

*Radford University's*

**ART EDUCATION**

**MUSIC EDUCATION**

**DANCE EDUCATION**

**HEALTH and**

**PHYSICAL EDUCATION**

**STUDENT TEACHING**

**HANDBOOK**

August 2008





## *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 preservice teachers enrolled in the Early Field Experience Program.*

*Your daily encouragement and professional assistance are integral to their professional development. Through you, the Early Field Experience becomes a productive component of the Teacher Education Program.*

*We wish to extend our gratitude to you.*



***All individuals, by their participation in the program, agree to abide by the policies and procedures outlined in this Handbook. Policies and procedures outlined in this handbook are subject to change in response to changes in national, state, and university requirements. Revised 8/15/06.***

# Art, Music, Dance and PE/Health Education

# Student Teaching Handbook



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# *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.

# OVERVIEW OF THE TEACHER EDUCATION PROGRAM

The overarching goal of the teacher preparation program is to prepare professional educators who are knowledgeable, thoughtful, caring and skillful. Preparation to teach in today's schools is best accomplished through programs that are collaboratively designed, implemented and evaluated by PK-12 practitioners, arts and sciences faculty, and education faculty. These individuals have worked together to describe underlying commitments and beliefs regarding what types of graduates Radford University should produce and to identify the key performances expected of education candidates (see *The Professional Educator*). They also are committed to preparation programs which

- are field-based and grounded in the realities of today's schools;
- focus upon candidates' mastery of the subjects they teach and their skills in engaging students with that content;
- are aligned with state curriculum standards and licensure regulations, and with standards established by professional educators in their disciplines;
- are performance-based, requiring the demonstration of knowledge, skills, and dispositions and ethical conduct integral to successful teaching;
- promote the development of life-long learners committed to improving professional practice.

## OVERVIEW OF STUDENT TEACHING

Students must continue to meet requirements for admission and retention in the Teacher Education Program. In addition, students must provide the following information as part of the admissions process to student teaching. School divisions might also require a criminal background check.

- passing scores on the Praxis I and Praxis II exams
- professional resume
- TB Risk form

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 or practica and be recommended for student teaching by the faculty.

Student teaching is a semester-long experience. 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 be on campus the first day of classes for orientation, and return to campus one day during the final week to complete program assessments.

Interns 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, may also be a part of the intern's schedule. Outside commitments during student teaching should be kept at a minimum.

During the student teaching experience, the university supervisor will maintain regular contacts with interns through email, phone calls, seminars, or through school visits. Depending upon the intern's schedule, the school visit may include a conference or it may include both an opportunity for observing the intern teach and conferencing afterward. Over the course of the semester, the supervisor will observe the 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 must assume full responsibility for teaching for a minimum of two weeks or its equivalent over the semester. The cooperating teacher will work with the intern to determine when the period(s) for full time teaching will take place. The semester is planned in a manner that will allow the intern to gradually assume full responsibility for teaching, and then during the latter part of the semester, to gradually return responsibility to the cooperating teacher. Interns demonstrate their ability to be responsible for and to positively impact student learning prior to taking over full time teaching. By the end of the internship, they should demonstrate the knowledge, attitudes, and skills needed to assume the roles and responsibilities of a beginning teacher.

## **ROLES OF PARTICIPANTS**

The Associate Dean of the College of Education and Human Development serves as the Director of Field Experiences. The Director works with faculty members and the school divisions in arranging placements for 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 partnership efforts and clinical faculty development activities.

### **THE SUPERINTENDENT**

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

### **THE SCHOOL**

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

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

The principal or her designee(s) may serve as a primary contact or liaison for the field experience program. Clinical faculty teams and/or advisory boards also help fulfill this role in partner schools where these teams have been established. Partner schools might have also identified a Clinical Faculty Lead Teacher who helps coordinate field experiences at the school

level, assists in providing professional development activities for cooperating teachers and interns, and 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-wide professional development activities for interns and for cooperating teachers, if these are provided;
4. serving as the liaison for coordinating other school/university initiatives.

Faculty and administrators in the elementary education program at Radford and PK-6 faculty and administrators continually seek ways to develop partnerships that promote student learning and assist schools in meeting their missions and goals.

### **UNIVERSITY COHORT LEADER AND SUPERVISOR**

A single faculty member may serve as the PK12 program coordinator and the university field supervisor and so would have all responsibilities outlined here. In some programs, the program coordinator shares field responsibilities with another faculty member who assists as a field supervisor. Program coordinators maintain close communication with other university faculty and cooperating teachers and principals regarding the schedule and functioning of the internships. The role of the program coordinators and/or university supervisor includes the following:

1. Serve as **professor-of-record** for the field experience.
2. Meet with the principal and the cooperating teachers to at the beginning of the semester to:
  - a) **distribute materials** (evaluation forms, field experiences handbook, etc.);
  - b) **explain** the Teacher Education Program, the conceptual framework and 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 and grade levels of cooperating teachers) by the end of the first week of the placement; ensure that the

placement will allow the intern to gain significant experience in several dimensions of the professional field in which they are being licensed.

- e) **provide personal contact information** to the cooperating teachers and principals so he or she can be easily reached.
3. **Plan and implement regular seminars** for the candidates in the cohort.
4. **Coordinate “three-way” conferences** (intern, cooperating teacher, and supervisor) 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. The Supervisor collects the evaluation forms, gives copies to the cooperating teacher, intern, and Field Experience Office.
5. **Maintain regular contact** with both the intern and the cooperating teacher to monitor progress and make any needed adjustments to the plan. Interns also have some responsibility in helping to schedule observations when they will be directly involved with students.

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

6. **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.
7. **Review and sign interns' logs** and the schedule of field assignments each week. This includes reviewing the attendance each week.
8. **Submit the field supervisors' log report** and each month to the Field Experiences Office. Attach copies of any field notes, verification of intern's absence due to illness, conference notes, or evaluations of intern progress to the log. These may be submitted electronically.
10. **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. (See Appendix I Intervention Plan and Appendix D, Policies and Procedures Governing Admission and Retention).

## **THE COOPERATING TEACHER**

The cooperating teacher provides opportunities for engagement and on-going mentoring that is crucial for interns' success. Teachers selected for this role meet criteria modeled on the 8/12/2008

selection criteria for mentor teachers outlined in the “*Guidelines for Mentor Teacher Programs*” approved by the Virginia Board of Education June 22, 2000. They have:

- a valid Virginia Collegiate Professional License with proper endorsement for the teaching assignment;
- a minimum of three years experience as a successful classroom teacher if supervising student teaching 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 teacher development over a continuum of service;
- an understanding of formative assessment;
- effective interpersonal and collaborative skills;
- a commitment to support the professional development of interns.

**Clinical Faculty Members** are cooperating teachers who have taken part in clinical faculty development workshops designed to further explore teacher development, characteristics of high quality mentors, policies and procedures in local teacher preparation programs, and skills in coaching/mentoring interns and beginning teachers. In addition to the qualities listed above, clinical faculty members:

- have participated in workshops to help hone their knowledge and skills in mentoring and coaching interns and beginning teachers (Clinical Faculty Development Workshops I and II);
- demonstrate a willingness to participate in the development, implementation, and evaluation of field experiences.

**Clinical Faculty Lead Teachers** have (1) additional interests and skills in collaborating with universities in promoting the development of interns and beginning teachers and (2) in promoting school/university partnership efforts focused upon enhancing student learning and meeting the missions and goals of the school. Clinical Faculty Lead Teachers have been recommended by principals. They have completed training in research-based models on teacher preparation and in conducting clinical faculty development workshops. They often serve as a key contact at partner schools in developing, implementing, and evaluating field experiences.

The following list of activities can serve as a guideline for the role of cooperating teachers during the early field experience and student teaching field experience:

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**, etc. for the first few days could help familiarize the intern with students and facilitate his/her interactions with students;

4. **Provide opportunities for the intern to become directly involved with students**, either individually, in small groups, or with entire classes, as soon as possible.
5. Plan activities that **involve the intern instructionally**. Interns need opportunities for significant engagement with students in many aspects of PK12 specialist programs (including guidance in understanding their roles in the many tasks involved in developing and maintaining school-wide programs in health, physical education, music, and dance).
6. **Set a time to meet regularly** with the intern to plan involvement and to provide informal feedback and suggestions.
7. **Assist interns in planning instructional activities that enable them to demonstrate the knowledge and skills reflected in national and state standards**. The University supervisor will work with the intern and with the cooperating teacher to clarify assignments and standards and to coordinate the assignments with the on-going activities of the school.
8. **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 (see forms in Appendix J and the section on Assessing Performance).
9. **If any difficulties emerge with the field placement, please notify the University Supervisor or the Associate Dean and Director of Field Experiences (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. We have a good track record of intervening when necessary and assisting interns in demonstrating necessary knowledge/skills/dispositions or, if appropriate, in successfully redirecting a student into another career.
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 INTERN

### Meet Program Requirements and Expectations

Interns have responsibilities both as a university intern and as a preservice professional. They must demonstrate timely and satisfactory growth toward the knowledge, skills, and dispositions expected of program graduates.

1. Interns continue to **meet requirements for admission and retention** in the Field Experience Program (see Appendix D 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 children, families, programs, and other professionals. (See Appendix E.)

Any intern who thinks he/she requires accommodations in order to successfully meet program requirements or demonstrate the program outcomes should seek assistance from the Disability Resources Office (831-6350) concerning reasonable accommodations through technical aids and assistance. It is the obligation of the intern to develop a written accommodation agreement with the assistance of that Office and to present the agreement to the faculty members with whom they will be working. Radford University does not discriminate on the basis of disability and is committed to providing accessibility to its programs, services, and activities for qualified individuals with disabilities.

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 a REGULAR basis until the final full-day assignment period 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.
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 child in reading," "developed and implemented an interactive bulletin board").

Interns document activities and time spent in the following areas: (1) observation, (2) teaching, (3) conferencing, and (4) other activities. Examples of "teaching" include: teaching a lesson or unit that the teacher has developed or that the intern has developed, working with small

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

10. **Submit the log at least each week to the cooperating teacher and to the University Supervisor** for their review. Be sure the teacher signs it each week.

11. **Complete the Clinical Experiences Log Summary form** (Appendix F).

Information from the log is entered onto the summary *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 clock hours you were involved in the school and the hours you were involved direct instruction of student, both of which are required for licensure.*** Applications for licensure will not be complete without this form and thus your license could be delayed. Be sure to make a copy for your records before turning it in to your supervisor or to the Field Experience Office.

# **POLICIES REGARDING FIELD EXPERIENCES**

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 Thursday before commencement. (Friday is provided as a release day to allow interns to prepare for commencement and to perhaps move.) The 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.

## **VACATION AND HOLIDAYS**

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**

### **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) and must submit a

note to that Office from a health provider if the absence last more than three days. (Note: This is not to say that students have 3 "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: both 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 or a friend 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 in the nature of an emergency, the student must submit a request for permission to be absent as described above (“Inter-Initiated Professional Activity”).

### **Accurately recording clinical hours**

Supervisors examine the intern's log each week and confer with supervising teacher regarding missed days, tardiness, etc. 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 schools but professional staff members are expected to be there, interns must report as well. 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 or additional courses. Though we recognize that some interns have special circumstances, such as having to work to put themselves through school or athletic or performance schedules, 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 Walker Hall). 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 or must complete the TB risk assessment form and have it signed by an appropriate health official.

## **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 the intern for this service due to the exceptional performance of the intern; it is approved 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 and, depending upon division policies, waives any remuneration for such service.

### **PERSONAL APPEARANCE**

As representatives of both Radford University and the participating 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, or the university supervisor. Seminars are often provided to help candidates meet state licensure requirements (e.g., child abuse and neglect, blood born pathogens) and thus interns must attend. Candidates should keep documentation whenever they attend 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

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 or his own methods and instructional ideas and to locate and/or develop additional materials (e.g., not always teach directly from the teachers' plans). 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-time teaching responsibilities.

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 teaching 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. A sample lesson plan format can be found in Appendix G. 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, a key competency area. 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. The intern keeps plans and reflections in a notebook readily available to the supervisor so the intern does not have to interrupt his teaching when the supervisor arrives. Interns also give copies of unit studies or work samples to the supervisor and teacher prior to teaching them.

As a part of written planning, reflecting, and record-keeping, interns must **document their impact upon student learning**. More and more, teachers are expected to be visibly 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 (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](http://www.ncate.org/documents/articles/STUDENT_LEARNING_4th.pdf)),

## **CREDIT HOURS AND LICENSURE REQUIREMENTS**

The Radford University Teacher Education Program requires students to complete a full semester of student teaching. Undergraduate students are enrolled in 12 credit hours and graduate students are enrolled in 6-9 graduate credit hours for student teaching. Regardless of the number of credit hours, the student teaching experience is a full semester assignment.

In order to complete Radford's approved program and be recommended for licensure, the student must (1) successfully complete the full semester experience and (2) must log the minimum number of clock hours and the minimum number of hours in direct teaching required by the state. Licensure requires that students complete an approved teacher preparation program and that they log a minimum of 300 clock hours with 150-200 hours of actual instruction (1/2 at the elementary level and 1/2 at the secondary level). Completion of this 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. Sometimes inclement weather during the Spring semester or school testing adds limitations to the times when the intern can assume full teaching responsibility. Students and supervisors should carefully monitor the intern's log in order to ensure he or she logs the correct number of clock hours and teaching hours.



**ASSESSING**

**INTERN**

**DEVELOPMENT**

**General Guidelines**

**Basic Qualifications for  
Admission and Retention**

**Roles and Responsibilities of  
Participants in Assessment**

**Identifying Concerns Early**



# ASSESSING INTERN PROGRESS

Radford University's preparation program relies heavily upon a "coaching" model for the internship, which requires continual interaction and conversation among the intern, university supervisor, and cooperating teacher.

## GENERAL GUIDELINES

Interns should 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* (see Appendices). 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 professional.

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.

## GENERAL GUIDELINES

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

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

## EXPECTATIONS FOR PERFORMANCE

Interns vary in terms of their knowledge and skills when they enter the student teaching internship. However, they are expected to bring certain skills and dispositions with them as well as to demonstrate growth in several areas throughout the internship experiences. 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 Appendix D, 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 already 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 appropriate to the grade level and subject.

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**

All interns should have completed most if not all of their content preparation courses and should thus be very knowledgeable and skilled in their disciplines. When interns are assigned to teach, they must take initiative and make sure that they have mastered the content prior to teaching it. Interns are expected to be knowledgeable of the content addressed in national and state standards (Virginia's Standards of Learning); these standards should be clearly addressed in their planning and instruction.

### **Interpersonal Skills and Dispositions**

Teacher preparation Radford relies upon the dynamics of professional community to drive professional development. In order to fully participate in such a program, one of the first things interns must be able to do is establish positive and productive working relationships with their peers, teachers, 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 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 include: the cooperating teacher only teaches one or two classes in the endorsement area or it is not possible for the intern to complete the types of activities required for the internship in a particular placement. The University supervisor should be consulted when questions regarding the placement emerge. 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 sharing suggestions for improving performance. Such plans for improvement should be documented in writing, usually using the open-ended conferencing form (this form is available from the Field Experience Office and it is printed on NCR paper, thus allowing copies to be given to the intern and Field Experience Office). The situation is then monitored to determine if the intern improves, and in most cases, this is a typical process in the internship.

#### **Consistent Concerns**

If the intern does not make adequate progress and there is indication that an intern might not be able to successfully complete the internship, then the intern may be placed on probation. The university supervisor and cooperating teacher write up an INTERVENTION PLAN (see the following description). 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.

When the Intervention Plan is discussed, dates for the next time that progress will be reviewed are set. The supervisor and the teacher continue to 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.

### **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 (Appendix I). 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 the intervention plan. 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.

### **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. Faculty members may also 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 university

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.

These policies and procedures are further described in Appendix D.

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

### Center for Experiential Learning and Career Development

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

### Self-Managed Credentials File

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

Interns 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, a professional resume, and copies of licensure exam reports. The CELCD can provide guidance on developing your credentials file. *NOTE: Interns are responsible for keeping good copies of documents needed for the file, including the evaluations by the teachers and supervisors.*

As responsible professionals, students must be careful to complete forms correctly and completely and to keep copies of any documentation needed as part of your participation in the program, applying for graduation, and applying for licensure.

This is a list of some of the information or documentation you should have ready access to in your own records. Use the blanks to add to this list and use it 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.**
- Other, such as the Documentation form for 50 hours, TB assessment, submission for clinical background check, etc.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **Professional Resume**

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

## **Recruitment Visits**

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

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

# APPENDICES



# APPENDIX A

## CHECKLIST FOR STUDENT TEACHING INTERNS

- \_\_\_\_\_ 1. Complete application for graduation by deadline date (this should be completed the semester in September for May graduation and by Feb.1 for December graduation).
  - be sure your academic records show correct major
  - complete waiver form ("Petition to Participate") if you plan to 'walk' with 12 or fewer hours remaining to be taken in summer school
  
- \_\_\_\_\_ 2. Review program of studies with faculty advisor.
  - have you completed all general studies, major, and professional studies requirements?
  - do you have the necessary minimum 2.5 GPA OVERALL and in the MAJOR? You will also need to earn a minimum 2.5 GPA in professional studies to graduate, earn the degree, and be recommended for licensure.
  - watch for "graduation check-out" form from your college
  
- \_\_\_\_\_ 3. Begin developing your self-managed career file, posting your resume on-line, and working with the CELCD Center on job search techniques.
  
- \_\_\_\_\_ 4. Begin requesting letters of recommendation about midway during student teaching.
  
- \_\_\_\_\_ 5. Apply for licensure no later than two weeks prior to graduation.
  
- \_\_\_\_\_ 6. Spring: interns intending on attending the Job Fair must complete a resume, have it reviewed by the Career Services Center, and enter it into the on-line services through the Center.

# APPENDIX B

## 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 regulation. Applicants for licensure must:

1. be at least 18 years of age;
2. pay the appropriate fees, as determined by the Board of Education and complete the application process;
3. have earned a baccalaureate degree (with the exception of the Technical Professional License), from an accredited institution of higher education; and
4. possess good moral character (free of conditions outlined in Part IV of this document)(see below).

### 4.4 Denial

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

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

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

## **APPENDIX C**

### **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 educators accepts the responsibility to adhere to the highest ethical standards.

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

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

#### **Principle I -- Commitment to the Student**

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
  - a. exclude any student from participation in any program.
  - b. deny any benefits to any student.
  - c. grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

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

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

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

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his or her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education or other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

## APPENDIX D



*Radford University*

### ***THE TEACHER EDUCATION PROGRAM*** **POLICIES AND PROCEDURES** **GOVERNING ADMISSION/READMISSION, FIELD PLACEMENT, AND RETENTION**

Students have a professional obligation to abide by the policies and procedures of the University and of the Teacher Education Program. Students must follow procedures as outlined here and in the Radford University Student Handbook. Students are also responsible for following appropriate procedures if they have concerns or if they wish to pursue appeals regarding grades, admission requirements, supervision, or field placements.

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

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

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

- have earned a minimum 2.5 GPA over all college work, a minimum 2.5 GPA on all work at Radford University, and a 2.5 GPA in coursework comprising the major (beginning Fall 2007, the elementary education program will require a 2.75 over all college work, at RU, in the major, and in professional studies);
- have successfully completed departmental prerequisites for admission (see your advisor);
- have successfully completed the departmental screening procedures (information available in academic departments);
- have completed a Speech/Language/Hearing screening conducted by the RU Speech Clinic;
- meet requirements for full admission: have met the basic proficiency requirements for admission to teacher preparation programs (Praxis I, SAT, or ACT scores) and have passing scores on the exams required for licensure (Praxis II, VCLA, and VRA if applicable); or meet provisional admission requirements;
- have met basic requirements for licensure in Virginia;
- demonstrate behavior in conformance with the Code of Ethics of the National Education Association;
- not have committed serious violations of Radford University policies and codes of conduct (see [Radford University Student Handbook](#));
- not have a record of unsuccessful performance in a teacher preparation program prior to application to Radford University's Teacher Education Program;

- demonstrate the following professional qualities and dispositions:
  - Effective Oral Communication Skills
  - Effective Written Communication Skills
  - Attendance and Punctuality
  - Commitment to Excellence
  - High Quality Work
  - Professional Dress
  - Professional Participation and Interactions
  - Critical thinking
  - Collegiality
  - Respect for Others
  - Initiative
  - Positive Attitudes toward Learners
  - Positive Response to Constructive Feedback
  - Ability to Handle Stress/Manage Workload
  - Commitment to Diversity and Equity

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

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

If a student does not meet the requirements for full admission, he or she must submit a request to be admitted on a provisional basis. Students submit the request to the Associate Dean with the Teacher Education Application packet. Students must meet the following requirements for provisional admission:

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

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

Beginning Fall 2007, elementary education candidates will be required to have passing scores on Praxis I and on Praxis II in order to be admitted to the Teacher Education Program and to the Early Field Experience Program.

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

## **II. CRITERIA AND PROCEDURES FOR CONTINUED PROGRESSION AND RETENTION IN THE TEACHER EDUCATION PROGRAM**

### **Minimum Criteria for Admission to Field Experiences**

Early Field Experiences. Students applying to the early field experiences must have been admitted to the Teacher Education Program and must continue to meet the criteria for admission listed above in Section I. In addition, students must have successfully completed the professional studies pre-requisites for early field experiences in their specific programs.

Student Teaching. Students applying to student teach must be admitted to the Teacher Education Program and must meet the criteria for admission to the Teacher Education Program and for admission to early field experiences. In addition, students must:

- not have a record of incompletes ("I");
- have completed major requirements as specified by the department or program, including any deficiencies identified for a graduate program of studies;
- have successfully completed early field experiences and must be recommended for student teaching by professional education faculty who have worked with the student in early field experiences; and
- submit state-level passing scores on basic proficiency exams, subject matter exams, and on the Virginia Communication and Literacy Assessment required for licensure in Virginia. Candidates in elementary education, early childhood/early childhood education, and special education (with the exception of those pursuing licensure in severe disabilities or single licensure in early childhood education) must submit passing scores on the Virginia Reading Assessment.

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

The Associate Dean in the College of Education and Human Development 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.

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

Interns enrolled in field experience programs are expected to continue to meet the requirements for admission and retention outlined above. Interns will be expected to demonstrate knowledge, skills, and dispositions addressed in the performance expectations within each particular program as well as the meeting the following expectations required of all candidates in Radford University's Teacher Education Program.

### *Basic Candidate Performance Expectations*

<b>CATEGORY I: DEMONSTRATES KNOWLEDGE OF CONTENT AND CONTENT PEDAGOGY</b>
1. Demonstrates strong knowledge of concepts and principles and tools of inquiry in the subjects he or she teaches as defined by state and national standards (INTASC 1) (NCATE 1.1)
2. Engages students with the content in meaningful ways. (INTASC 1) (NCATE 1.1)
3. Applies an understanding of how students learn the content, including typical challenges students may encounter. (INTASC 1; NCATE 1.3)
4. Uses a variety of teaching strategies appropriate to the content being taught (INTASC 1; NCATE 1.3)
5. Relates the content to students' lives and interests. (INTASC 1; NCATE 1.3)

<b>CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES</b>
1. Demonstrates knowledge of typical development of children or youth (cognitive, physical, social/emotional). (INTASC 2; NCATE 1.4)
2. Uses teaching practices based on an understanding of human development. (INTASC 2; NCATE 1.4)
3. Demonstrates knowledge of common exceptionalities and differences in approaches to learning and performance. (INTASC 3; NCATE 1.4)
4. Modifies/creates instructional opportunities adapted to diverse learners. (INTASC 3; NCATE 1.4)
5. Applies an understanding of the interests and cultural heritage of students in his/her teaching. (INTASC 3; NCATE 1.4; NCATE 4.1)

<b>CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING</b>
1. Uses clear and efficient instructional and administrative routines that create smoothly functioning learning experiences. (INTASC 5; NCATE 1.4)
2. Establishes or reinforces clear standards for behavior. (INTASC 5; NCATE 1.4)
3. Regularly monitors behavior and responds to inappropriate behavior effectively. (INTASC 5; NCATE 1.4)
4. Employs fair, effective, and developmentally responsive management techniques. (INTASC 5; NCATE 1.4)
5. Works with students to create equitable, caring, respectful, safe, and productive learning environments. (INTASC 5; NCATE 1.4)
6. Uses knowledge and understanding of individual and group motivation and behavior to foster self-motivation. (INTASC 5; NCATE 1.4)
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (INTASC 6; NCATE 1.4)

<b>CATEGORY IV: PLANS AND IMPLEMENTS EFFECTIVE INSTRUCTION</b>
1. Develops clearly structured instructional plans, with goals, activities, and assessments appropriately aligned. (INTASC 7; NCATE 1.4)
2. Aligns instruction with state SOL's and national curriculum goals. (INTASC 7; NCATE 1.4)
3. States instructional objectives in clear, measurable terms. (INTASC 7; NCATE 1.4)
4. Plans and implements a variety of effective instructional strategies based on an understanding of subject matter, students, the community, curriculum goals, and best practice. (INTASC 7; NCATE 1.4)
5. Selects and uses a variety of effective instructional materials. (INTASC 7; NCATE 1.4)
6. Engages and maintains students' attention, and is able to refocus their attention if necessary. (INTASC 7; NCATE 1.4)
7. Uses clear directions, explanations, demonstrations, questions, etc. (INTASC 7; NCATE 1.4)
8. Understands and uses a variety of strategies that encourages the development of critical thinking, problem-solving. (INTASC 4; NCATE 1.4)
9. Selects or develops and implements student learning activities that integrate technology. (INTASC 7; NCATE 1.4)
10. Provides feedback to students in a timely and helpful manner. (INTASC 8; NCATE 1.4)
11. Plans and uses assessment criteria and strategies appropriate to instructional goals and student characteristics. (INTASC 8; NCATE 1.4; NCATE 1.7)
12. Summarizes and analyzes assessment evidence for individuals and groups. (INTASC 8; NCATE 1.4; NCATE 1.7)

13. Uses assessment information to improve student learning and his/her teaching. (INTASC 8; NCATE 1.4; NCATE 1.7)
14. Is skilled in using a variety of assessment strategies. (INTASC 8; NCATE 1.4; NCATE 1.7)
15. Persists in assisting students having difficulty learning. (INTASC 3; INTASC 7; NCATE 1.4)
16. Maintains systematic and accurate records of student progress. (INTASC 8; NCATE 1.4; NCATE 1.7)
17. Identifies and uses community resources in enhancing learning. (INTASC 7; NCATE 1.4;)

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

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

<i>Professional Characteristics and Dispositions (NCATE 1.6)</i>
1. <b>Oral Communication:</b> Expresses self very well orally; communicates ideas very well; is adept in using voice effectively.
2. <b>Written Communication:</b> Writing is error-free and is very clear, organized, and highly developed.
3. <b>Attendance and Punctuality:</b> Punctual, reliable; never absent or tardy.
4. <b>Commitment to Excellence:</b> Work and performance consistently demonstrates commitment to candidate's own high standards.
5. <b>Quality of Work:</b> Reaches beyond the minimum and turns in excellent work.
6. <b>Professional Dress:</b> Consistently dresses professionally.
7. <b>Participation/Interactions:</b> Contributes to classroom and school activities; often a leaders; highly engaged with students and colleagues; well-prepared.
8. <b>Critical thinking:</b> Identifies salient information or reasons; accurately interprets; draws warranted conclusions; justifies and explains assumptions/reasons; fair-mindedly follows where evidence and reason lead.
9. <b>Collegiality:</b> Strong contributor to group/team efforts.
10. <b>Respect for Others:</b> Uses positive approach in questioning/criticizing; is courteous; acts in the best interests of others.
11. <b>Initiative:</b> Creative; resourceful; self-directed.
12. <b>Attitudes toward Learners:</b> Develops professional/personal connections with students which contribute to student development; acts on belief that all students can learn; uses many strategies to motivate students.
13. <b>Response to Constructive Feedback:</b> Receptive; subsequent performances consistently show productive changes
14. <b>Ability to Handle Stress/Manage Workload:</b> Handles stress in productive manner; maintains optimistic and positive approach in stressful situations; manages demands/workload associated with teaching very well.
15. <b>Commitment to Diversity and Equity:</b> Consistently demonstrates a commitment to understanding diversity and to integrating multiple perspectives in teaching.

## **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 participation of the intern must not interfere with the learning and development of children or young adults, with the cooperating teachers' ability to conduct his or her responsibilities, or with the productive functioning of the school. The University recognizes its equal responsibility to support the 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.

### Probation

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 or administrators make the recommendation to the University supervisor or to the Associate Dean. 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 on page 7 in the section regarding appeals.



# *Radford University Teacher Preparation Programs*

## **Professional Characteristics and Dispositions**

We commend you for pursuing a career in teaching. We believe you are entering the Teacher Education Program willing to work hard in gaining the knowledge and skills needed to be the best teacher you can be. In addition to the knowledge and skills needed in your professional, you will also need to demonstrate professional dispositions: work habits; interpersonal skills; and values, attitudes and beliefs toward education, your responsibilities, and toward the students and families with whom we work. The following is a list of professional characteristics and dispositions that we would expect of candidates entering the Teacher Education Program:

### **1. Oral communication skills**

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

### **2. Written communication skills**

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

### **3. Attendance and punctuality**

- a. Unacceptable absenteeism or tardiness
- b. Frequently absent, tardy, or leaves early
- c. Rarely absent or tardy
- d. Perfect attendance

### **4. Work habits / Commitment to Excellence**

- a. Work or performance does not meet minimal requirements or expectations
- b. Work or performance meets minimal requirements or expectations
- c. Work and performance indicates significant effort and care
- d. Work and performance consistently demonstrates commitment to candidate's own high standards for professional work

### **5. Quality of work**

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

### **6. Professional dress**

- a. Consistently dresses inappropriately
- b. Sometimes dresses appropriately
- c. Usually dresses professionally
- d. Consistently dresses professionally

- 7. Quality of Interactions and Participation (classroom and field experiences)**
- Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared
  - Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and colleagues; not well-prepared
  - Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared
  - Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared
- 8. Critical thinking skills**
- Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
  - Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner
  - Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded
  - Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead
- 9. Collegiality**
- Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)
  - Sometimes demonstrates collaborative skills
  - Responsibly engages in group/team efforts
  - Strong contributor to group/team efforts
- 10. Respect for others**
- Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
  - On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self control in interactions
  - Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
  - Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations
- 11. Initiative**
- Passive, depends on others
  - Needs supervision to implement ideas
  - Demonstrates self-initiative and independence
  - Creative, resourceful and self directed
- 12. Attitude toward learners**
- Lacks interest in or is negative toward students; does not demonstrate an attitude that all students can learn; does not view own responsibility in motivating students; lacks knowledge and skills in establishing rapport motivating students
  - Makes minimal efforts to establish rapport with students; does not always demonstrate an attitude that all students can learn; makes minimal effort to motivate students
  - Develops rapport with students; demonstrates an attitude that all students can learn; demonstrates knowledge and skills in motivating students
  - Effectively develops professional/personal connections with students which contribute to student development; acts on a strong belief that all students can learn; uses many strategies that effectively motivate students.

**13. Responsive to constructive feedback**

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

**14. Ability to Handle Stress and to Manage Workload**

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

**15. Commitment to Diversity and Equity**

- a. Ethnocentric; considers only personal perspective
- b. Demonstrates awareness of diversity issues and of multiple perspectives
- c. Demonstrates emerging commitment to learning more about diversity and teaching from multiple perspectives
- d. Consistently demonstrates a commitment to understanding diversity; teaches or plans to teach from multiple perspectives

# APPENDIX F

## Clinical Experiences Log Summary

## 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# \_\_\_\_\_ SS# \_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

# APPENDIX G

## EXAMPLE of a LESSON PLAN FORMAT

SUBJECT/TOPIC \_\_\_\_\_ GRADE \_\_\_\_\_

INTERN'S NAME \_\_\_\_\_

### PLANNING

What specific skills or knowledge should students be able to do or know at the end of the lesson?

What materials will you and your students need?

What activities or strategies will you use to present the knowledge or skills (direct instruction)? Or how will you engage students in inquiry activities leading to the knowledge or skills (inquiry-based)?

How will you make sure students comprehend the information or can perform the skills before they must practice or apply them on their own?

### REFLECTING

PLANNING

What plans have you made for individual differences and special needs of students?

How will you provide closure to the lesson?

What activities will you use for extending, enriching, or practicing what was taught?

How will you evaluate student learning?

REFLECTING

## **APPENDIX H**

### ***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/doe.html>

[http://dir.yahoo.com/Education/K\\_12/Teaching/Teacher\\_Certification/U\\_S\\_States/](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

**APPENDIX I**  
**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.

\_\_\_\_ Learning Assistance  
2<sup>nd</sup> floor Walker  
831-6035

\_\_\_\_ Speech/Hearing Clinic  
Waldron Building  
831-5453

\_\_\_\_ Counseling /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  
\_\_\_\_\_  
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 \_\_\_\_\_  
Date \_\_\_\_\_ Signature of Intern \_\_\_\_\_

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 Appendix D Policies and Procedures Governing Admission and Retention and Appendices E and J).
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.

## **APPENDIX J**

### **INTERN EVALUATIONS**

**Please use scantron forms that will be provided by the  
University Supervisor**



Radford University

Fall \_\_\_\_ Spring \_\_\_\_ Year \_\_\_\_\_

**TEACHING INTERN EVALUATION  
HEALTH/PHYSICAL EDUCATION**

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**

<b>CATEGORY I: DEMONSTRATES KNOWLEDGE OF CONTENT AND CONTENT PEDAGOGY</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>
5. Demonstrates an understanding of physical education content and disciplinary concepts related to the development of a physically educated person reflected in national and state standards. a. Identifies critical elements of motor skill performance and appropriate sequences for improved learning b. Demonstrates competent motor skill performance in a variety of physical activities c. Describes performance concepts and strategies related to skillful movement and physical activity d. Describe and apply bioscience (anatomical, physiological and biomechanical) and psychological concepts to skillful movement, physical activity, and fitness							
6. Engages students with the content in meaningful ways.							
7. Applies an understanding of how students learn the content, including typical challenges students may encounter.							
8. Uses a variety of teaching strategies appropriate for the content being taught.							
5. Relates the content to students' lives and interests.							

<b>CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>
1. understands the biological, psychological, sociological, experiential, and environmental factors that impact developmental readiness to learn and refine movement skills.							
2. identifies, selects, and implements appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.							
3. applies an understanding of common student exceptionalities and differences.							
4. identifies, selects, and implements appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., intra-task							

variation, teaching by invitation)							
5. applies an understanding of the interests and cultural heritage of students in his/her teaching.							

<b>CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING</b>		NI	S	P	D	NA	COMMENTS
1. Use managerial routines that create smoothly functioning learning experiences and environments. For example: a. keeps management time at a minimum b. has materials, etc. ready c. uses start and stop signals effectively d. checks materials ahead of class for safety hazards							
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. a. begins and ends class on time b. uses clear "gym" voice c. creates a firm but warm learning environment							
5. Uses strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote a productive learning environment.							
6. Uses knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction							
7. Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school.							
<b>CATEGORY IV: PLANNING AND IMPLEMENTING INSTRUCTION</b>	U	NI	S	P	D	NA	COMMENTS
1. Develops clearly structured program and instructional plans with goals, activities, and assessments appropriately aligned.							
2. Aligns instruction with state and national standards.							
3. States instructional objectives in clear, measurable terms.							
4. Selects and implements a variety of effective instructional strategies based on content, on student needs and safety issues (e.g., ask questions, pose scenarios, promote problems solving and critical thinking, facilitate factual recall).							
5. Select and implement appropriate (comprehensive, accurate, useful, safe) teaching resources and curriculum materials.							
6. Understands and uses a variety of strategies that encourages the development of critical thinking, problem-solving, and performance skills.							
7. Engages and maintains students' attention, and is able to refocus their attention if necessary.							
8. Uses clear directions, explanations, demonstrations, questions, etc., including using instructional cues and prompts to facilitate competent motor skill performance.							
9. Designs, 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 identifying ways to assist students having difficulty learning.							
15. Maintains accurate records of student progress.							
16. Identifies and uses community resources in enhancing learning.							

<b>CATEGORY V: MODELS PROFESSIONALISM</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>
1. Uses a reflective cycle involving description of teaching, justification of teacher performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.							
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.							
11. Identifies strategies to become an advocate in the school and in the community to promote a variety of physical activity opportunities.							

Comments:

Radford University

Fall \_\_\_\_ Spring \_\_\_\_ Year \_\_\_\_ **TEACHING INTERN EVALUATION** Please check: Midterm \_\_\_\_ Final \_\_\_\_  
**ART EDUCATION, MUSIC EDUCATION AND DANCE EDUCATION** 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**

<b>CATEGORY I: DEMONSTRATES KNOWLEDGE OF CONTENT AND CONTENT PEDAGOGY</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>
1. Demonstrates strong knowledge of several aspects of music as a discipline.							
2. Engages students in meaningful ways in learning about music and in performing.							
3. Applies an understanding of how students learn about music, including typical challenges students may encounter.							
4. Uses a variety of teaching strategies appropriate for what is being taught.							
5. Relates the content to students' lives and interests.							
<b>CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>
1. Demonstrates knowledge of typical development of students (cognitive, physical, and 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. Applies an understanding of the interests and cultural heritage of students in his/her teaching.							
<b>CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING</b>		<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>
1. Uses clear and efficient instructional and administrative routines.							
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, safe, equitable, caring, respectful and productive learning environments.							
6. Uses knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction							
7. Use their knowledge and understanding of individual and							

group motivation and behavior to foster self-motivation.									
<b>CATEGORY IV: PLANNING AND IMPLEMENTING INSTRUCTION</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>		
1. Develops clearly structured instructional plans with objectives, activities, and assessments appropriately aligned.									
2. Aligns instruction with state and national goals.									
3. States instructional objectives in clear, measurable terms.									
4. Implements a variety of effective instructional strategies based on content and on student needs and characteristics.									
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 encourages 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.									
<b>CATEGORY V: MODELS PROFESSIONALISM</b>	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>	<b>NA</b>	<b>COMMENTS</b>		
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.									
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 and activities of the science education community.									
10. Uses technologies to communicate, network, locate resources, and enhance continuing professional development.									

Comments

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