Basic Handbook for Field Experiences

Teacher Preparation Programs 2010-2012
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Dedication

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

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

We wish to extend our gratitude to you.
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 children 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 exceptionalties. 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 children are successful learners. Candidates **use knowledge of effective verbal, nonverbal, and media communication strategies to foster active inquiry, collaboration, and supportive interaction** among students and PK-12 professionals. Candidates **plan instruction and services based upon knowledge of subject matter, students, families, the community, and curriculum goals**. They **understand and use formal and informal assessment strategies** to evaluate and ensure the continuous intellectual, social and physical development of the learner. Candidates in administrative and specialist programs apply best practices in providing leadership and services that support effective and caring learning communities. Candidates are **able to explain what they believe, know, and do based upon research and best practice**. They are able to **integrate technology** into their practice to promote student learning, to access information, to enhance communication, to manage their roles and responsibilities effectively and to extend their own learning.

**Professionalism.**  Candidates **actively seek opportunities to develop professionally and to promote renewal and best practice** in the learning community. Candidates **reflect systematically** upon their practice and continually **evaluate the effects of their choices, decisions, and actions on others**. Candidates are **knowledgeable about and proficient in meeting professional and state standards** for practitioners in their field. Candidates **foster relationships with school colleagues, families, agencies and the community** to support students’ learning and well being. They are able to **communicate effectively and sensitively with families** about school programs and about the progress of their children, and are successful in engaging families in the education of their children.
How are teachers prepared at Radford University? What are the requirements for admission to and retention in the Teacher Education Program?

TEACHER PREPARATION PROGRAMS

Academic Majors

Radford University students seeking certification to teach, complete an academic major:

- **Secondary Education Grades 6-12**: English, Mathematics, Social Studies, Chemistry, Biology, or Physical Science or Geology major for the Earth/Space Science endorsement
- **IDS-Middle School Education**: Interdisciplinary Studies major with two concentrations selected from the following: Mathematics, Science, Social Studies, or English;
- **IDS-Elementary Education**: Interdisciplinary Studies major with two concentrations selected from the following: Mathematics, Science, Social Studies, English, Foreign Language, or Special Education;
- **Art, Music, Dance, and Physical and Health Education** pursue degrees in their respective academic areas;
- **IDS-Special Education Deaf and Hard of Hearing**: Interdisciplinary Studies major with two concentrations, one in Special Education and the other in Communication Sciences and Disorders;
- **IDS-Early Childhood Education/Early Childhood Special Education** (5-year M.S. in Special Education degree): Interdisciplinary Studies major with concentrations in Early Childhood Education and Special Education and with the fifth year in Professional Studies; and
- **IDS-Special Education: General Curriculum** (5-year M.S. in Special Education): Interdisciplinary Studies major with concentrations in Special Education and in an academic area, and with a fifth year in Professional Studies.

Professional Studies

Professional studies requirements vary by program, but most students complete:

- at least one introductory course in education;
- two semesters of internships in field experiences (an early field experience internship and a student teaching internship); and
- professional studies courses such as reading, methods and materials in curriculum and instruction, integration of instructional technology, establishing productive learning environments, and education for exceptional individuals.

Please refer to the handbook for the specific teacher preparation program for more detailed information about courses students complete in the major and in professional studies.
Basic Requirements for Admission to the Teacher Education Program
and Early Field Experience

Students must meet minimal requirements in three primary areas: academic excellence, basic proficiency skills, and professional dispositions and characteristics of teacher candidates. In order to be admitted to the Teacher Preparation Program, students must have:

- a minimum *2.5 GPA through a 3.0 GPA in overall college work, on all work at Radford University, and overall coursework comprising the major (see Appendix A);
  (*The GPA requirement is dependent upon the specific program requirements, as outlined in the college catalog for admission year.)

- successful completion of all admission prerequisites that are specific to their program;

- copies of official score reports on passing scores on the basic proficiency tests required for licensure in Virginia: VCLA, Praxis I and Praxis II, or SAT/ACT substitute scores (see Appendix A, Program Specific Requirements);

- a resume and a handwritten essay;

- the Memorandum of Understanding, MOU form;

- 50 Clock Hours of experience in working with children in structured learning situations (all secondary education, K-12, and all IDS majors) (see Appendix B);

- results of a negative TB test or risk assessment;

- passing results of the Speech/Language/Hearing screening conducted by the RU Speech Clinic;

- copies of completed certificates of training on “Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators” and for the “Civics” requirement;

- professionally completed admission packet documenting all of the requirements;

- no previous record of unsuccessful performance in a teacher preparation program prior to application to Radford University’s Teacher Education Program;

- no record of serious violations of Radford University policies and codes of conduct (see Radford University Student Handbook);

- met basic requirements for licensure in Virginia (see Appendix M);

- continual demonstration of effective oral and written communication skills;
• continuous demonstration of the following professional qualities and dispositions:
  - willingness to understand and support individual differences,
  - willingness to examine and apply characteristics of successful professional Educators,
  - willingness to reflect on teaching and learning,
  - willingness to collaborate with families, as a critical component of learning,
  - respect for others,
  - valuing of diversity,
  - ability to cooperate with others and maintain productive working relationships,
  - self-confidence, initiative, persistence, enthusiasm,
  - ability to accept and use constructive criticism,
  - reliability, dependability, punctuality, and
  - ability to handle stress;

• continuous demonstration of behavior in conformance with the Code of Ethics of the National Education Association (see Appendix C); and

• recommendation by program area faculty for admission into the Teacher Education Program and Field Experience based on departmental review.

**Student Teaching Internship Admission**

Admission to the student teaching internship requires that, interns must continue to meet the above requirements, as well as:

• submission of official score reports passing Praxis II, (Note: some programs require this for Early Field Experience);

• coursework records with no incomplete grades, “I”;

• successful completion of early field experiences with a required program specific GPA in all professional studies and a recommendation by the university supervisor for admission to student teaching; and

• submission of passing “Reading for Virginia Educators” RVE score reports by the end of internship for licensure in required program areas: Elementary Education, Early Childhood / Early Childhood Special Education, Special Education: Deaf and Hard of Hearing and Special Education: General Curriculum.

**Qualifications for Retention in Field Experiences**

Once admitted to the program and with the beginning of internships in field experience, students (interns) are required to meet certain professional qualifications in order to be retained as interns 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 *Code of Ethics of the National Education Association* (see Appendix C) and *Policies and Procedures Governing Admission to and Retention in Field Experiences in Teacher Education Programs; Teacher Candidates Dispositions and Characteristics* (see Appendix D). Much of this information is applied and explained in the content of this handbook.

**An Orientation to Field Experience**

Orientation dates, for both Early Field Experience and Student Teaching, are scheduled at the beginning of the semester, and are published. Students (Interns) are required to attend. This meeting outlines and discusses the expected detailed requirements, as interns continue to develop their basic skills and dispositions in the following areas:

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

**Content Knowledge**

Research shows that content knowledge is not always packaged in novices' understandings as usable, *teachable* content knowledge. Experience in teaching helps to build this understanding. Interns should show progress throughout the program in planning and teaching in knowledge and skills areas such as:

- identifying and implementing key concepts and skills for different age/grade levels;
- understanding typical challenges their students face in learning content;
- demonstrating an every widening repertoire of effective, content-specific instructional strategies for presenting and representing concepts and skills to their students; and
- making connections of content to their students’ interests and developmental levels.
Successful interns take the initiative to review the content that lies ahead in the curriculum and to actively seek out ways to engage students with the content in meaningful ways. They exhibit an interest in subjects, a willingness to learn more, and the ability to use a variety of resources for enhancing their skills and understanding in the content areas. Concerns can emerge if an intern lacks enthusiasm and willingness to learn, views her/himself as lacking ability in a subject, but does not take steps to improve, or fails to show sufficient progress in remedying weaknesses.

**Interpersonal Skills and Dispositions**

Radford University’s teacher preparation programs immerse interns in the full dynamics of professional learning communities to promote their professional development in all aspects of teaching. In order to fully participate in such a program, they must enter already able to establish positive and productive working relationships with their peers, teachers, and instructors.

Successful interns exhibit interpersonal skills and dispositions such as:

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

- know and abide by all school and university policies and procedures;
- are punctual;
- maintain satisfactory attendance and time schedules;
- are 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; and
• recognize situations which require confidentiality and be extremely cautious in dealing with such situations.

Interns are thoughtful in their interactions with others. They are sensitive to matters of confidentiality and avoid sharing information about others unless it is clearly being shared within a professional setting for professional purposes (see Appendix E, Confidentiality Agreement). They are sensitive to even casual conversations and use of social media that reflect on teachers, schools, and their students. Interns will experience a wide spectrum of school policies and procedures, curricula, teaching strategies, leadership styles, classroom environments, levels of parent responsiveness, etc. Their own preferences should not lead them to be overly judgmental or prevent them from learning from the variety of situations they encounter.

Responsibilities regarding attendance, punctuality, dependability, and general work habits in professional programs are based on the real demands of the work world. Though the intern might feel he or she has valid reasons for tardiness or absence, problems leading to absences and tardiness must be immediately resolved. If an intern is unable to maintain satisfactory attendance, he or she might be dismissed from the field placement. This could jeopardize successful completion of the program. More detailed information on attendance policies begins on page 26.

Personal Appearance
As representatives of Radford University and of the school and school division, interns should demonstrate exemplary grooming and professional dress. They may observe the conventions of dress for teachers in the school(s), keeping in mind that, as a novice, they might need to be particularly conscious of establishing a professional image. Interns with questions about appropriate dress should ask the university supervisor, supervising teacher, or principal.

Exit Criteria: Performance Expectations
The performance expectations for student in their field experience are based upon national and
state standards and upon the conceptual framework for preparation of teachers. The basic performance expectations are given here. Additional expectations that are specific to individual programs are outlined in the program handbooks. Evaluations for Early Field Experience and for Student Teaching Experience include the performance expectations for each program.

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

**CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES**
1. Demonstrates knowledge of typical development of children or youth (cognitive, physical, social/emotional).
2. Uses teaching practices based on an understanding of human 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.

**CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING**
1. Uses clear and efficient instructional and administrative routines that create smoothly functioning learning experiences.
2. Establishes or reinforces clear standards for behavior.
3. Regularly monitors behavior and responds to inappropriate behavior effectively.
4. Employs fair, effective, and developmentally responsive management techniques.
5. Works with students to create equitable, caring, respectful, safe, and productive learning environments
6. Uses knowledge and understanding of individual and group motivation and behavior to foster self-motivation.

**CATEGORY IV: PLANS AND IMPLEMENTS EFFECTIVE INSTRUCTION**
1. Develops clearly structured instructional plans, with goals, activities, and assessments appropriately aligned.
2. Aligns instruction with state SOL’s and national curriculum goals.
4. Appropriately implements a variety of effective instructional strategies based on an understanding of the content, of students, of best practices, and of the community.
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.
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 student characteristics.
12. Uses assessment information to improve student learning and his/her teaching.
13. Is skilled in using a variety of assessment strategies.
15. Maintains systematic and accurate records of student progress.
16. Identifies and uses community resources in enhancing learning.
**CATEGORY V: MODELS PROFESSIONALISM**

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 education community.

10. Uses technologies to communicate, network, locate resources, and enhance continuing professional development.

As the clinical team meets to map out the intern’s assignments and responsibilities, it is important to consider how the activities will provide opportunities to observe the intern's knowledge, skills, or dispositions related to the performance expectations. The performance expectations should be used as a guide to direct the teacher’s and supervisor’s conferencing and coaching with the intern, and the midterm and final evaluations of the intern.

### EARLY FIELD EXPERIENCE AND STUDENT TEACHING INTERNSHIPS

**Goals**

Teacher preparation programs at Radford University include a program of integrated courses, field experiences, and professional development seminars grounded in the everyday practice of schools. The program is designed to engage interns in deliberate self-study and inquiry into teaching. Aligned with this goal is the goal of building partnerships with schools which enable interns and faculty to be involved in authentic work, making real contributions to the school community. The partner schools and the university closely share responsibilities in preparing teachers and in educating children.

Programs specific requirements for prerequisite classes before Early Field experience include classes such as EDEF 320 and HUMD 300. But, consultation with advisors and program specific handbooks is essential for full preparation. The following chart provides a brief description of early field experiences and culminating student teaching experiences in Radford’s teacher preparation programs.
<table>
<thead>
<tr>
<th>Program</th>
<th>Early Experiences</th>
<th>Culminating Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Programs</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Early Childhood/Early Childhood Special Education</strong></td>
<td>EDEC 430 Field Experiences in Preschool, Pre-kindergarten, Kindergarten and Primary Education with Special needs and Regular Children Two placements, each 7-8 weeks, 18 to 21 hours per week (270-336 hours total) in agencies and in early childhood settings.</td>
<td>EDEC/EDSP 450 Student Teaching: Early Childhood and Early Childhood Special Education Full-time clinical practicum with two placements in public school settings (15-16 weeks for a total of 600-640 hours).</td>
</tr>
<tr>
<td><strong>Elementary Education Middle Education, Secondary Education, and Special Education</strong></td>
<td>EDUC 430, EDSP 432, EDME 432, and EDSP 430 Teaching Assistantship ( &quot;Blocking&quot; or early field experience): Elementary, Middle, and Special Education: 15 hours per week for 15-16 weeks (225-240 hours). Secondary education: 12 hours per week for 12-15 weeks (144-180 hours).</td>
<td>EDUC 450, 451, 452 Student Teaching Full semester placement for 15 – 16 weeks (600-640 hours). CoHORTS engage in professional seminars to allow candidates to reflect upon their observations and practice, and upon the integration of theory and practice, as well as provide support and ideas from their peers and university and school/agency resources.</td>
</tr>
<tr>
<td><strong>Special Education Graduate IDHI</strong></td>
<td>Candidates who do not have a license are required to complete EDSP 430 Teaching Assistantship, which is approximately 15 hours per week for 15-16 weeks (225-240 hours).</td>
<td>Candidates complete internships at both the elementary and secondary levels with the population of students appropriate for the endorsement (ED/LD). The internship is a full time, full semester experience (7.5-8 weeks at each level).</td>
</tr>
<tr>
<td><strong>Physical/Health Education</strong></td>
<td>Early field experiences are integrated with courses in ESHE and HLTH.</td>
<td>ESHE 453 Student Teaching in PE K-12 Full semester with two 7-8 week placements (elementary and secondary) (600-640 hours).</td>
</tr>
<tr>
<td><strong>Art Education</strong></td>
<td>ART 240 Clinical Experiences in Art Education Minimum of 3 hours per week for 15-16 weeks (45 hours)</td>
<td>EDUC 453 Student Teaching K-12 Full semester with two 7-8 week placements (elementary and secondary) (600-640 hours).</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>MUSC 446 Methods and Practicum for General Music and MUSC 459 Methods and Practicum for Performing Ensembles At least 15 hours of observation/participation in public school settings required for each course (30 hours).</td>
<td>EDUC 453 Student Teaching K-12 Full semester with two 7-8 week placements (elementary and secondary) (600-640 hours).</td>
</tr>
<tr>
<td><strong>Dance Education</strong></td>
<td>Early field experiences are integrated with courses in dance education.</td>
<td>EDUC 453 Student Teaching K-12 Full semester with two 7-8 week placements (elementary and secondary) (600-640 hours).</td>
</tr>
</tbody>
</table>

**Early Field Experience**

Weekly schedules for the Early Field Experience interns vary by program, but all are semester-long experiences. Early Field Experiences abide by Radford University’s schedule (e.g., interns will have a Fall or Spring break). The field assignments are integrated with professional studies coursework in order to promote a constant interchange of knowledge-building (i.e., research, study, reflection) informing practice and practice informing knowledge-building. Assignments
are also coordinated with the work going on in the placement site in order to ground the experience more thoroughly in the unique context of each school. The interns’ weekly schedules, sample semester schedules, and specific field assignments are detailed in each program’s specific handbook.

**Student Teaching Internships**

Weekly schedules for the Student Teaching vary by program, but all are semester-long experiences. Schedules for interns’ placements are addressed in the program-specific handbooks. During student teaching internship, interns follow the school or agency calendar and their cooperating professionals’ schedules. Interns gradually assume full responsibility for teaching, and must have significant experiences in teaching in the core academic subject areas for their area of licensure. They should teach full time for a minimum of two consecutive weeks. This internship team will plan when and how the intern will gradually assume full responsibility for teaching. Sample schedules of internship activities for student teaching interns are included in the program-specific handbook.

**Professional Development Seminars during Early Field Experience and Student Teaching**

Seminars are held for the interns to offer additional professional development opportunities, to provide a forum for discussing interns’ experiences, and to promote reflective practice and inquiry into teaching and learning. Seminars are planned and scheduled by cohort instructors and field supervisors. University faculty members notify cooperating teachers about seminars, particularly if they are held during school hours. Virginia has a new “Civics” training requirement for teacher preparation that has been instituted beginning in 2011. This training module is in process of development and will need to be completed. More information will follow.
The “Internship Team”

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

**ROLES OF PARTICIPANTS**

**The Director and Clinical Coordinator – The Office of Field Experience**

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

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The Superintendent - the School District’s Central Office

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

Central office personnel also work with university faculty and others in developing and refining field experience programs. One venue for collaboration is the Southwest Virginia Professional Education Consortium. The Consortium is a group of thirteen school divisions, over sixty schools, and four universities. The goals of the Consortium are to:

- Develop a cadre of cooperating teachers (clinical faculty), who are exemplary models of effective teaching and strong mentors for interns;
- Develop and nurture leadership abilities and exemplary practice in clinical faculty;
- Facilitate greater cooperation and communication among consortium members; and
- Create a community of inquiry into learning to teach and the development of school cultures that promote life-long learning for all members of the communities.

The School

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

- Hold high goals for all children - demonstrate concrete approaches for addressing the diverse characteristics and needs of children;
- Engage in continuous renewal or improvement efforts;
- Provide opportunities in which interns can be authentically and readily
involved in efforts that contribute to the learning and well-being of students; and

- Demonstrate a strong commitment to professional development, actively engaging in reflection and inquiry into teaching and learning.

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

- Assist faculty and the Office of Field Experience in matching interns with cooperating teachers;

- Help introduce the interns to the school community;

- Coordinate school-wide development activities for interns; and

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

The University Field Supervisor and the Cohort Leader

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

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

1. Serve as professor for the field experience.

2. Prior to the start of the semester, confirm the placements with the Field Experience Office (names and grade levels);
3. Meet with the intern and the cooperating teacher at the beginning of the semester to share information and to develop a tentative semester plan, including:

   a) conveying to the cooperating teachers and principals information for contact

   b) distributing necessary materials (evaluation forms, handbooks);

   c) explaining general aspects of the teacher education program and of the intern’s specific program (including parts of the handbooks, such as descriptions of the conceptual framework, the roles and responsibilities of participants, performance expectations and procedures for evaluating interns, and the evaluation forms);

   d) sharing information regarding the field experience schedule (breaks, days interns will be excused from the field for professional reasons, etc.);

   e) discussing with the teacher what is occurring in the intern’s program and how the intern’s involvement can be closely integrated with the on-going activities; sketch out a general plan for the internship (e.g., subjects or topics the intern will be teaching; how the intern might gradually assume teaching responsibility; when the intern would teach full time for a minimum of 2 weeks).

4. Plan and implement weekly or biweekly seminars for group supervision of three or more interns, and plan and implement large-group seminars with other cohort leaders, as needed.

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

   Early Field Experience Internship. Early field experience interns do not teach as regularly as student teaching interns. However, they should work closely with their cooperating teacher in arranging opportunities to assume a variety of teaching responsibilities beginning early in the semester (e.g., assisting students completing homework, administering quizzes, conducting routines, reading a story or assignment). They also need to work closely with the university supervisor in arranging times for observations and conferences. Another factor that constrains a supervisor’s opportunity for observing an intern during direct teaching is the fact that they might be supervising a higher number of early field interns. With close communication between the intern and the supervisor, supervisors should be able to conduct several visits with observation write-ups.

   Student Teaching Internship: The supervisor should contact student teachers each week and should have several observations and conferences with each intern over the semester with written records. The pace of visits may change over the semester, with more visits when interns have more teaching responsibilities.
6. 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.

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

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

8. Schedule midterm and final evaluation conferences. All three members of the Internship Team, the intern, university supervisor, and cooperating teacher complete the internship evaluation forms. The supervisor ensures that his/her forms and the cooperating teachers’ forms have the correct signatures. The supervisor collects the forms from cooperating teachers and submits their forms to the Field Experience Office at the end of the semester. Entry of scores into the R-Grade system is recommended.

9. The Clinical Experience Log Summary (see Appendices I and J) needs to be reviewed and signed by all parties at the end of the semester, so that the intern can submit the form on Assessment Day – The Thursday prior to graduation.

10. Serve as the liaison between the university and the assigned schools. Provide program information and, whenever possible, help provide resources and information to teachers.

The Cooperating Professional Teacher

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

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

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

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

2. Prepare a work space for the intern. If possible, have available extra teaching manuals that the intern may use;

3. Introduce the intern as a teacher or teaching intern to help establish their role;

4. Help the intern become familiar with students’ names to facilitate his/her interactions with students;

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

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

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

8. Plan activities in advance which need to be completed by the intern outside of classroom time during the early field experience internship when students are taking a full course load). Such activities might include having the intern correct papers or make bulletin boards outside of the time they are in the schools. (This is generally not an issue during the student teaching internship in that interns would be expected to assume full teaching responsibilities.)
9. Assist intern in planning and implementing field assignments. Interns and supervisors will discuss the field assignments interns receive in their courses with cooperating teachers. Many instructors provide written descriptions of assignments. The University supervisor will work with the intern and with the cooperating teacher to clarify assignments and to coordinate the assignments with the on-going activities of the classroom.

10. 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 program specific handbooks for these forms.)

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

12. Complete the final evaluation approximately one week before the end of the assignment. The teacher, university supervisor, and the intern should discuss the evaluation in a conference and sign the form at that time. The form can be returned to the university supervisor.

The section on Assessment of Performance (page 33) provides guidance for interns, teachers, and university supervisors regarding evaluation.

The Intern

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

Meet Program Requirements and Expectations

Interns have responsibilities both as a university intern and as a developing professional. At the most basic level, they must meet the requirements for being retained in the program and they must demonstrate satisfactory growth toward the knowledge, skills, and dispositions outlined in the program’s performance expectations.

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, school, or agency. They should demonstrate academic preparedness; proficiency in oral and written communication; and qualities of character and interpersonal skills such as: inquiry and initiative; openness, flexibility and responsiveness; productive interpersonal and problem-solving skills; dependability; energy and resourcefulness; and positive attitudes toward children, families, programs, and other professionals. (See Appendices F and G.)

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 (831-5226) 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 faculty members and cooperating teacher. 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.

Collaborate in Planning the Experience

Interns have responsibilities both as a pre-service teacher 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 demands upon their time and efforts. For example, the early field experience intern should not be responsible for planning and teaching on a REGULAR basis (unless their schedules include a period of time in which they are in the schools full time).

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 cooperating 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, at the end of the semester

9. Maintain a daily log of their field experiences (see Field Experiences Log of Activities – Appendix H)

The log serves several purposes:

- to provide supervisors with brief overview of the intern's experiences;
- to document professional activities for licensure; and
- to help interns recall specifics regarding their field work as they prepare job applications. It is recommended that interns 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:

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

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

11. At the end of the semester, complete the Clinical Experiences Log Summary form. NEW: Note 2 different forms – Early Field Experience Log and Student Teaching Log (Appendices I and J).

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

ATTENDANCE POLICIES

The attendance policies for Early Field Experience Internships are found in the specific program handbook.
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 by noon on the Thursday before commencement when they return to campus for Assessment Day, to complete program evaluations that afternoon. The next day, Friday, is provided to allow interns to prepare for commencement.

The student teaching intern meets the same schedule as the supervising teacher, including activities that occur outside of the time school is in session as recommended by the cooperating teacher and university supervisor. These activities include but are not limited to: faculty meetings, parent-teacher conferences, home-school association meetings, in-service workshops and work-days, and other professional duties such as bus duty and club advising. Also, the 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**

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

**Absences Due to Illness**

In all cases of personal illness, the intern must contact the supervising teacher(s) and the principal and/or the school office and the university supervisor. The intern must make sure that any lesson plans, corrected papers, or any other materials are taken to the school to be available when needed. The intern must notify the Office of Field Experience (831-5277) as well as the supervisor and cooperating teacher, and must submit a note to that Office from a health provider if the absence last more than three days.
Absences for Professional Activity

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

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.

Absences Due to Personal Reasons

If a non-illness personal emergency (such as a death in the family) occurs, the intern should notify the supervisor who will then inform the teacher and the Field Experience Office. If this is not possible, the intern should call and leave a message at the 24-hour message line in the Field Experience Office (831-5277) and inform the office if the supervisor and/or teacher need to be contacted. If the personal reason for absence is not an emergency, the student must submit a written request for permission to the cooperating teacher and university supervisor for a leave of absence as described above.

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

NOTE: Extensive absences or repeated tardiness, for any reason, could jeopardize successful completion of the program. The student might be required to spend additional time in the program to make up days missed. Any plans for extending the time in the field placement must be approved by the supervising teacher, university supervisor, and Associate Dean.
**Inclement Weather**

In cases of inclement weather:

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

**Outside Commitments**

Because interns are fully immersed in professional development activities during field experiences, they are strongly counseled to avoid outside commitments such as jobs, offices in organizations or sororities and fraternities, additional courses, etc. Though we recognize that some interns have special circumstances, such as having to work to put themselves through school, the outside commitments must never impinge upon their responsibilities during the field experience program. Interns who have concerns in this area should discuss this with the university supervisor or with the Associate Dean, 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). 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 and a whooping cough (TDaP) adult booster which is good for 10 years.

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

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 Assistant 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.

4. The intern has completed the application process and all necessary paperwork to substitute teach in the school division and has been approved by the school division.

**Professional Development Seminars and Activities**
Interns are required to meet periodically for special seminars. These seminars may be arranged by the university supervisor, program faculty, clinical faculty teams at the school, or the Field Experience Programs Office. Interns are expected to attend each scheduled seminar. Candidates should keep documentation of attending professional development opportunities. University supervisors will give interns, teachers, and principals advance written notice about seminars.
INSTRUCTIONAL PLANNING

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 policies and classroom discipline policies with the supervising teacher. The intern should avoid using discipline measures that have not been previously discussed with and approved by the teacher.

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

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

Student Teaching
Student teaching interns should be involved in instructional planning as soon as possible and should be planning independently as soon as possible. Though the supervising teacher and supervisor may provide extensive guidance during initial planning, the intern must have demonstrated that he or she is reasonably able to independently plan appropriate instruction and assessment of pupil progress prior to assuming full responsibility for teaching. The intern should be encouraged to try her or his own methods and instructional ideas and to locate and/or develop additional materials to use in the teaching. Instructional planning is vital. For student teaching interns, the inability to submit appropriate, timely plans could limit the intern's opportunity to teach and jeopardize successful completion of the preparation program.
Approval and Submission of Plans
For both the early field experience and student teaching, anytime an intern is responsible for planning instruction, the plans must be submitted to the supervising teacher for review prior to teaching. The teacher and supervisor will establish how far in advance of the actual teaching the plans should be submitted. However, in all cases, written plans for all assigned lessons must be submitted at least one day prior to the actual instruction. Plans should be available prior to any observation. The intern should keep these plans and reflections in a notebook readily available to the supervisor. Interns should also give copies of any unit studies they plan to the supervisor and teacher prior to teaching the unit. All plans must meet with the supervising teacher's approval. If they do not, the intern might not be permitted to teach during the appointed time.

Planning Format
The form for daily lesson plans is provided by the specific program’s handbook. The basic format for lesson plans can be obtained through the university supervisor. REMEMBER: lesson plans should be sufficiently detailed to enable someone to teach from the plans. Written plans provide supervisors and teachers with necessary, concrete evidence of the intern's skills in planning instruction. Interns should take the opportunity to write plans to reveal knowledge and skills which might not be immediately apparent when someone is observing him/her teach. This includes planning for: individual differences, experiences to extend or maintain what is learned, incorporating community resources or relationships, or addressing pupils' prior knowledge and experience. Written plans are a necessary part of documenting excellence, and are required of all interns in the program.

As a part of instructional planning and assessment, reflection, and instructional record-keeping, interns must document their impact upon student learning. Instructional plans (lesson plans, unit plans, and work samples) must include specific details for assessing student learning before and after instruction. Interns must demonstrate their ability to:

• implement a variety of assessments appropriate to the students and the content;
• to use the assessments to evaluate individual student progress and the progress of groups of students;
• to use the results of assessments to make decisions about their teaching.
ASSESSING PROGRESS OF INTERNS

Performance Expectations

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

Interns vary greatly in terms of their knowledge and skills when they begin their preparation in early field experience programs. They are expected to bring certain skills and dispositions with them as well as to demonstrate growth in several areas throughout the early field experience and student teaching experiences. This handbook outlines on pages 7-14, the basic requirements and qualifications for admission and retention in the Teacher Education Program and evaluation forms are contained in the Appendices F and G. The specific program handbooks include the intern evaluations that outline these and other expectations for performance within particular programs.

General Guidelines for Assessment

Structure

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

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

- Establish a regular conference time to plan the experiences and to discuss progress
once a week or at least every two weeks. Interns might have to come to school early or stay late to do this;

- **Provide regular feedback.** It is important to be able to determine patterns of strengths, 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;

- **When there is a concern,** confer with the Internship Team as soon as possible, determine if and how a Plan for Improvement can be completed, and contact the Associate Dean. (Appendix K contains the Plan and Appendix L contains the guidelines for completion.)

The Field Experience Office will schedule more in depth Clinical Faculty Development Workshops which can explore processes of mentoring, coaching, conferencing and evaluation. These workshops are also offered by Clinical Faculty Lead Teachers in partner schools.

**Roles and Responsibilities in Assessment**

Assessment is a shared responsibility of the university supervisor, cooperating 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. 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.

**Concerns**

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

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

**When There Are Concerns Regarding Intern Performance**

1. The university supervisor should be contacted immediately. Even if the cooperating teacher or intern is unsure or doubts his own judgment, he should still consult with the supervisor.

2. The intern, university supervisor, and cooperating teacher, should meet to discuss the concerns. It is important to use the performance expectations to guide discussion of weaknesses and strengths in the intern's performance. If the concerns are particularly substantial and there is some indication that a candidate might not be able to successfully complete the experience at the current level of performance, then the student may be placed on probation and a formal Plan for Improvement will be developed (see following description). Weaknesses, strengths, and plans for improvement must be documented in writing by the supervisor and signed by the intern, teacher, and supervisor. Copies are given to the teacher and the intern; the supervisor will retain one copy and submit office copy to the Field Experience Office. The university supervisor will keep the Associate Dean informed regarding the concern and progress being made in addressing the concern.

3. The supervisor and the teacher monitor the intern's performance and assist the intern by giving feedback, making suggestions, etc. The university supervisor will document the progress of the intern in writing, as observed by the supervisor or as reported by the cooperating teacher. They will specify times when they will meet with the intern to discuss progress.

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.

**Early Identification of Concerns**

It is crucial to discuss concerns within the team or with the Associate Dean as soon as they emerge. This allows the time necessary to try to resolve issues or to observe patterns of behavior and try various strategies to improve performance. The first responsibility of all participants---teachers, interns, university supervisors, principals--is to the students in the school. The University will not continue a placement if it creates problems which interfere with the teaching and learning in the classroom or school. Radford University has established policies and procedures for situations in which concerns regarding interns’ performance emerge. These policies and procedures are described in Appendix D, *Policies Governing Admission and Retention*. A Plan for Improvement form and a form outlining guidelines for completion are in appendix .
A Plan for Intervention contains the following elements:

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

- **Expectations and Conditions to be Met** – outlines the specifics with deadlines and reviews

- **Outcome Options** – identifies the consequences

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

**Interim Removal**

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

Most problems which are identified during internships are remedied and the intern goes on to complete the internship successfully. 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 individuals to counsel them regarding other careers and to help them to complete a degree with the least disruption and cost to them.

**Intern Feedback**

Assessment Day is usually the Thursday prior to graduation. Notification of specific times and places will be sent by the Office of Field Experience to the interns through their RU e-mail. On that day, interns will complete survey assessments (evaluations) of their experiences. The aggregate group assessment results are compiled, analyzed, and used in the University’s and College’s continuous improvement process. Faculty members do not have access to individual’s
data, and should not attend these sessions. Completed, signed Field Experience Log (see Appendices I and J) and student teacher’s licensure information (See Appendices M and N) are also turned on that day. Faculty signatures are needed on intern’s logs that are to be submitted. These signatures should be obtained prior or outside of the Assessment room.

CAREER PLANNING AND LICENSURE REQUIREMENTS

Managing Your Career

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

- Finding out about services offered through the Career Services and Community Engagement office – Walker Hall
- Beginning to develop a self-managed career-file
- Completing a professional resume and portfolio
- Obtaining information about job (career) fairs and campus recruitment visits by schools

Career Services

Career Service’s mission is to provide guidance, opportunities, and support to assist students in reaching their career goals, gaining relevant work experience, and developing strategies for finding employment.

“We encourage students to take ownership of their career direction, and be willing to devote the time and energy necessary to conduct a successful search for jobs, internships, and/or the identification of graduate school programs. Students have the opportunity to utilize our online database, “HireAHighlander” to search for job opportunities, sign up for interviews, and post resumes.” http://careers.asp.radford.edu

The Career Service’s roles are to:

- Assist students to understand themselves,
- Identify a major,
- Connect their education to their role as responsible citizens
- Provides contacts with employers and alumni, and
- Helps students learn and practice skills necessary for an effective job search
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 “Education Expo,” a large education job fair held each spring on campus. School divisions often contact the Center or the Field Experience Office requesting lists of graduates in areas where they have job openings. When interns register their resume with the Center, this automatically gives University offices permission to send out information upon inquiry.

**Office Hours:**
Monday-Friday 8:00 a.m. - 5:00 p.m. (540) 831-5373. Please call our office to schedule an appointment.

Walker Hall 275

Ellen Taylor: Interim Director
John Liptak: Associate Director

**Self-Managed Credentials File**

School divisions and universities use electronic systems to manage career support services and application processes. Because of continual changes and upgrades, interns will need to make sure they are fully aware of what they need to do to comply with the current system being used at the Center and in school divisions.

Interns need to assume responsibility for developing a self-managed credentials file (see Appendix O, Professional Documentation File). This should include such items as letters of recommendation, final evaluations of internships completed by the university supervisor and cooperating teacher, professional resumes, and copies of licensure exam reports. The Center provides guidance on developing the file. **NOTE: Interns are responsible for keeping legible copies of documents needed for their files.** It is strongly recommended that interns maintain electronic copies of necessary materials. As responsible professionals, interns must be careful to complete forms correctly and completely and to keep copies of any documentation needed for applying for the program, for graduation, and for licensure (see Appendix P, Checklist for Interns).

**Licensure**

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

In the Licensure Regulations for School Personnel published by the State Board of Education and Virginia DOE, revised January 19, 2011 specific requirements are outlined for licensure:

6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours (including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a school library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

Part V - 8VAC20-22-190. Professional Studies Requirement p.31

Virginia Department of Education Licensure information can be found on their website at:

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

Appendices M and N contains detailed instructions for applying for teacher licensure.
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Appendix A

Program Requirements - Quick list
Early Field and Student Teaching:

**Elementary Education PreK-6**
- GPA 2.75
- 2 concentration areas
Must pass the following tests prior entering the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 OR Praxis I Math 178
  - Praxis II, Elementary Content Knowledge (paper base code 0014, computer base code 5014) score of 143
Must pass before or during Student Teaching for licensure
  - RVE (Reading for Virginia Educators: Elementary and Special Education Teachers Assessment) score of 157
  - Fall Early Field Experience and Spring Student Teaching – application due Feb. 1st
OR
  - Spring Early Field Experience and Fall Student Teaching—application due Oct. 15th

**Special Education, General Curriculum K-12**
- GPA 2.5
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 OR Praxis I Math 178
Must pass before or during Student Teaching for licensure
  - RVE (Reading for Virginia Educators: Elementary and Special Education Teachers Assessment) score of 157
Recommended to be “highly qualified” but not required for licensure
  - Praxis II, Elementary Content Knowledge (paper base code 0014, computer base code 5014) score of 143
  - 4th year/Senior Year, 2 semesters of Early Field Experience, application due Feb. 1st
  - 5th Year/Graduate, 2 semesters of Student Teaching

**Special Education, Deaf and Hard of Hearing PreK-12**
- GPA 2.5
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 OR Praxis I Math 178
Must pass before or during Student Teaching for licensure
  - RVE (Reading for Virginia Educators: Elementary and Special Education Teachers Assessment) score of 157
Recommended to be “highly qualified” but not required for licensure
  - Praxis II, Elementary Content Knowledge (paper base code 0014, computer base code 5014) score of 143
  - Fall Early Field Experience, Spring Student Teaching, application due Feb. 1st

**Early Childhood Education Pre K-3/ Early Childhood Special Education Birth -5 yr**
- GPA 2.5
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470 or better
  - Praxis I composite score of 532 OR Praxis I Math 178 or better
  - Must attempt Praxis II, Elementary Content Knowledge (paper base code 0014, computer base code 5014)
Must pass before Student Teaching for licensure
- RVE (Reading for Virginia Educators: Elementary and Special Education Teachers Assessment) score of 157
- Praxis II, Elementary Content Knowledge (paper base code 0014, computer base code 5014) score of 143
- Senior Year, 2 semesters of Early Field Experience, application due Feb. 1st
- 5th Year/Graduate, 2 semesters of Student Teaching/Internship

**Middle School Education 6-12 in Content Area**
- GPA 2.5
- 2 concentration areas
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 OR Praxis I Math 178 or better
  - Praxis II, Social Studies: Content Knowledge, Paper based only code 0081 score of 161
  - Fall Early Field Experience and Spring Student Teaching, application due Feb 1st

**Secondary Education, Social Studies 6-12**
- GPA 2.75
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 OR Praxis I Math 178 or better
  - Praxis II, Social Studies: Content Knowledge, Paper based only code 0081 score of 161
  - Fall Early Field Experience and Spring Student Teaching, application due Feb 1st

**Secondary Education, Math 6-12**
- GPA 2.50
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 OR Praxis I Math 178 or better
Must attempt prior to Early Field Experience and Must pass before Student Teaching
  - Praxis II, Mathematics: Content Knowledge, Paper based only code 0061
    Scorce of 147
  - Fall Early Field Experience and Spring Student Teaching application due Feb 1st

**Secondary Education, English 6-12**
- GPA 2.50
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 or OR Praxis I Math 178 or better
Must attempt prior to Early Field Experience and pass before Student Teaching
  - Praxis II, English language, Literature & Composition, Paper based only code 0041
    Scorce of 172
  - Fall Early Field Experience and Spring Student Teaching, application due Feb 1st

**Secondary Education, Science 6-12**
- Successful completion of an approved undergraduate program in a science content area
Must pass the following tests prior to the Early Field Experience
  - VLCA score of 470
  - Praxis I composite score of 532 OR Praxis I Math 178 or better
  - Praxis II, Content knowledge of specific science filed, Paper based only
  - Fall Early Field Experience and Spring Student Teaching, application due Feb 1st
Student Teaching Only:

Art Education Pre K-12
- GPA 2.50
- VLCA score of 470
- Praxis I composite score of 532 OR Praxis I Math 178
- Praxis II, Art: Content Knowledge, paper base only 0133, score of 159
- Fall Early Student Teaching application due Feb. 1st
- Spring Student Teaching, application due Oct. 15th

Dance Education Pre K-12
- GPA 2.50
- VLCA score of 470
- Praxis I composite score of 532 OR Praxis I Math 178
- No Praxis II required
- Fall Early Student Teaching application due Feb. 1st
- Spring Student Teaching, application due Oct. 15th

Music Education Pre K-12
- GPA 2.50
- VLCA score of 470
- Praxis I composite score of 532 OR Praxis I Math 178 or better
- Praxis II, Music: Content Knowledge, paper base only 0113, score of 160
- May have department exam, see Dr. Wayne Gallops
- Fall Early Student Teaching application due Feb. 1st
- Spring Student Teaching, application due Oct. 15th

Health and Physical Education Pre K-12
- GPA 2.50
- VLCA score of 470
- Praxis I composite score of 532 OR Praxis I Math 178
- Praxis II, Health & Physical Education: Content Knowledge, paper base only 0856, score of 151
- Fall Early Student Teaching application due Feb. 1st
- Spring Student Teaching, application due Oct. 15th

8/11/2011
Appendix B

College of Education and Human Development
Associate Dean and Director of
Field Experience Programs

TO WHOM IT MAY CONCERN:

Please accept this letter of introduction for ____________________________ who is intending to apply to the Teacher Education Program at Radford University. Prior to application, students must document a minimum of fifty (50) clock hours of experience with children or youth in structured learning situations.

If you can assist this student, please accept our appreciation. In the event that you will not be able to assist the student in completing this requirement, we will certainly understand.

If you are able to provide this opportunity, please identify someone in your setting who is willing to supervise the student. If the supervisor has the sufficient opportunity to interact with or observe the student, we would like to receive feedback on how well the student performed during the experience. A brief evaluation and space for comments are included on the form.

Please do not hesitate to contact me if you have any questions or if I may assist in any manner.

Sincerely,

[Signature]

Linda P. King, Clinical Coordinator
Field Experience Programs
College of Education and Human Development
Radford University Teacher Preparation Programs

DOCUMENTATION FORM FOR 50 CLOCK HOURS

Students pursuing teacher licensure in elementary (PreK-6), middle (6-8), special education, secondary education (6-12) and K-12 programs are required to complete a minimum of 50 clock hours of experiences involving children or youth in structured educational settings. This is a requirement for admission to the Teacher Education Program. Examples of appropriate activities include: observing in school classrooms; assisting teachers; substitute teaching; teaching in day care settings; planning and implementing activities in after-school programs, summer camp or sports camps; coaching; tutoring; Special Olympics; conducting art, theater or dance classes; etc. "Baby-sitting" or family-based daycare activities do not meet the requirement.

This form is to be completed by the student and the supervisor under whom the student completed the experience. Return the form to the College of Education and Human Development, Field Experience Programs (A-113 Peters Hall), Radford University, P.O. Box 6960, Radford, VA 24142 on or before July 15 for fall admission to the Teacher Education Program and on or before December 15 for spring admission.

To be completed by the student:

Student’s Name ___________________________ RU ID # ___________________

Class Level (Check One) ___ FR ___ SO ___ JR ___ SR ___ GRAD

Licensure Program:

___ Elementary (PreK-6) ___ Middle (6-8) ___ Special Education (Early Childhood Special Education, Deaf and Hard of Hearing, High Incidence Disabilities) ___ Secondary Education (6-12) ___ K-12 programs (Art, Dance, PE, Music)

To be completed by the supervisor:

1. Dates of observation/activities: __________________________

2. The above named student spent _____________ clock hours under my supervision.

3. Ages or grade levels of observed students: __________________________

4. Brief description of the student’s responsibilities:

   __________________________________________________

   __________________________________________________

   __________________________________________________

5. To the best of your knowledge, please rate the student regarding the following:

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<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Below Expectations</th>
<th>Meets Basic Expectations</th>
<th>Above Expectations</th>
<th>Insufficient Information to Rate</th>
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<tbody>
<tr>
<td>Oral and written communication skills.</td>
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<td>Attendance; punctuality</td>
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<td>Grooming and dress</td>
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<tr>
<td>Rapport with students</td>
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<tr>
<td>Initiative</td>
<td></td>
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<tr>
<td>Overall performance</td>
<td></td>
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<td></td>
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</table>

Comments:

Supervisor’s Name (Please print) ___________________________ Title ___________________________

School or Organization ___________________________ Phone ___________________________

Supervisor’s Signature ___________________________ Date ___________________________
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.
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 – 3.0 GPA over all college work, a minimum 2.5-3.0 GPA on all work at Radford University, and a 2.5 – 3.0 GPA in coursework comprising the major (depending on the specific program- see catalog);
- have successfully completed departmental prerequisites for admission (see the Undergraduate or Graduate Catalog);
- 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;
- have submitted passing scores on the basic proficiency tests required for licensure in Virginia;
- demonstrate effective oral and written communication skills;
- 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;
- must demonstrate the following professional qualities and dispositions:
  - willingness to understand and support individual differences
  - willingness to examine and apply characteristics of successful professional educators
  - willingness to reflect on teaching and learning
  - willingness to collaborate with families and include them as a critical component in students’ learning
  - respect for others; valuing of diversity;
  - ability to cooperate with others and maintain productive working relationships;
self-confidence, initiative, persistence, enthusiasm;
ability to accept and use constructive criticism;
reliability, dependability, punctuality;
ability to handle stress.

**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 Assistant 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 minimum requirements regarding academic excellence, basic proficiency, or professional qualities and interpersonal skills as specified above, he or she may request to be considered for provisional admission. Students must submit this request to the Assistant Dean and they must:

- provide compelling alternative evidence that they are qualified;
- submit, by the date specified by the Assistant Dean, scores on the basic proficiency exams that meet admission or provisional admission requirements;
- earn the required grade point average in all their work at Radford University and in the major by the end of the semester in which they apply;
- submit a plan for meeting the requirements; and
- provide evidence of taking steps to meet requirements.

**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 ("early field experience") 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 EDEF 320 or HUMD 300.

**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 experience. In addition, students must:

- not have a record of incompletes ("I");
- have completed major requirements as specified by the department, 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 and the subject matter exams required for licensure in Virginia.
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 with departmental review. The Office of Field Experience, 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.

PERFORMANCE EXPECTATIONS FOR TEACHER CANDIDATES

<table>
<thead>
<tr>
<th>CATEGORY I: DEMONSTRATES KNOWLEDGE OF CONTENT AND CONTENT PEDAGOGY</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates strong knowledge of concepts and principles in subjects he or she teaches as defined by state and national standards:</td>
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<tr>
<td>2. Engages students with the content in meaningful ways.</td>
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<tr>
<td>3. Applies an understanding of how students learn the content, including typical challenges students may encounter.</td>
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<tr>
<td>4. Uses a variety of teaching strategies appropriate to the content being taught.</td>
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<tr>
<td>5. Relates the content to students’ lives and interests.</td>
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<table>
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<tr>
<th>CATEGORY II: APPLIES AN UNDERSTANDING OF LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES</th>
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<tbody>
<tr>
<td>1. Demonstrates knowledge of typical development of students (cognitive, physical, social/emotional).</td>
</tr>
<tr>
<td>2. Uses teaching practices based on an understanding of student development.</td>
</tr>
<tr>
<td>3. Demonstrates knowledge of common student exceptionalities and differences.</td>
</tr>
<tr>
<td>4. Modifies instruction to adapt to differences among students.</td>
</tr>
<tr>
<td>5. Applies an understanding of the interests and cultural heritage of students in his/her teaching.</td>
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<tr>
<th>CATEGORY III: ESTABLISHES A CULTURE FOR LEARNING</th>
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<tbody>
<tr>
<td>1. Uses clear and efficient instructional and administrative routines that create smoothly functioning learning experiences.</td>
</tr>
<tr>
<td>2. Establishes or reinforces clear standards for behavior.</td>
</tr>
<tr>
<td>3. Regularly monitors behavior and responds to inappropriate behavior effectively.</td>
</tr>
<tr>
<td>4. Employs fair, effective, and developmentally responsive management techniques.</td>
</tr>
<tr>
<td>5. Works with students to create equitable, caring, respectful, safe, and productive learning environments</td>
</tr>
<tr>
<td>6. Uses knowledge and understanding of individual and group motivation and behavior to foster self-motivation.</td>
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<tr>
<th>CATEGORY IV: PLANS AND IMPLEMENTS EFFECTIVE INSTRUCTION</th>
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<tbody>
<tr>
<td>1. Develops clearly structured instructional plans, with goals, activities, and assessments appropriately aligned.</td>
</tr>
<tr>
<td>2. Aligns instruction with state SOL’s and national curriculum goals.</td>
</tr>
<tr>
<td>4. Appropriately implements a variety of effective instructional strategies based on content, student needs, and on current research.</td>
</tr>
<tr>
<td>5. Selects and uses a variety of effective instructional materials.</td>
</tr>
<tr>
<td>6. Engages and maintains students’ attention, and is able to refocus their attention if necessary.</td>
</tr>
<tr>
<td>7. Uses clear directions, explanations, demonstrations, questions, etc.</td>
</tr>
<tr>
<td>8. Understands and uses a variety of strategies that encourages the development of critical thinking, problem-solving.</td>
</tr>
<tr>
<td>9. Selects or develops and implements student learning activities that integrate technology.</td>
</tr>
</tbody>
</table>
10. Provides feedback to students in a timely and helpful manner.
11. Plans and uses assessment criteria and strategies appropriate to instructional goals and student characteristics.
12. Uses assessment information to improve student learning and his/her teaching.
13. Is skilled in using a variety of assessment strategies.
15. Maintains systematic and accurate records of student progress.
16. Identifies and uses community resources in enhancing learning.

**CATEGORY V: MODELS PROFESSIONALISM**

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 education community.
10. Uses technologies to communicate, network, locate resources, and enhance continuing professional development.

**Procedures Regarding Retention 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 program. 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 K-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 *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 for Removal from the Teacher Education Program

The Appeals Subcommittee of the Professional Education Committee (PEC) reviews appeals of decisions regarding administrative removal. 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 readmission to the Teacher Education Program.

4. If the student left the Teacher Education Program in good standing, the application will be reviewed by the Associate Dean and the Field Experience Office.

5. If problems were noted at the time of withdrawal from the Program, the following appeal procedures apply:

   a) The student must attach an appeal letter to the regular 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 and to the Dean, who chairs the Professional Education Committee.

   b) The Dean will forward the appeal and application for readmission to the Chair of the Appeals Subcommittee of the Professional Education Committee. A date will be set by the Chair for the Appeals Subcommittee to review the appeal and application for readmission within ten class days of the receipt of the appeal and application materials.

If the Appeals Subcommittee decides that the case does not merit a review, the student is sent written notification within three class days of the review meeting. If the Appeals Subcommittee decides that the appeal has merit, the Subcommittee will review the appeal and application for readmission. The Subcommittee may interview those involved, and if interviews are used, both faculty members 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.
Hollins University, Radford University, Roanoke College, and Virginia Tech
Confidentiality Agreement for Students in Field Experiences

In agreeing to serve as an intern or student teacher during my Radford University program, I understand that I must follow federal and state statutes, including but not limited to the Family Education Rights and Privacy Act (FERPA), and local school division policies. I also understand that I will be receiving and reviewing confidential information regarding students at the various schools in which I complete my field experiences. I agree to maintain the confidentiality of all information I receive and agree to discuss information only with other members of that specific school division who have a legitimate need to receive and discuss the information. I acknowledge that posting of material relating to any student or parent in any form to any social networking site or any other public internet site is strictly forbidden and will be considered a violation of FERPA. I understand that such violation may result in my immediate dismissal from a field assignment. I must not refer to the students, their parents, or provide other personally-identifying information about students via live or electronic discussion with anyone other than the students and parents and educational officials with a specific, demonstrated educational interest, or in my class work including written, verbal, and summative assignments. I know I may also not show photographs or videos containing the images of students or audio files containing the names of any students without proper, written parental consent. If I share student work or records (e.g., IEPs) as part of a Radford University class assignment, all identifying information (e.g., all student names and school information) must be removed.

In addition, to maintain the highest level of professionalism, I must abide by all policies of Radford University, the College of Education and Human Development, and the schools in which I have field experiences. Also, in any written, oral, and electronic communications, I must protect the confidentiality and identities of schools and school personnel.

I also certify that I am not aware of any conflict of interest that I might have with any students or employees with whom I may interact and that I am not aware of any past interaction or experience with any personnel at my field placement that would prevent me from completing my field experience in a respectful and ethical manner. I also certify that upon completion of my commitment to a particular school, all information that I have dealt with will remain confidential and any sensitive materials (e.g., student work, IEPs, meeting notes) with identifiers will be shredded or returned to appropriate personnel at the school.

________________________________________  _______________________________________
Name of Student (printed)                  Student’s Signature

________________________________________  _________________________________
Date                                      Licensure Program
Appendix F
Teacher Candidate Dispositions
Teacher Education

Teacher Candidate: ____________________________________________ Student #: __________ Date: 

School or Class: ______________________ Person Completing Form: ______________

Licensure Program: ☐ early childhood education/early childhood special education ☐elementary ☐middle ☐secondary
math ☐secondary English ☐secondary social studies ☐secondary science
☐physical/health ed ☐art education ☐music education ☐dance education ☐special education high incidence ☐special
education deaf and hard of hearing

**Dispositions** are the internal forces or tendencies that cause people to act in certain ways under given
circumstances. Radford University expects successful teacher candidates to exhibit behaviors that demonstrate
dispositions apparent in effective educators. **Dispositions** are the willingness of candidates to engage in positive,
professional behaviors that support and advance the education of students and teacher efficacy. Check the boxes
to identify the behaviors that reflect the dispositions of this teacher candidate.

<table>
<thead>
<tr>
<th>1</th>
<th>Observed Behavior</th>
<th>2</th>
<th>Unobserved Behavior, Opportunity Provided</th>
<th>3</th>
<th>Unobserved Behavior, Opportunity Not Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Willingness to recognize, understand, and support human differences within the classroom as indicated by the following behaviors.</td>
<td>• Willingness to investigate, examine, and apply characteristics of successful professional educators as indicated by the following behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Considers and integrates differences in planning and teaching</td>
<td>1 2 3 Analyzes personal behavior as a cause and effect relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Responds to all students</td>
<td>1 2 3 Articulates impact of personal assumptions, beliefs, and values on teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Demonstrates open-mindedness and consideration of multiple perspectives in discussions and/or written work</td>
<td>1 2 3 Seeks ways to improve content and pedagogical knowledge</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Demonstrates interest in and openness to the assumptions, beliefs, and values of others</td>
<td>1 2 3 Elects to engage in professional development and related activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Considers family culture, ethnicity, and demographics in planning, instruction, and assessment</td>
<td>1 2 3 Participates in local, state, and national organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Identifies multiple ways to support students</td>
<td>1 2 3 Consistently models professional behavior in the classroom and community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Engages in productive team and committee work</td>
<td>1 2 3 Seeks multiple resources and multiple responses to a dilemma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 Demonstrates understanding of the reason and source of problems as well as his/her role in solutions</td>
<td>1 2 3 Consistently models professional behavior in the classroom and community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Comments:
• Willingness to collaborate with families and include their role as a major and positive component of the teaching and learning context as indicated by the following behaviors.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Consider family culture, ethnicity, and demographics in planning, instruction, and assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Develops strategies that include families in school activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Describes family role with a positive and inclusive perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Identifies multiple ways to support students and families</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Plans strategies to accommodate need of community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

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• Willingness to reflect on teaching and learning as indicated by the following behaviors.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Demonstrates enthusiasm and energy in teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Develops personal and professional goals</th>
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<tr>
<td>1</td>
<td>2</td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Assesses his/her role in students’ success or failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Assesses student performance appropriately in areas of behavior and academics.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Identifies areas for self-improvement</th>
</tr>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Formulates and poses critical questions</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Articulates personal assumptions, beliefs, and values</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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</table>

Comments:

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Candidate Signature: ___________________________ Evaluator Signature: ___________________________
Candidates interested in entering the Teacher Education Program demonstrate the following characteristics. These characteristics contribute to their success in the program.

Please evaluate the above candidate on these characteristics by placing a check in the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Marginal, Needs to Improve</th>
<th>Meets Basic Expectations</th>
<th>Above Basic Expectation</th>
<th>Exemplary</th>
<th>Insufficient Information to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective oral</td>
<td></td>
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<tr>
<td>communication skills</td>
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<td>• Effective written</td>
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<tr>
<td>communication skills</td>
<td></td>
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<tr>
<td>• Articulates clearly</td>
<td></td>
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<td></td>
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<tr>
<td>• Punctual: Attends</td>
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<td></td>
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<tr>
<td>regularly, on time</td>
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<tr>
<td>• Demonstrates appropriate</td>
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<tr>
<td>grooming and dress</td>
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<tr>
<td>• Accepts and uses</td>
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<tr>
<td>constructive criticism</td>
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<tr>
<td>• Work indicates effort</td>
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<tr>
<td>and care</td>
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<tr>
<td>• Works well with others</td>
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<tr>
<td>• Effective leader</td>
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</tbody>
</table>

**Comments:**

Candidate Signature: ___________________________ Date: __________

Evaluator Signature: ___________________________ Date: __________
### FIELD EXPERIENCES LOG OF ACTIVITIES

<table>
<thead>
<tr>
<th>Week of</th>
<th>O</th>
<th>T</th>
<th>C</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>Friday</td>
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<tr>
<td><strong>Total hours:</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

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

Intern __________________________ Cooperating Teacher ________________________________
Appendix I

Radford University Teacher Education Program

EARLY FIELD EXPERIENCE CLINICAL EXPERIENCES LOG SUMMARY
This is an official form that must be fully and accurately completed and submitted to the Field Experience Office.
It is required for the completion of transcripts and licensure applications.

INTERN’S NAME _____________________________________________ RU ID# ___________________ SS# _________________________

SEMESTER __________________________ YEAR _____________ SCHOOL SYSTEM _____________________________________

<table>
<thead>
<tr>
<th>Name of Cooperating Professional</th>
<th>Grades or Ages/Subjects¹</th>
<th>Conferencing</th>
<th>Observing</th>
<th>Teaching²</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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

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

Signature of Cooperating Professional(s) ________________________________ Name of School(s) or Agencies ________________________________ Date(s) ____________

Signature of University Supervisor(s) ________________________________ Date ________________________________

Signature of Intern ________________________________________________ Date ________________________________
### Appendix J

**Radford University Teacher Education Program**

**STUDENT TEACHING CLINICAL EXPERIENCES LOG SUMMARY**

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

**INTERN'S NAME _____________________________________________  RU ID# ___________________  SS# _________________________**

**SEMESTER _______________________________ YEAR _____________  SCHOOL SYSTEM ________________________________**

<table>
<thead>
<tr>
<th>Name of Cooperating Professional</th>
<th>Grades or Ages/Subjects¹</th>
<th>Conferencing</th>
<th>Observing</th>
<th>Teaching²</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

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

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

**Signature of Cooperating Professional(s)**

______________________________________________

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

______________________________________________

**Date(s)**

______________________________________________

**Signature of University Supervisor(s)**

______________________________________________

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

______________________________________________

**Date**

______________________________________________

**Signature of Intern**

______________________________________________

**Date**

______________________________________________

---

60
Appendix K

PLAN FOR IMPROVEMENT
Professional Education Programs

Course/Field Experience ____________________________________________
Semester _____ Fall _____ Spring Academic Year ___________
Student's Name __________________________________________________
RUID# __________________ Licensure Program _______________________
Field Placement School____________________________________________
Supervising Teacher ______________________________________________
University Supervisor______________________________________________

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

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

II. Expectations and Conditions to be Met (continued)
III. Outcome Options
State potential outcomes if the student does not meet expectations.

IV. Resource and Referrals
The student must provide written evidence of following up on referrals.

___ Writing Center
Muse Hall
831-5453

___ Speech/Hearing Clinic
Waldron Building

___ Counseling and Student Development
Lower Level, Tyler Hall
831-6035

___ Health Center
Ground floor, East Moffet
831-5111

___ Disability Resource Office
Lower Level, Tyler Hall
831-6350

___ Dean of Students
Walker Hall
831-5321

___ Financial Aid
225 Martin Hall
831-5408

___ Advising Center:


V. Signatures
________________________________________________________________________ University Supervisor
________________________________________________________________________ Cooperating 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 _____________________________________________________
Date _______ Signature of Teacher ____________________________________________________
Statement of Concerns
1. Clearly relate the concerns to the performance expectations for admission and retention in the Teacher Education Program.
2. Be sure that the student understands that he or she is considered to be on probationary status and that there is some question about whether or not he or she can complete the experience satisfactorily.

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

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

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

   “Arrive in the classroom at least 30 minutes before the school day begins at 8:30 a.m. Have the early morning assignments given to you by the teacher completed by 8:20. Welcome the children and help them put away their materials, complete the lunch chart, and other morning routines.”

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

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

Outcome Options
1. Identify the potential outcomes if the student 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 and provide a copy of the Plan for Improvement.) 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 M
BASIC REQUIREMENTS FOR LICENSURE

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

3.2 Conditions for licensure
In accordance with this authority, the Board of Educational prescribes these regulation. Applicants for licensure must:

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

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

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

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 N

Radford University/College of Education & Human Development

Application for Virginia Teaching License/Instructions

Candidates must provide the following items in order for the application for a Virginia Teaching License to be processed. Submit all materials to Libby Hall – Licensure Processing Manager, Academic Advising and Student Support Center (Peters Hall A104) no sooner than 2 weeks prior to the end of student teaching or program completion.

1. Transcripts: If you completed a BA/BS or MA/MS degree(s) at an institution OTHER THAN Radford University, you must provide official transcripts. The Licensure Processing Manager cannot obtain these transcripts from other files on campus. Community College transcripts are required only if you are completing licensure requirements as a “Post Bach” student. Otherwise, high school transcripts and/or community college transcripts are NOT required.

2. Licensure Application Fee - $50 if you have a VA mailing address, $75 dollars if you have an address outside of VA (money order or certified check only made payable to Treasurer of Virginia). Initial Licensure Application Form- Page 6 in the PDF link below. (http://www.doe.virginia.gov/teaching/licensure/application.pdf). All forms must be current, so please print an updated application from the link to the VDOE PDF.

3. College Verification Form- Page 7 in the PDF link below. Please print an up-to-date version of this form. Older forms are no longer being accepted by the VDOE. Complete Part I ONLY; be sure your full address is listed, including city, state and zip code. (http://www.doe.virginia.gov/teaching/licensure/application.pdf)

4. VRA scores. (Only required for Reading Specialist, Early Childhood Education, Elementary Education and Special Education; photo copies of official score reports can be accepted). Students MUST submit photocopies of individual original test score reports. The Licensure Processing Manager cannot obtain these scores from other files on campus. No exceptions.

5. Praxis II scores (if applicable to your program; photo copies of official score reports can be accepted).

6. VCLA scores (Required for ALL initial teacher licensure applicants as of Jan. 1, 2007: does not apply to School Counseling, School Psychologist, Speech Pathologist, Reading Specialist and Educational Leadership); photo copies of official individual score reports can be accepted). Students MUST submit photocopies of individual original test score reports. The Licensure Processing Manager cannot obtain these scores from other files on campus. No exceptions.

7. Copy of Recognizing Child Abuse training certificate (Required for all applicants); If not completed through classroom participation, visit the following web site, complete the free online module and print a copy of your certificate of completion. (http://www.vcu.edu/vissta/training/va_teachers/)

If you are currently working with a VA school district, please provide the Radford University Licensure Processing Manager with the following:

College Verification Form (complete part I only; be sure your full address is listed). Page 7:


All applicants: Incomplete Applications will be mailed to Richmond. Once an application is mailed to Richmond, the applicant must contact the Department of Education, 804-225-2022 to complete the application process and to handle any situation regarding the incomplete application. Our Office will no longer be involved in the process. All of the above forms can be downloaded at the following website:


Please submit the requested documents to the following address: Radford University College of Education and Human Development Attn: Libby Hall PO Box 6960 Radford, VA 24142 Or packets may be dropped off at the Academic Advising Center in Peters Hall A104

Updated November 2010
START YOUR PROFESSIONAL FILE-PORTFOLIO in which you keep all your original records and important papers pertaining to your teaching career. Consider these papers as important as a driver’s license or birth certificate. You can utilize a paper file, a digital file, or both. Some people use a safety deposit box for important documentation. Never expect others to have these records. Not being able to access these papers can reflect on your professionalism with a program or an employer. Retain your originals and make copies for attachments for others.

Below is a list of some of the information or documentation you should have ready access to in your own records. Use this as a checklist to make sure you are compiling the documentation needed for their 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 Reading for Virginia Educators (RVE) 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 SUMMARY.** This is an official document required for licensure. Include both early field experience and student teaching summary forms

☐ **CERTIFICATES.** Certificates such as a certificate documenting completion of training in child abuse and neglect, civics, or of demonstrating proficiency in instructional technology

☐ **DIPLOMA.**

☐ **OTHER.** Documentation form for 50 hours, TB assessment, submissions for clinical background checks, etc.

☐ **LETTERS OF RECOMMENDATION.**

☐ **ACADEMIC WORK.** Documentation of a teaching proficiency or skill

☐ ____________________________

☐ ____________________________

☐ ____________________________

☐ ____________________________
APPENDIX P

CHECKLIST FOR INTERNS

1. Complete the application process for early field experience and student teaching by deadline dates.
   - Attend mandatory meeting at the start of the semester for application form
   - Professional resume to submit with form
   - TB test: submit by published deadline date

2. Complete application for graduation by deadline date.
   - Be sure your academic records show correct major
   - Complete waiver form ("Petition to Participate") if you plan to 'walk' in Spring Commencement with hours remaining to be taken in summer school

3. 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 (note: beginning with Fall 2007, elementary education students must have a minimum 2.75 in all these areas in order to be admitted to and retained in the program.)
     - Watch for "graduation check-out" form from the Center for Academic Advising and Student Support which you should receive near the end of the early field experience semester

4. Register for and take the licensure exams.
   - Any students admitted to early field experience on a provisional basis MUST HAVE PASSING SCORES ON PRAXIS I and PRAXIS II and must also submit scores on the Virginia Reading Assessment for admission to student teaching.


6. Begin requesting letters of recommendation toward the end of the early field experience semester and about the 12th week of your student teaching semester.

7. Apply for licensure at least two weeks prior to graduation.
Appendix Q

DIRECTORY OF KEY UNIVERSITY OFFICES

College of Education and Human Development
Dr. Patricia Shoemaker, Dean ................................................................. 831-5439
Ms. Kathy Murphy, Administrative Assistant ........................................ 831-5439

Associate Dean and Office of Field Experiences Programs
Dr. Fran Steigerwald, Director and Associate Dean.............................. 831-6311
Ms. Linda King, Coordinator of Field Experience .................................. 831-5277

Academic Advising and Student Support Center
Donna Dunn, Coordinator ........................................................................ 831-5424
Libby Hall, Licensure Manager ................................................................. 831-6422

School of Teacher Educational & Leadership (STEL)
Dr. Sandy Moore, Director ........................................................................ 831-7153
Ms. Kara Hall, Administrative Assistant .................................................. 831-7153

Education Program Faculty Contacts in the School of Teacher Education and Leadership
Dr. Ronald Kolenbrander, Social Science Education ................................. 831-6158
Dr. Patricia Easterling, Science Education .............................................. 831-5468
Dr. Kevin LoPresto, Math Education .................................................... 831-5586
Dr. Holly Robbins Elementary Education ............................................. 831-6844
Dr. Don Langrehr, Elementary Education ............................................. 831-6580
Dr. Gaston Dembele, Elementary Education .......................................... 831-7152
Dr. Glenna Gustafson, Elementary Education ....................................... 831-5506
Dr. Patricia Talbot, Elementary Education ........................................... 831-7650
Dr. Tamara Wallace, Elementary Education ......................................... 831-5118
Dr. Dana Rose, Elementary Education .................................................. 831-5782
Dr. Sharon Gilbert, Early Childhood/Early Childhood Special Education .... 831-7117
Dr. Betty Dore, Middle School Education ............................................. 831-5843
Dr. Kenna Colley, Special Education .................................................... 831-5736
Ms. Ellen Austin, Deaf and Hard of Hearing Education ......................... 831-5549
Dr. Don Langrehr, Literacy Education, Graduate Program .................... 831-6580
Dr. Kristan Morrison, Masters in Education Program Coordinator ........... 831-7120
Dr. Kathy Hoover, Masters in Special Education Program Coordinator .... 831-5313
Dr. Bill Flora, Masters in Educational Leadership Program Coordinator .... 831-5140
Dr. Greg Sherman, Educational Technology .......................................... 831-6859

Physical and Health Education Department
Dr. Beverly Zeakes, Chairperson ............................................................ 831-5305
Dr. Jon Poole, Health/Physical Education ............................................ 831-5305
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<tr>
<th>Department</th>
<th>Chairperson</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Biology Department</td>
<td>Dr. Joel Hagen</td>
<td>831-5817</td>
</tr>
<tr>
<td>Chemistry/Physical Science</td>
<td>Dr. Walter Jaronski</td>
<td>831-5200</td>
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<tr>
<td>English Department</td>
<td>Dr. Rosemary Guruswamy</td>
<td>831-5614</td>
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<td></td>
<td>Dr. Carolyn Mathews, TEL</td>
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<td>Dr. Kathryn Kelly, TEL</td>
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<td>Foreign Languages</td>
<td>Dr. Phillip Sweet</td>
<td>831-5489</td>
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<td>Dr. Sharon Roger Hepburn</td>
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<td>Dr. Mike Montgomery, Hist Advisor</td>
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<td>Dr. Ronald Kolenbrander, SSci Ed</td>
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<tr>
<td>Math Department</td>
<td>Dr. Jill Stewart</td>
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<td>Dr. Laura Jacobson, Math Education</td>
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<td>Dr. Kevin LoPresto, Math Ed</td>
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<tr>
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<td>Dr. Richard Bay, Art Ed</td>
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<tr>
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<td>Ms. Margaret Devaney</td>
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<td>Ms. Deborah McLaughlin, Dance Ed</td>
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<tr>
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<td>Dr. Al Wojtera</td>
<td>831-5177, 5409</td>
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<td>Dr. Wayne Gallops, Music Ed</td>
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<td>Registrar’s Office</td>
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