and improvement efforts;
- Provides opportunities in which interns can be readily and authentically involved in efforts that contribute to the learning and well-being of students;
- Is committed to professional development; actively engaged in reflection and inquiry into teaching and learning.

The principal or her designee(s) may serve as the primary school contact 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. Partner schools may also have identified a Clinical Faculty Lead Teacher who has received special preparation in coordinating field

experiences at the school level, in providing clinical faculty development activities, and who serves as a primary school contact. The school contact(s) may provide the following services:

1. Assisting RU faculty and the Office of Field Experiences in matching interns with cooperating teachers;
2. Helping introduce the interns to the school community;
3. Coordinating school-based professional development activities for interns, if these are provided;
4. Serving as the liaison for coordinating other school/university collaborative initiatives.

UNIVERSITY COHORT LEADER AND SUPERVISOR

A single faculty member might serve as both the cohort leader and the university field supervisor and so would have the responsibilities of both roles outlined here. In some cohorts, the cohort leader shares field responsibilities with another faculty member who serves as a field supervisor.

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

1. Serve as **professor-of-record** for the field experience (EDUC 441 and EDUC 452).
2. Meet with the principal and the cooperating teachers to at the beginning of the semester to:
 - a) **distribute necessary materials** (evaluation forms, Early Field Experiences Handbook);
 - b) **explain the Teacher Education Program, the conceptual framework for performance, and the roles** of participants;
 - c) **share information regarding the field experience schedule** (breaks, days interns will be excused from the field for professional reasons, etc.);
 - d) **confirm the placements with the Field Experience Office** (the names, grade levels/subjects) **by the end of the first week of the placement;**

- e) **provide personal contact information** to the cooperating teachers and principals.

3. Plan and implement **regular seminars for the cohort**. Some seminars may be planned collaboratively with other secondary cohorts or may be planned and implemented by clinical faculty members at the school sites.

4. **Coordinate three-way (intern, cooperating teacher, and supervisor) conferences at the beginning, middle, and end of the semester**. The purpose of the meeting at the beginning is to develop a tentative plan for involving the intern in the classroom, and to review information about the program. They meet again to discuss mid-term evaluations and then at the end to discuss final evaluations.

5. **Maintain regular contact** with both the intern and the cooperating teacher to monitor progress and make any needed adjustments to the plan.

Early Field Experiences

Since early field experience interns typically do not begin to plan and implement instruction on their own until the latter part of the semester, they often do not have “full” responsibility for teaching until then. However, they should not wait until then to ask the supervisor to observe them. They should ask the teacher for permission to teach a lesson the teacher plans or that they plan together, or teach parts of lessons, or assist with small groups if the teacher uses small group instruction. The intern can also assist with routine activities such as helping students with class work, administering quizzes, reviewing, helping students who have been absent or who need additional help, etc. The intern should inform the supervisor when he or she is scheduled to be working directly with students so the supervisor has opportunities to observe him or her. In addition, conferences are also an important part of the development process, and at times the supervisor’s visit, especially during the Fall early field experience semester, might only include a conference.

THE COOPERATING TEACHER

The cooperating teacher provides the opportunities for engagement and the on-going mentoring that is crucial for the intern’s success. Teachers selected for this role meet criteria modeled on the selection criteria for mentor teachers outlined in the “*Guidelines for Method 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 interns;
- A history of proficient or outstanding performance appraisals;
- A recommendation for appointment as a cooperating teacher by the school principal;
- A commitment to lifelong learning as evidenced by: workshops, college credits, work towards a 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 formative assessment;
- Effective interpersonal and collaborative skills;
- A commitment to support the professional development of interns.

The following list of activities can serve as a guideline for the role of cooperating teachers:

1. **Orient** the intern to the school facility, personnel, and to school policy. If possible, share a copy of the school faculty manual or parent's handbook and lists of faculty and administrative personnel.
2. **Prepare a work space** for the intern. If possible, have available extra teaching manuals to share with the intern.
3. Using student **nametags** or desk cards for the first few days could help familiarize the intern with students and facilitate his/her interactions with students. The intern should also prepare seating charts if that is appropriate.
4. **Provide opportunities for the intern to become directly involved with students**, either individually, in small groups, or with the entire class, as soon as possible and as frequently as possible.
5. Plan activities that involve the **intern instructionally**. It is appropriate to assign students to help out with such activities as cleaning lab materials or copying papers, but he or she should spend as much time as possible directly engaged with students.
6. **Meet regularly** with the intern to plan activities and to provide informal feedback and suggestions.
7. **Plan in advance activities which need to be completed by the intern outside of classroom time** (e.g., correcting homework papers at home). Interns have a heavy schedule of coursework and field assignments, especially during the early field experience semester in the Fall. During the full-time student teaching placement, interns are expected to take on more teaching responsibilities.
8. **Assist interns in planning and implementing field assignments**. Interns will discuss the field assignments they receive in their courses with cooperating teachers. Many instructors provide written descriptions of assignments. The University supervisor will work with the intern and with the cooperating teacher to clarify assignments and to coordinate the assignments with the on-going activities of the classroom. Lists of the types of activities that may be included in the interns' schedules are included in the description of the role of the intern.
9. **Regularly observe the intern and provide feedback on performance**. Teachers are asked to provide informal feedback to the intern on a regular basis. The cooperating teacher will complete a formal mid-term evaluation and a final evaluation (the section on Assessing Performance).

10. **If any difficulties emerge with the field placement, please notify the University Supervisor or the Associate Dean at the Field Experience Office (540-831-5277)** at your earliest convenience. Rather than hesitate or try to guess if a "real problem" exists, act on your earliest concerns. We can best work with any situation, serious or slight, if we begin as early as possible in the experience.
11. **Complete the final evaluation** approximately one week before the end of the assignment. The teacher and the intern should discuss the evaluation in a conference and sign the form at that time. The form can be returned to the university supervisor.

The section on Assessment of Performance provides guidance for interns, teachers, and university supervisors regarding the evaluations.

THE INTERN

Meet Program Requirements and Expectations

Interns have responsibilities both as a university student and as a pre-service professional. At the most basic level, they must meet the requirements for being retained in the program and they must demonstrate satisfactory growth toward the knowledge, skills, and dispositions expected of teacher education candidates.

1. Interns continue to **meet requirements for admission and retention** in the Field Experience Program (see Basic Requirements for Licensure, Code of Ethics of the Education Profession and Policies and Procedures for Admission and Retention in the Field Experience Program) and **show satisfactory growth** in demonstrating the knowledge, skills, and dispositions outlined in the performance expectations.

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

Any intern who thinks he/she requires accommodations in order to successfully meet program requirements or to 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 intern to develop a written accommodation agreement with the assistance of that Office and to present the agreement to the faculty members with whom he or she 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.

2. Interns must **demonstrate responsible professional conduct at all times**; they should assume the attitude, bearing, and responsible actions of a professional educator.

This includes abiding by school and university policies, maintaining confidentiality, being thoughtful and respectful in their discussions of others and of school or university programs, and maintaining satisfactory attendance. Refer to the section on Assessment for a more thorough discussion.

Collaborate in Planning the Experience

Interns have responsibilities both as an intern and as a university student, particularly during the early field experience. They are involved in a tightly-scheduled program of studies while being inducted into the complex and demanding world of teaching. Therefore, they must work carefully with the teacher and supervisor to do the following:

3. Work with the teacher and supervisor to plan field responsibilities **to avoid conflicting or demands upon their time and efforts**. For example, the intern should not be responsible for planning and teaching on an extensive full-time basis during the early field experience.

4. **Ensure the plan includes a balance of experiences** in observation and reflection, clerical responsibilities, and, especially, direct work with students. Student teaching must include at least two full weeks of full time teaching responsibilities or its equivalent.

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

Complete Field Assignments, Evaluations, and Logs

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

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

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

8. **Complete program evaluations** (including participating in Assessment Day).

9. Maintain a daily **log** of their field experiences.

The log serves several purposes: (1) to provide supervisors with brief overview of the intern's experiences, (2) to document professional activities for licensure, and (3) to help interns recall specifics regarding their field work as they prepare job applications. It is recommended they

briefly record their involvement using "action" statements to help them later develop resumes (e.g., "tutored a student preparing for SOL testing;" "planned and set up labs").

Interns document activities and time spent in the following areas: (1) observing, (2) teaching, (3) conferencing, and (4) other activities. Examples of "teaching" include: tutoring; working with groups during small group instruction as assigned; conducting a test; reviewing homework with students; implementing a lesson planned by the teachers; as well as teaching a lesson or unit they have planned. Teaching would include those times the intern is directly engaged in instructing students in the subject matter during regular school hours as assigned by the cooperating teacher. "Other activities" include: planning instruction or making materials, assisting the teacher in helping and monitoring students; bus duty; attending faculty meetings; correcting papers; working with clubs, serving as an evaluator in academic fairs or competitions; and attending faculty meetings or parent conferences. "Conferencing" includes times the intern meets with the teacher or university supervisor regarding the field placement. NOTE: to facilitate the use of these hours in applying for licensure or for teaching awards, please record the HOURS, MINUTES (3 hours 25 minutes) each day but report the HOURS on the final log summary form as HOURS and FRACTIONS OF AN HOUR (e.g., 350 ½ hours)

10. Submit the log at least each week to the cooperating teacher and to the University Supervisor for their review. Be sure to include any times you were absent and be sure the teacher signs it each week.

11. Complete the Clinical Experiences Log Summary form.

Information from the log is entered onto the Clinical Experiences Log Summary form, signed by the cooperating teacher(s) and the intern, and turned in to the university supervisor prior to the final day of the semester. *This form is extremely important: it documents the hours in teaching required for licensure. Be sure it is completed accurately and be sure to keep a copy.*

FIELD EXPERIENCES LOG OF ACTIVITIES

Week of	O	T	C	x
Total hours:				

Note time spent **O** = Observing, **T** = Teaching, **C** = Conferencing, **x** = Other
 Write in times absent or tardy in the early field experiences for each day.
 Comments:

SIGNATURES:

Intern _____ Supervising teacher _____

Radford University Teacher Education Program

CLINICAL EXPERIENCES LOG SUMMARY

This is an official form that must be fully and accurately completed and submitted to the Field Experience Office.

It is required for the completion of transcripts and licensure applications.

INTERN'S NAME _____ RU ID# _____

SEMESTER _____ YEAR _____ SCHOOL SYSTEM _____

<i>SUMMARY OF HOURS</i>		<i>Days Absent: _____</i>		<i>Days Present: _____</i>		
<i>Name of Cooperating Professional</i>	<i>Grades or Ages/Subjects¹</i>	<i>Total Hours Spent:</i>				
		<i>Conferencing</i>	<i>Observing</i>	<i>Teaching²</i>	<i>Other</i>	<i>TOTAL</i>

1. Secondary and Middle Education interns must document the subjects taught. Early childhood special education interns enter the ages for birth through age 5 experiences and the grades for primary PK-3 experiences.
2. Teaching hours are those hours in which the intern is involved in direct instruction of PK-12 students, implementing the activities he or she planned and reviewed with the cooperating professionals(s).

Signature of Cooperating Professional(s)

Name of School(s) or Agencies

Date(s)

Signature of University Supervisor(s)

Date

Signature of Intern

Date



INTERN ATTENDANCE FORM

The purpose of this form is to clarify field experience attendance responsibilities and to ensure that these expectations are shared and agreed upon by the University Supervisor, Cooperating Professional and the Preservice Teaching Intern. The intern should work with the University Supervisor and Cooperating Professional to complete this information sheet.

The intern must arrive on time each assigned day. The interns should also make arrangements for contacting the Cooperating Professional and the University Supervisor for times when he or she must be absent due to illness or emergencies. (Note: see the Handbook for policies and procedures regarding absences) Be specific about the person you should call and about the communication procedure.

Because teachers' schedules are very tight, you might need to be flexible in finding and maintaining times to meet with your teacher (e.g., you might have to come early or stay after school for conferencing). Also, there might be times when your internship schedule will vary due to school or program activities.

List the week days and arrival and departure times for your internship:

WEEKDAYS

ARRIVE and DEPART

The regular conference time with my cooperating professional will be:

Day(s) of the week _____ from (time) _____ to _____

Emergency absences:

If I am unable to attend, I will call: _____ phone _____

_____ phone _____

_____ phone _____

I will attempt to provide notification as early as possible. I will make every attempt to follow through on my responsibilities though I must be absent from the field (make sure lesson plans and materials are there, return any homework or tests I might have taken home to grade, etc.)

I will find out about school cancellation and delayed openings by _____

Signed: _____ Preservice Teacher

_____ Cooperating Professional

_____ University Supervisor

Preservice Teacher Name (please print) _____ Phone # _____

Copies are given to the Preservice Teaching Intern, Cooperating Professional, and University Supervisor

Student Teaching Internship



STUDENT TEACHING INTERNSHIP OVERVIEW

Internship placements for student teaching are made through the collaboration of University faculty, the Field Experience Office, principals, and school central office personnel. Candidates must be placed with qualified supervising teachers who are licensed in and teaching in the areas in which they are seeking endorsement.

Interns provide the following in order to be admitted to student teaching. School divisions might also require a criminal background check.

- Passing scores on the Praxis I and Praxis II exams
- Revised professional resume
- Negative TB test results

Students must also maintain a 2.5 GPA over all college-level work, over all work at RU, in the major and in professional studies. They must have also successfully completed early field experiences and be recommended by the supervising faculty to continue on into student teaching.

Student teaching is a semester-long experience and is a requirement for completing the approved program and being recommended for licensure. Interns follow the school division calendar and the schedule of the supervising teacher, including all before- or after-school obligations (such as faculty/staff meetings, parent conferences, home-school association meetings, etc.). Interns are required to return to campus one day during the final week to complete program assessments.

It is important that interns arrive at school well before the students do in order to be fully prepared for the day. They should anticipate spending at least an hour each day at school outside of regular school hours for meetings, planning, preparing materials, etc. Professional seminars, as described above, are also part of the intern's schedule. Outside commitments during student teaching should be kept at a minimum.

The university supervisor maintains regular contacts with interns through email, phone calls, seminars, or through school visits. Depending upon the intern's schedule, school visits may include a conference or it may include both observing the intern teach and conferencing afterward. Over the course of the semester, the supervisor will observe and have a follow-up conference with the student teaching intern five to seven times. Interns work closely with the supervisor in coordinating the school visits so that there will be opportunities for the supervisor to observe the intern teaching. Interns should assume full responsibility for teaching for a minimum of two full weeks or its equivalent. Interns must move toward demonstrating their ability to assume responsibilities as a beginning teacher by the completion of the internship.

The general schedule and outline of activities may be used by any of the Secondary Education Programs. Social studies student teaching interns should follow the schedule. Faculty members in English Education, Mathematics Education, and Science Education will discuss any expectations specific to their programs with interns and cooperating teachers.

EXPECTATIONS FOR PERFORMANCE

We recognize that interns vary in their knowledge and skills when they begin their preparation as teachers. However, they are expected to bring a certain level of knowledge, skills and dispositions (“qualifications for admission and retention”) that enable them to perform well a teaching intern, and to demonstrate growth in several areas throughout the internship experience. This section addresses basic expectations for performance and some of the ways to assess interns' development.

Qualifications for Admission and Retention in Field Experiences

Interns 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. Some of these are further discussed here.

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

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

Effective Oral and Written Communication Skills

Interns are expected to communicate effectively orally and in writing with usage, spelling, pronunciation, and punctuation appropriate to standard English. They should be able to articulate clearly and effectively project and modulate their voice. They should be able to present a model of handwriting and be able to apply basic skills in technology.

Radford University has several resources to help interns meet requirements for demonstrating communication skills required for retention in the program. University supervisors or the Associate Dean can provide information and assistance.

Content Knowledge

Interns must take initiative to preview the content that lies ahead in the curriculum and to make sure that they have mastered the content prior to teaching it. Poor performance regarding content knowledge and a lack of understanding of Virginia's Standards of Learning is a matter of critical, immediate concern and may interfere with successful completion of the program.

Interpersonal Skills and Dispositions

Teacher preparation at Radford relies upon the dynamics of professional community to drive professional development. In order to fully participate in Radford's programs, interns must be able to establish positive and productive working relationships with peers, students, and instructors. In order to benefit from this program, interns must already exhibit interpersonal skills and dispositions such as:

- Willingness to recognize and support human differences
- Willingness to examine and apply characteristics of successful professional educators
- Willingness to reflect on teaching and learning
- Willingness to collaborate with families
- Positive regard for students and 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
 - Engage in and benefit from constructive criticism

Professional Conduct

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

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

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

In addition, responsibilities regarding attendance, punctuality, dependability, etc. in professional programs are based on the real demands of the work world and not on an arbitrary course attendance policy. Even though the intern might have valid reasons for absences and tardiness,

this is a problem that must be immediately resolved by the intern. If the intern is unable to maintain satisfactory attendance, he or she might be dismissed from the field placement. This could jeopardize successful completion of the preparation program.

ROLES AND RESPONSIBILITIES IN ASSESSMENT

Assessment is a shared responsibility of all members of the Clinical Team: the university supervisor, supervising teacher, and intern. The university supervisor, as the instructor-of-record, coordinates the assessment process, gathers assessment information, and assigns the final grade. The teacher and supervisor plan intern involvement that will enable them to assess the intern's performance according to the performance expectations. They both provide regular feedback and suggestions for improvement. The intern 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 Clinical 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 is to the students in the classroom. **The University will not continue a placement if it creates problems which interfere with the teaching and learning in the school.**

Concerns Caused by a Poor Match in the Placement

Some concerns emerge because of a mismatch in the placement. Examples of mismatches are: the cooperating teacher only teaches one or two classes in the endorsement area or it is not possible to complete required internship activities in a particular placement. If the problem cannot be resolved within that placement, the university supervisor will meet with the Associate Dean.

Concerns Regarding Intern Performance

A normal part of supervision includes suggestions for improvement of the intern's performance. Such plans for improvement should be documented in writing, usually using the open-ended conferencing form. Use the performance expectations or the guidelines for admission and retention to guide discussion of weaknesses and strengths in the intern's performance. The intern, university supervisor, and supervising teacher should meet to discuss the concerns and plans for improvement.

When concerns regarding candidate performance persist or are more serious, contact the university supervisor immediately. Even if the supervising teacher is unsure or doubts his own judgment about the seriousness of the concern, he or she should still consult with the supervisor.

Consistent Concerns

When the concerns are substantial and continuous and there is some indication that an intern might not be able to successfully complete the field experience, the University Supervisor may place the intern on probation. The team writes an INTERVENTION PLAN.

Intervention Plan

When an intern's performance is judged by the University supervisor and supervising teacher to not meet performance expectations and it appears that the intern might be in danger of not completing the field experience successfully, supervising faculty may place the intern on an intervention plan. The purpose of the intervention plan is to provide the intern with clear descriptions of the areas of weaknesses and to have the Clinical Team identify steps the intern should take toward improvement. The University supervisor, supervising teacher, and intern meet to discuss weaknesses and to outline a plan for improvement. The team establishes a time when the plan and the intern's performance will be reviewed again. The intern remains on probation until he or she establishes a pattern of satisfactory progress as judged by the University supervisor in collaboration with the supervising teacher.

Copies are given to the teacher and the intern. The supervisor will retain one copy and attach the office copy to the supervisor's weekly log. The university supervisor will keep the Associate Dean informed of the concern.

Dates for the review of progress are established at the time the plan is discussed. The supervisor and the teacher monitor the intern's performance and assist the intern by giving feedback, making suggestions, etc. The university supervisor will document the progress of the intern in writing, as observed by the supervisor or as reported by the supervising teacher. They will meet with the intern to discuss progress. If performance expectations are met, the University Supervisor documents that on the Intervention Plan and distributes copies to the intern and cooperating teacher and to the Field Experience Office. If the intern does not meet expectations, the university supervisor holds another meeting with the intern and possibly involves the Associate Dean and/or cooperating teacher. This meeting may include a discussion of whether or not the intern should be allowed to continue in the placement or in the program.

Interim Removal

If an intern has not successfully addressed the expectations established in an intervention plan, the University supervisor may recommend that the intern be removed from the field while the case is being reviewed. Also, in situations involving very serious concerns regarding the intern's behavior, such as apparent violations of policies or conduct codes, the intern may be removed from the field on a temporary basis until the case is reviewed through the Associate Dean's Office.

Faculty members may recommend that an intern be immediately removed from a field experience placement for a single severe incident such as a serious violation of policies or conduct codes, or unsafe or unprofessional behavior. Until the case has been reviewed by the Associate Dean, the intern is placed on Interim Removal. The faculty supervisor makes the recommendation for Interim Removal to the Associate Dean and also verbally notifies the intern.

The intern must leave the field experience placement upon this verbal notification and must not return to the school placement during Interim Removal.

During the follow-up meetings, the supervisor communicates whether or not the intern has made the necessary progress and addressed the concerns, and if the intern has, this is noted on the intervention plan.

In situations where Intervention Plans have been implemented, most problems are remedied and the intern goes on to complete the internship successfully. Faculty have found that the Intervention Plan often alerts interns to the level of seriousness of problems that they may not have recognized, or provides them the clarity and level of structure to understand what they need to do to improve.

There are times when interns who have difficulties do not continue on in the program, often by their own choice. Because secondary education candidates are completing academic degrees, it is almost always possible for them to graduate on time. The Associate Dean and others work closely with these interns to counsel them regarding other careers and to help them to complete the degree with the least disruption and cost to them.

CAREER PLANNING

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

- Find out information about services offered through the Career Services Center
- Begin to develop a self-managed career-file
- Complete a professional resume
- Get information about job fairs and campus recruitment visits by schools

Career Services Center

The Center for Experiential Learning and Career Development (<http://www.radford.edu/~celcd>) is located on the second floor of Walker Hall. The Center provides assistance with career direction, job search strategies, resume preparation, and interview techniques. It manages a web page that includes information on various school divisions, (including job openings). As part of the Education Expo job fair held each spring semester, candidates develop and submit a resume through the Center's on-line system. School divisions often contact the Center or the Field Experience Office requesting lists of graduates in areas where they have job openings. When interns register their resume with the Center, this automatically gives University offices permission to send out information upon inquiry.

Self-Managed Credentials File

School divisions and universities are beginning to use electronic systems to manage career support services and application processes. Because of continual changes and upgrades, interns will need to make sure they are fully aware of what they need to do to comply with the current system being used at the Center for Experiential Learning and Career Development. The Center offers workshops and provides individual assistance to candidates in getting their credentials into the on-line system.

Interns will need to 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 supervising teacher and university supervisor, and a professional resume, and copies of licensure exam reports. The Center can provide guidance on developing the file.

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 this 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 in to RU;
- TEST SCORES.** Results of standardized tests (SAT, GRE, ACT, Praxis I, Praxis II, 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.**
- APPLICATION FOR LICENSURE**
- Other, such as the Documentation form for 50 hours, TB assessment, and submissions for clinical background checks, etc.
- _____
- _____
- _____

Professional Resume

Interns should complete a professional resume and enter it into the Center for Experiential Learning and Career Development's online system toward the middle of the early field experience internship. A professional resume was required for admission to the Teacher Education Program and was revised for admission to Student Teaching. It is suggested that interns have someone in the Center review their resume prior to entering it into the system to make sure it best meets the standards for resumes used in job applications.

The Center will have information and resources to help interns complete a resume. Using a computerized resume enables the Center to continually update resumes and to process them in a timely manner for recruitment visits and to send them out to employers, including through rapid electronic transmission.

Recruitment Visits

Interns should access information about recruitment visits and job fairs regularly by going on-line at the Center website and by checking bulletin boards outside of the Center for Academic Advising and Student Support in Peters Hall A104. They should plan ahead for recruitment visits. Interns must register for the "Education Expo" Job Fair in the Spring and they must work with the Center for Experiential Learning and Career Development to complete a resume (required for participating in the job fair). The job fair includes opportunities for interns to visit with individuals from school personnel offices in an informal manner (tables are set up as in a "fair") and to also sign up for personal interviews. Interns must register for the Fair and must work with the Center to make sure their credentials file materials are available for the fair. Information regarding the job fair and the school divisions that will attend is available at the Center and on their web site.

ROLES OF PARTICIPANTS

THE DIRECTOR OF FIELD EXPERIENCES

The Associate Dean in the Office of Field Experience Programs 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 interns, assists supervisors in monitoring intern 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 partnerships and clinical faculty development.

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. Field placements for interns are recommended by program faculty and the requests for placements are then sent by the Field Experience Office to the Superintendent or his designee. When possible, school administrators and cooperating teachers also collaborate with University faculty and administrators in making placements. Clinical faculty members, including principals, also assist in evaluating and refining field experience programs.

THE SCHOOL

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

- holds high goals for all students; they demonstrate concrete approaches for addressing the diverse characteristics and needs of students;
- engages in continuous renewal and improvement efforts;
- provides opportunities in which interns can be readily and authentically involved in efforts that contribute to the learning and well-being of students;
- is committed to professional development; actively engaged in reflection and inquiry into teaching and learning.

The principal or her designee(s) may serve as the primary school contact 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. Partner schools may also have identified a Clinical Faculty Lead Teacher who has received special preparation in coordinating field experiences at the school level, in providing clinical faculty development activities, and who serves as a primary school contact. The school contact(s) may provide the following services:

1. assisting RU faculty and the Office of Field Experiences in matching interns with cooperating teachers;
2. helping introduce the interns to the school community;
3. coordinating school-based professional development activities for interns, if these are provided;
4. serving as the liaison for coordinating other school/university collaborative initiatives.

UNIVERSITY COHORT LEADER AND SUPERVISOR

A single faculty member might serve as both the cohort leader and the university field supervisor and so would have the responsibilities of both roles outlined here. In some cohorts, the cohort leader shares field responsibilities with another faculty member who serves as a field supervisor.

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

1. Serve as **professor-of-record** for the field experience (EDUC 441 and EDUC 452).
2. Meet with the principal and the cooperating teachers to at the beginning of the semester to:
 - a) **Distribute necessary materials** (evaluation forms, Early Field Experiences Handbook);
 - b) **Explain the Teacher Education Program, the conceptual framework, expectations for performance, and the roles** of participants;
 - c) **Share information regarding the field experience schedule** (breaks, days interns will be excused from the field for professional reasons, etc.);
 - d) **Confirm the placements with the Field Experience Office** (the names, grade levels/subjects) **by the end of the first week of the placement;**
 - e) **Provide personal contact information** to the cooperating teachers and principals.

3. Plan and implement **regular seminars for the cohort**. Some seminars may be planned collaboratively with other secondary cohorts or may be planned and implemented by clinical faculty members at the school sites.

4. **Coordinate three-way (intern, cooperating teacher, and supervisor) conferences at the beginning, middle, and end of the semester**. The purpose of the meeting at the beginning is to develop a tentative plan for involving the intern in the classroom, and to review information about the program. They meet again to discuss mid-term evaluations and then at the end to discuss final evaluations.

5. **Maintain regular contact** with both the intern and the cooperating teacher to monitor progress and make any needed adjustments to the plan.

Student Teaching Field Experiences

Supervisors should have regular contact with student teaching interns through seminars, email, phone, or through school visits and observations. Supervisors should conduct 5-7 observations of the intern, followed by a conference whenever possible. Due to some schedules, conferences or discussions of the lesson might have to take place by phone or email.

1. **Serve as the liaison** between the university and the assigned schools. Provide program information and, whenever possible, help provide resources and information for cooperating teachers.
2. **Review and sign interns' logs** and the schedule of field assignments each week. This includes reviewing the attendance each week.
3. Set a time for **midterm and final evaluation conferences**, and collect forms from cooperating teachers.
4. **Complete field supervisors' log report** and turn these in each week to the Office of Field Experiences. Attach copies of any field notes, verification of intern's absence due to illness, conferences, or evaluations of intern progress to the log. This can be submitted electronically.
5. **Provide written feedback to interns regarding their progress on a regular basis**. This should include notes from conferences, observations, and plans for improvement. Two formal written evaluations are required: a mid-term and a final evaluation. Supervisors should maintain notes from all conferences and observations (see forms available in the Supervisors' Packet). If concerns emerge regarding weaknesses in knowledge, skills, or dispositions, the supervisor should inform the Associate Dean. The supervisor may consider using an intervention plan to ensure that the concerns and plans for improvement are clearly communicated.

THE COOPERATING TEACHER

The cooperating teacher provides the opportunities for engagement and the on-going mentoring that is crucial for the intern's success. Teachers selected for this role meet criteria modeled on the selection criteria for mentor teachers outlined in the "*Guidelines for Method 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 interns;
- A history of proficient or outstanding performance appraisals;
- A recommendation for appointment as a cooperating teacher by the school principal;
- A commitment to lifelong learning as evidenced by: workshops, college credits, work towards a 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 formative assessment;
- Effective interpersonal and collaborative skills;
- A commitment to support the professional development of interns.

The following list of activities can serve as a guideline for the role of cooperating teachers:

1. **Orient** the intern to the school facility, personnel, and to school policy. If possible, share a copy of the school faculty manual or parent's handbook and lists of faculty and administrative personnel.
2. **Prepare a work space** for the intern. If possible, have available extra teaching manuals to share with the intern.
3. Using student **nametags** or desk cards for the first few days could help familiarize the intern with students and facilitate his/her interactions with students. The intern should also prepare seating charts if that is appropriate.
4. **Provide opportunities for the intern to become directly involved with students**, either individually, in small groups, or with the entire class, as soon as possible and as frequently as possible.
5. Plan activities that involve the **intern instructionally**. It is appropriate to assign students to help out with such activities as cleaning lab materials or copying papers, but he or she should spend as much time as possible directly engaged with students.

6. **Meet regularly** with the intern to plan activities and to provide informal feedback and suggestions.
7. **Plan in advance activities which need to be completed by the intern outside of classroom time** (e.g., correcting homework papers at home). Interns have a heavy schedule of coursework and field assignments, especially during the early field experience semester in the Fall. During the full-time student teaching placement, interns are expected to take on more teaching responsibilities.
8. **Assist interns in planning and implementing field assignments.** Interns will discuss the field assignments they receive in their courses with cooperating teachers. Many instructors provide written descriptions of assignments. The University supervisor will work with the intern and with the cooperating teacher to clarify assignments and to coordinate the assignments with the on-going activities of the classroom. Lists of the types of activities that may be included in the interns' schedules are included in the description of the role of the intern.
9. **Regularly observe the intern and provide feedback on performance.** Teachers are asked to provide informal feedback to the intern on a regular basis. The cooperating teacher will complete a formal mid-term evaluation and a final evaluation.
10. **If any difficulties emerge with the field placement, please notify the University Supervisor or the Associate Dean at the Field Experience Office (540-831-5277) at your earliest convenience.** Rather than hesitate or try to guess if a "real problem" exists, act on your earliest concerns. We can best work with any situation, serious or slight, if we begin as early as possible in the experience.
11. Complete the final evaluation approximately one week before the end of the assignment. The teacher and the intern should discuss the evaluation in a conference and sign the form at that time. The form can be returned to the university supervisor.

The section on Assessment of Performance provides guidance for interns, teachers, and university supervisors regarding the evaluations.

THE INTERN

Meet Program Requirements and Expectations

Interns have responsibilities both as a university student and as a pre-service professional. At the most basic level, they must meet the requirements for being retained in the program and they must demonstrate satisfactory growth toward the knowledge, skills, and dispositions expected of teacher education candidates.

1. Interns continue to **meet requirements for admission and retention** in the Field Experience Program (see Basic Requirements for Licensure; Code of Ethics of the Education Profession; and Policies and Procedures for Admission and Retention in the Field Experience Program) and **show satisfactory growth** in demonstrating the knowledge, skills, and dispositions outlined in the performance expectations.

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

Any intern who thinks he/she requires accommodations in order to successfully meet program requirements or to 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 intern to develop a written accommodation agreement with the assistance of that Office and to present the agreement to the faculty members with whom he or she 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.

2. Interns must **demonstrate responsible professional conduct at all times**; they should assume the attitude, bearing, and responsible actions of a professional educator.

This includes abiding by school and university policies, maintaining confidentiality, being thoughtful and respectful in their discussions of others and of school or university programs, and maintaining satisfactory attendance. Refer to the section on Assessment for a more thorough discussion.

Collaborate in Planning the Experience

Interns have responsibilities both as an intern and as a university student, particularly during the early field experience. They are involved in a tightly-scheduled program of studies while being inducted into the complex and demanding world of teaching. Therefore, they must work carefully with the teacher and supervisor to do the following:

3. Work with the teacher and supervisor to plan field responsibilities **to avoid conflicting or demands upon their time and efforts**. For example, the intern should not be responsible for planning and teaching on an extensive full-time basis during the early field experience.

4. **Ensure the plan includes a balance of experiences** in observation and reflection, clerical responsibilities, and, especially, direct work with students. Student teaching must include at least two full weeks of full time teaching responsibilities or its equivalent.

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

Complete Field Assignments, Evaluations, and Logs

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

6. Complete all course and field assignments associated with the courses in their program.
7. **Self-evaluate**, using the performance expectations as a guide.
8. **Complete program evaluations** (including participating in Assessment Day).
9. Maintain a daily **log** of their field experiences.

The log serves several purposes: (1) to provide supervisors with brief overview of the intern's experiences, (2) to document professional activities for licensure, and (3) to help interns recall specifics regarding their field work as they prepare job applications. It is recommended they briefly record their involvement using "action" statements to help them later develop resumes (e.g., "tutored a student preparing for SOL testing;" "planned and set up labs").

Interns document activities and time spent in the following areas: (1) observing, (2) teaching, (3) conferencing, and (4) other activities. Examples of "teaching" include: tutoring; working with groups during small group instruction as assigned; conducting a test; reviewing homework with students; implementing a lesson planned by the teachers; as well as teaching a lesson or unit they have planned. Teaching would include those times the intern is directly engaged in instructing students in the subject matter during regular school hours as assigned by the cooperating teacher. "Other activities" include: planning instruction or making materials, assisting the teacher in helping and monitoring students; bus duty; attending faculty meetings; correcting papers; working with clubs, serving as an evaluator in academic fairs or competitions; and attending faculty meetings or parent conferences. "Conferencing" includes times the intern meets with the

teacher or university supervisor regarding the field placement. NOTE: to facilitate the use of these hours in applying for licensure or for teaching awards, please record the HOURS, MINUTES (3 hours 25 minutes) each day but report the HOURS on the final log summary form as HOURS and FRACTIONS OF AN HOUR (e.g., 350 ½ hours)

10. **Submit the log at least each week to the cooperating teacher and to the University Supervisor** for their review. Be sure to include any times you were absent and be sure the teacher signs it each week.

11. **Complete the Clinical Experiences Log Summary form.**

Information from the log is entered onto the Clinical Experiences Log Summary form, signed by the cooperating teacher(s) and the intern, and turned in to the university supervisor prior to the final day of the semester. *This form is extremely important: it documents the hours in teaching required for licensure. Be sure it is completed accurately and be sure to keep a copy.*

SUGGESTED SCHEDULE and INTERN ACTIVITIES
SOCIAL STUDIES STUDENT TEACHING

Intern's Name _____ Semester/Year _____

Cooperating Teacher _____

School _____

University Supervisor _____

During the first four weeks of the Spring semester, secondary social studies students will be taking EDUC 442 Monday and Wednesday afternoons and beginning their field assignments three days a week. This is designed to accommodate the January schedule in the public schools which includes completion of course work, testing, and end of the semester grading. Although each student teacher will work closely with the supervising Radford faculty member and the cooperating teacher in the school to design an appropriate student teaching experience, the following schedule can serve as a guide.

The intern should be involved in a wide variety of activities that contribute to the learning of the students with whom they are working. Throughout the semester the intern will be continuing to develop the professional knowledge, skills, and attitudes that will make them a strong teacher. Completion of an activity does not mean that it cannot be continued or revisited at another time in the semester. *Activities marked with an asterisk are mandatory and should be initialed in the first space by the Supervising Teacher on the date completed (on the second space).*

Weeks 1-2 OBSERVATION AND ANALYSIS OF RESOURCES

- _____ * (1) Observe classroom organization, materials, and routines.
- _____ * (2) Observe the teacher and instruction:
 - (a) conducting routine matters (e.g., roll-taking, handing out papers)
 - (b) introducing the lesson, establishing the context within the unit
 - (c) classroom management and setting expectations for student behavior.
- _____ * (3) Review the curriculum to determine what unit you might develop and teach, identify the related SOLs.
- _____ * (4) Observe the school as an organization (e.g., school policies, culture of the school, expectations of teachers and students)
- _____ * (5) Learn the names of all students--obtain a seating chart if one is used by the teacher or create one.

- _____ _____ *(6) Learn to use all equipment and technology to support teaching.
- _____ _____ *(7) Review the school's media center and technology lab to determine what resources are available,
- _____ _____ (8) Meet with the guidance counselor, school nurse, and person in charge of discipline to understand how to use these resources.

Weeks 3-4 PLANNING, ASSESSMENT, AND BEGINNING INSTRUCTION

- _____ _____ *(1) Help develop and prepare tests, worksheets, labs, and writing assignments.
- _____ _____ *(3) Undertake a variety of instructional activities (e.g., introduce a lesson, review for a test, assist students with individual or group projects)
- _____ _____ *(4) Refine unit outline and development of lessons.
- _____ _____ (5) Observe other classes in the department to get fuller understanding of the social studies curriculum, how other teachers address the same material.
- _____ _____ *(6) Review several forms of informal and formal assessment, understand link between objectives, assessment, and evidence of student learning.

Weeks 5 through 11 - TEACHING

- _____ _____ *(1) Begin to pick up one class at a time to teach. (early February)
- _____ _____ *(2) As appropriate, add a class and additional responsibilities each week. Teach a full load and handle all responsibilities for at least 2-3 weeks. (By end of March should have full load)
- _____ _____ (3) Gather evidence of your impact as a teacher on student learning.(You should be responsible for grading.)
- _____ _____ *(4) Make bulletin boards, classroom arrangements, technology presentations appropriate to the unit and lessons.

THROUGHOUT SEMESTER

- _____ _____ *(1) Attend department and full faculty meetings.

- _____ _____ *(2) Assist teacher with clerical duties, extra curricular activities, and other professional responsibilities.
- _____ _____ (3) Begin to develop professional library, get to know professional associations, read journals, and collect and organize relevant materials.
- _____ _____ *(4) Observe teacher-student conferences (about grades, classroom behavior, etc.) if appropriate.
- _____ _____ (5) Attend extra curricular activities, back-to-school night, or other activities in order to understand the community and parents.

FINAL WEEKS

- _____ _____ *(1) Begin to give back classes and responsibilities to cooperating teacher. (Starting in April phase out.)
- _____ _____ *(2) Prepare student grades for the unit you taught; be prepared to meet with students to discuss their grades.
- _____ _____ (3) Finalize your professional portfolio with examples of your capacities as a teacher, identify goals for professional development. Hold final assessment conference with cooperating teacher and university supervisor.

SUPPORT AND EVALUATION

Throughout the semester you will be in close contact with your university supervisor through e-mail, review of your activity log, and visits to see you teach and discuss your progress. Your supervisor will visit you at your school 5 to 7 times during the semester, provide written feedback, and conduct a mid term and final evaluation. To take best advantage of supervision, you should keep your supervisor up to date, provide that day’s lesson plan and a notebook which contains the complete unit plan for each visit, and have time for conferences.

Your cooperating teacher will be available to you on a regular basis. However, to facilitate your teacher’s planning you will want to establish a regular time each week to discuss your activities, review your lessons plans, and plan ahead on developmental activities. It is particularly important to maintain professional standards for attendance, preparation, and confidentiality so that you are seen as a teaching colleague.

On your own, you will want to maintain a reflective journal on each day noting both your successes and your frustrations. As you review it for themes, you can begin to identify areas where you want to seek help. Success as a teacher depends upon the capacity to be both self critical and to learn from feedback from others. Regular writing and reflection will help make concrete the complex process of becoming a successful teacher.

On three days during the semester, you will be excused from your school placement for a full day professional development seminar on campus. This will be an opportunity to debrief on your experience, help others reflect on their development as a professional educator, and enhance your skills and perspectives.

Special Note: When the university supervisor has scheduled an observation, it is your responsibility to let him/her know immediately by phone if the school schedule has changed.

ASSESSING INTERN PROGRESS

Learning to teach is a life-long process that began well before an intern enters a teacher preparation program and which must continue well beyond it. Major changes have occurred in teacher preparation over the past ten years as research has contributed to a broader understanding of how individuals learn to teach. Programs have changed from isolated study in courses followed by random placement in classrooms to a more cohesive and integrated experience in which study, observation, conversation, and reflection taking place simultaneously in university work and in on-going field experiences. The expectations for interns' performance have expanded into complex integrated sets of skills, knowledge, and dispositions. This type of preparation program requires continual interaction and conversation among all members of the learning community.

GENERAL GUIDELINES

Interns must demonstrate the conduct, knowledge, skills, and dispositions reflected in the Expectations for Intern Performance as well as abide by professional guidelines in *Policies and Procedures Governing Admission and Retention in Teacher Education Programs* and in the *Statement of Professional Ethics*. Interns enter the intern teaching experience at various levels of preparedness to assume roles as teachers and so require varying levels of guidance and assistance from other educators to promote their development. **However, the mentoring process should primarily contribute to, rather than detract from, the teaching and learning in the school and classroom.** Interns are expected to participate constructively in the mentoring process, demonstrating skills and attitudes which promote professional development, such as inquiry and initiative; openness, flexibility and responsiveness; productive interpersonal and problem-solving skills; dependability; energy and resourcefulness; and positive attitudes toward students, families, programs, and other professionals.

Any intern who thinks he/she requires accommodations in order to successfully meet these requirements or to demonstrate the performance outcomes should seek assistance from an advisor and from the Disability Resource Office (831-5226) concerning reasonable accommodations through technical aids and assistance. It is the obligation of the intern to develop a written accommodation agreement with the assistance of that Office and to present the agreement to the university faculty member and Supervising Teacher with whom they will be working at least by the beginning of the field placement. Interns should submit requests for accommodations to the Associate Dean prior to this semester. 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.

The following general guidelines can help ensure performance assessment that is productive and useful.

- The Supervising Teacher and intern should set a **regular conference time** once a week or at least every two weeks to plan the experience and to discuss the intern's progress.

- Supervising Teachers should **document performance regularly in writing**. The team should work together so that all feel comfortable communicating to the intern the areas in which he or she is accomplished and those areas that need improvement.
- Include opportunities for the intern to **reflect and self-evaluate**. This skill is critical for on-going professional development, and we expect candidates to show that they can reflect upon their experiences and use those reflections for continued development.
- 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 (intern, teacher, university supervisor) about it as soon as possible or call the Associate Dean (831-5277).

Spring ____ Year _____

**TEACHING INTERN EVALUATION
SECONDARY SOCIAL STUDIES**

Please check: Midterm ____
Final ____ Pass ____
Fail ____

Intern's Name _____ ID# _____ SS# _____

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

Intern'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 intern in each of the categories:

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

CATEGORY I: DEMONSTRATES KNOWLEDGE OF CONTENT AND CONTENT PEDAGOGY	U	NI	S	P	D	NA	Indicators of strengths or weaknesses:
1. Demonstrates strong knowledge of social studies content as reflected in the Virginia Standards of Learning and national NCSS standards (see Social Studies Guide).							
Culture and diversity							
Time, continuity, and change							
People, places, and environments							
Individual human development and identity							
Individuals, groups and Institutions							
Power, authority, and governance							
Production, distribution, and consumption							
Science, technology, and society							
Global connections and interdependence							
Civic ideals and practices							
2. Engages students with the content in meaningful ways.							
Culture and diversity							
Time, continuity, and change							
People, places, and environments							
Individual human development and identity							
Individuals, groups and Institutions							
Power, authority, and governance							
Production, distribution, and consumption							
Science, technology, and society							
Global connections and interdependence							
Civic ideals and practices							
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.							

CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES	U	NI	S	P	D	NA	Indicators of strengths or weaknesses:
1. Demonstrates knowledge of typical development of students in grades 6 – 12 (cognitive, physical, social/emotional).							
2. Uses teaching practices based on an understanding of student development.							
3. Demonstrates knowledge of common student exceptionalities and differences.							
4. Modifies instruction to adapt to differences among students.							
5. Uses an understanding of the interests and cultural heritage of students in his/her teaching.							
CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING		NI	S	P	D	NA	Indicators of strengths or weaknesses
1. Uses clear and efficient instructional and administrative routines that create smoothly functioning learning experiences.							
2. Establishes or reinforces clear standards for behavior.							
3. Regularly monitors behavior and responds to inappropriate behavior effectively							
4. Employs fair, effective, and developmentally responsive management techniques.							
5. Works with students to create equitable, caring, respectful safe, and productive learning environments.							
6. Uses knowledge and understanding of individual and group motivation and behavior to foster self-motivation.							
CATEGORY IV: PLANS AND IMPLEMENTS EFFECTIVE INSTRUCTION	U	NI	S	P	D	NA	Indicators of strengths or weaknesses
1. Develops clearly structured instructional plans with goals, activities, and assessments appropriately aligned.							
2. Aligns instruction with state and national (NCSS) goals.							
3. States instructional objectives in clear, measurable terms.							
4. Implements a variety of effective instructional strategies and groupings based on content and on student needs.							
5. Selects and uses a variety of effective instructional materials.							
6. Engages and maintains students' attention, and is able to refocus their attention if necessary.							
7. Uses clear directions, explanations, demonstrations, questions, etc.							
8. Understands and uses a variety of strategies that encourage the development of critical thinking, problem-solving, and performance skills.							
9. Selects or develops and implements student learning activities that integrate technology.							
10. Provides feedback to students in a timely and helpful manner.							
11. Plans and uses assessment criteria and strategies appropriate to instructional goals and to characteristics of students.							
12. Uses assessment information to improve student							

learning and his/her teaching.							
13. Is skilled in using a variety of assessment strategies.							
14. Persists in assisting students having difficulty learning.							
15. Maintains accurate records of student progress.							
16. Identifies and uses community resources in enhancing learning.							

CATEGORY V: MODELS PROFESSIONALISM	U	NI	S	P	D	NA	Indicators of strengths or weaknesses
1. Uses a reflective cycle to describe, justify, and critique teaching followed by setting goals and implementing needed changes.							
2. Communicates with families about the curriculum or other activities for which he or she is responsible.							
3. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature); has a plan for continued professional growth.							
4. Relationships with others are characterized as collaborative, productive, and professional.							
5. Behaves ethically and in the best interests of students and the community.							
6. Demonstrates effective oral and written communication skills.							
7. Demonstrates effective work habits (punctual, dependable, carries out responsibilities, etc.)							
8. Demonstrates a commitment to the profession.							
9. Knows and participates in professional organizations.							
10. Uses technologies to communicate, network, locate resources, and enhance continuing professional development.							

ADDITIONAL COMMENTS REGARDING THE INTERNS' KNOWLEDGE, SKILLS, AND DISPOSITIONS: