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INTRODUCTION

A welcome from Dean Shoemaker

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

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

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

Office of Field Experience

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

Disability Resource Office Statement

If you are seeking academic accommodations under the Americans with Disabilities Act at Radford University, you are required to register with the Disability Resource Office (DRO). To receive academic accommodations for this class, please submit your documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, by email to dro@radford.edu. After submitting documentation to our office, you will set up an interview with a Disability Services Specialist to discuss accommodations. You will be notified via email once your accommodation package is complete and ready to be picked up. Once you have picked up your accommodation package, you will need to meet with each course professor during his or her office hours to review and discuss your package. For more information and/or for documentation guidelines, visit www.radford.edu/dro or call 540-831-6350.
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 exceptionalities. Candidates demonstrate the knowledge, skills, and commitment needed to advocate for quality education for all students, and to recognize and eliminate structures, assumptions, and practices that restrict access or perpetuate inequities in education.
**Best Practice** Best practice requires a commitment to inquiry and reflection, attention to multiple variables impacting student development and learning, and a proactive stance toward schools as learning communities. Candidates apply best practices in order to ensure that all PK-12 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.
Assessment and Evaluation – Assessment and evaluation are often used interchangeably, and thus there is not a clear consensus on how to differentiate between the two. Assessment is often distinguished as either formative or summative. Formative assessment refers to an ongoing process of monitoring learning and responding to information gathered with the aim of improving the learning process. Summative assessment, on the other hand, usually refers to an actual event or product implemented at the end of a unit of learning for the purpose of making a judgment about learning that has occurred. The term ‘evaluation’ is more often associated with more summative types of assessment.

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

CAEP – Council for the Accreditation of Educator Preparation (formerly NCATE National Council for the Accreditation of Teacher Education) is a non-profit, non-governmental alliance of 33 national professional education and public organizations representing millions of Americans who support quality teaching. CAEP currently accredits 632 colleges of education with 78 more seeking CAEP accreditation. CAEP accreditation is a mark of distinction, and provides recognition that the college of education has met national professional standards for the preparation of teachers and other educators.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**University Supervisor** - the RU professor or instructor who acts as the liaison between the university and the partnership school to oversee the intern’s progress through regular visits, observations, conferences, and formative and summative feedback.
PART I - ADMISSION

Teacher Education Programs

Academic Majors

The Teacher Education Program at Radford University is administered through the College of Education and Human Development and is comprised of multiple programs accredited through NCATE, SACS, and the Virginia Department of Education (VDOE). 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 Grades 6-8**: Interdisciplinary Studies major with two concentrations selected from the following: Mathematics, Science, Social Studies, or English;
- **IDS-Elementary Education Grades Pre-K-6**: 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 Grades Pre-K-12**: pursue degrees in their respective academic areas;
- **IDS-Special Education Deaf and Hard of Hearing Grades Pre-K-12**: Interdisciplinary Studies major with two concentrations, one in Special Education and the other in Communication Sciences and Disorders;
- **IDS-Early Childhood Education Grades Pre-K-3/Early Childhood Special Education Birth – 5 years**: (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 Grades Pre-K-12**: (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. Each program specific handbook and RU catalog from the year of student’s entry should be consulted along with advisors for detailed information and courses students complete in the major and in professional studies. While program specific requirements for prerequisite classes vary before Early Field Experience, most programs include classes such as EDEF 320, *Introduction to Professional Education*, and HUMD 300, *Human Growth and Development: Birth through Adolescence*. It is necessary to have these classes completed for full preparation before admission.

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 Appendix A in this handbook: Quick List – for GPA and exam requirements for teacher licensure by program (updated Fall 2014).

**Basic Requirements for Admission to the Teacher Education Program and Early Field Experience**

In order for teacher candidates to be admitted into the Teacher Education Program and the early field experience, they must meet basic requirements established by the program. Teacher candidates are required to attend a "Mandatory Meeting" to learn more about admission requirements and the application process. Candidates must attend a mandatory meeting in order to pick up an application to the Teacher Education Program. Teacher candidates should attend a mandatory meeting one year prior to the semester they intend to enter the Teacher Education Program.

Application packets must be completed and submitted by the deadline determined by the Office of Field Experience.

<table>
<thead>
<tr>
<th>MANDATORY MEETING SCHEDULE &amp; APPLICATION DATES</th>
</tr>
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<tbody>
<tr>
<td><strong>First Field Placement Semester</strong></td>
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<tr>
<td>FALL 2016</td>
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Early Field Experience and Student Teaching are typically taken the last two semesters of a program. Programs vary. Consult your advisor and program specific handbook or webpage.

In order to be admitted to the Teacher Preparation Program, students must have:

- a program specific minimum *GPA (2.5-3.0) on all work at Radford University, in overall coursework comprising the major, and in professional studies coursework (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 and coursework that are program specific;

- copies of official passing score reports on the following tests: Core Academic Skills for Educators: Combined Test or a combination of passing scores on the Core Academic Skills for Educators: Mathematics assessment and the VCLA or qualifying SAT/ACT scores, Praxis II, and the VCLA (see Appendix A);

- a professional resume and a handwritten essay;

- a signed Memorandum of Understanding (MOU) form attesting to personal information, reading of materials, and agreement on policies outlined;

- 50 Clock Hours of experience in working with children or adolescents 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;

- proof of TDaP (adult pertussis) immunization booster (within 10 years);

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

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

- copies of all transcripts (unofficial) for all college level course work;

- copy of Program of Study (for Graduate Students only);

- complete professional 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);

- basic requirements for licensure in Virginia (see Appendix M);
• continual demonstration of effective oral and written communication skills;

• continuous demonstration of the Professional Characteristics and Dispositions (See section below for detailed description):

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

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

Candidates are strongly encouraged to take the required tests for admission (see Appendix A) into the teacher education program during the sophomore year. This will give candidates time to satisfy this component of the application process. Candidates who fail to meet the testing requirement by the deadline set forth by the Office of Field Experience will not be admitted into the teacher education program and, depending upon the program, may have to wait a year to be admitted into the program.

Departmental reviews determine a student’s application status. Students can be:

1) admitted – meets criteria for admission;

2) provisionally admitted - meets minimal admission criteria with specifically noted weaknesses/concerns in academics/ professional characteristics and dispositions;

   - Students admitted with a provisional status are required to meet with the Assistant Dean and their University Supervisor at the start of the semester to complete an Action Plan to clarify the issues and help ensure success in the program. The Action Plan is kept in the Assistant Dean’s office and remains in effect until the supervisors note satisfactory achievement.

3) incomplete – meets some of the criteria for admission and is either waiting for the results of proficiency exam re-takes or waiting to meet the minimum GPA requirement;

   - Students will have until the last day of classes of the semester of application to fulfill any of the above outstanding requirements for admission. Applicants who satisfy their requirements by the aforementioned deadline will be admitted into the teacher education program while candidates who do not will be denied admission into the program.

4) denied admission - does not meet the criteria for admission

DOCUMENTATION - IT IS YOUR RESPONSIBILITY!

As a professional in training, you will be receiving and creating important documents which you will need for future reference and state and/or national licensure or certification requirements. These important documents may include: syllabi, research projects for class, volunteer experiences, experiential learning
experiences, and field work – keep copies of all recommendations and evaluations of any of these experiences.

If your program requires you to submit an application for admission to upper division, field placement, etc., make a copy of the application and all supporting materials before submitting the application.

If your program requires passing designated tests, many of the test results will be emailed to you directly from the testing agency. These are typically available on-line for about 30 days – be sure to save the file to your hard drive and/or a flash drive before the 30 days pass. After the 30 days, you will have to pay to receive a new copy of your scores.

It is your responsibility to keep all of your important documents! Please understand that The Office of Field Experience does not make copies for students!

Suggestions for Keeping This Information

• Scan all materials (Research documents, recommendations, evaluations, Praxis I and II, VCLA, RVE, 50 clock hours, Licensure Application, Early Field Experience and Student Teaching final clock hours form, Child Abuse Certificate, Emergency First Aid, CPR & AED Training Certificate, Virginia History or State and Local Government Training Certificate, etc.) and burn them to a CD or save them on a flash drive.
• Save your scanned materials in a cloud storage system such as Dropbox, Google Drive, or iCloud as a back up to your portable memory devices.
• DO NOT GIVE AWAY ANY ORIGINAL TEST SCORES OR IMPORTANT DOCUMENTS! Make copies of test scores as needed; keep copies in different locations (printed originals at home or safe-deposit box, in a portfolio, on a disk, etc.)
• Keep all materials together in a folder/portfolio for quick accessibility (see Appendix O)

Professional Characteristics and Dispositions

Teacher candidates’ professional characteristics and dispositions are assessed throughout the program. However, a faculty member may assess a candidate’s professional characteristics and dispositions at any time. This may occur if the student is not meeting “acceptable” or “target” expectations. Progress toward improvement will be assessed and documented. Candidates are expected to demonstrate the behaviors, characteristics, and dispositions of education professionals.

The following 11 Professional Characteristics and Dispositions are assessed as part of the admission criteria before acceptance into the program:

1) Oral communication skills (specific guidelines set forth in individual course syllabus and rubrics used for scoring formal course assignments)
   • 3 - Target: Consistently expresses self clearly and uses Standard English with no or very few grammatical/mechanical errors
   • 2 - Acceptable: Usually expresses self clearly with some grammatical/mechanical errors in standard English
   • 1 - Unacceptable: Frequently fails to use standard English grammar in oral communications
   • NA - Not applicable or observed in this course

2) Written communication skills (specific guidelines set forth in individual course syllabus and rubrics used for scoring formal course assignments)
   • 3 - Target: Writing is consistently clear, organized, and well developed; contains no or very few grammatical/mechanical errors
   • 2 - Acceptable: Writing is usually organized, clear, and well developed; includes some grammatical/mechanical
5) Quality of work (specific guidelines are set forth in individual course syllabus, rubrics, checklists for specific course assignments)

- **1 - Unacceptable:** Writing is frequently unclear/unorganized/not well developed; includes multiple grammatical/mechanical errors
- **NA - Not applicable or observed in this course**

6) Classroom Participation (specific expectations set forth by course professor/instructor)

- **3 - Target:** Consistently participates and interacts in classroom discussions and activities - often as a leader; demonstrates collaborative skills; comes to class well-prepared with assignments and materials (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals); avoids inappropriate activities such as reading the newspaper, completing homework, sleeping, using laptops and cell phones – IMing, texting, and surfing the Internet
- **2 - Acceptable:** Usually participates and interacts in classroom discussions and activities; demonstrates collaborative skills; comes to class prepared with assignments and materials; avoids inappropriate activities such as reading the newspaper, completing homework, sleeping, using laptops and cell phones – IMing, surfing, texting.
- **1 - Unacceptable:** Frequently is apathetic or indifferent; disruptive or off-task; does not participate and interact in classroom discussion and activities (e.g., is not an active listener; unable to switch from leading to being a member; does not facilitate group in reaching goals); comes to class unprepared – without assignments and materials; frequently engages in inappropriate activities such as reading the newspaper, completing homework, sleeping, using laptops and cell phones – IMing, surfing, texting.
- **NA – Not applicable or observed in this course**

7) Critical thinking skills

- **3 - Target:** Consistently synthesizes and applies concepts learned in the course
- **2 - Acceptable:** Usually shows some effort to synthesize and apply course concepts
- **1 - Unacceptable:** Makes no attempt to synthesize and apply course concepts
- **NA – Not applicable or observed in this course**

8) Quality of Interactions with Others and Respect for Others

- **3 - Target:** Consistently applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
- **2 - Acceptable:** Usually is positive, courteous, and sensitive to the feelings and needs of others; sometimes does
not value others’ ideas or ignores rules/common etiquette or acts out of self-interest

• 1 - Unacceptable: Frequently overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
• NA – Not applicable or observed in this course

9) Responsive to constructive feedback

• 3 - Target: Consistently receptive; subsequent performances consistently show productive changes
• 2 - Acceptable: Generally receptive; subsequent performances show some productive changes
• 1 - Unacceptable: Frequently defensive and/or non-responsive and does not make changes to subsequent performances or behaviors
• NA – Not applicable or observed in this course

10) Taking Initiative and Managing Workload

• 3 - Target: Consistently demonstrates resourcefulness; self-directed; manages the demands/workload associated with this course well
• 2 - Acceptable: Usually demonstrates independence; does not require supervision to implement ideas, complete assignments; manages the demands/workload of this course
• 1 - Unacceptable: Frequently passive, depends on others; needs supervision to implement ideas; does not manage course workload well (e.g., by complaining, becoming angry, withdrawing)
• NA – Not applicable or observed in this course

11) Commitment to Diversity and Equity

• 3 - Target: Consistently demonstrates a willingness to understand and explore diversity issues and multiple perspectives; values differing viewpoints
• 2 - Acceptable: Demonstrates emerging willingness to learn more about diversity and teaching from multiple perspectives; generally values differing viewpoints
• 1 - Unacceptable: Frequently demonstrates a limited willingness to explore diversity issues and multiple perspectives; does not value differing viewpoints
• NA – Not applicable or observed in this course

Effective Communication Skills - Oral and Written

Students seeking admission to the teacher education program 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. The LARC – Radford University’s Learning Assistance Resource Center can provide students with help in these areas.

Disability Resource Office (DRO)

Tyler Hall - Lower Level Suite 54-69 - Phone (540) 831-6350 - dro@radford.edu

Any student who feels that special accommodations based on a disability are needed should inform their advisor and make an appointment with the DRO. Through the Disability Resource Office, Radford University provides reasonable academic accommodations for students with documented disabilities.

Background documentation and RU Code of Conduct

Records of Violations Which Impact Admission are Felony and Misdemeanor
Applicants with felony violations or with misdemeanor violations in areas regarding sex, alcohol, drugs, and children are not eligible for admission to the Teacher Education Program. Applicants with questions should contact the Assistant Dean.

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

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

- 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

What can impact retention in the program? What are the professional behavior expectations of a teacher candidate? What is the process if a concern develops? What is needed for program completion?

PART II – RETENTION AND COMPLETION

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

Once admitted to the program and with the beginning of internships in field experience, teacher candidates are required to meet certain professional qualifications in order to be retained in 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.

**Effective Communication Skills - Oral and Written**

Teacher candidates are expected to communicate effectively orally and in writing with usage, spelling, pronunciation, and punctuation appropriate to Standard English. They should be able to articulate clearly and effectively project and modulate their voice. They should be able to present a model of handwriting appropriate to the grade level and subject.

**Content Knowledge**

Research shows that in new teachers, content knowledge needs to be enhanced and reworked into usable, teachable content knowledge. Experience in teaching helps to build this understanding. Teacher candidates 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 ever widening repertoire of effective, content-specific instructional strategies for presenting and representing concepts and skills to their students; and
- connecting of content to their students’ interests and developmental levels.

Successful teacher candidates 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 a candidate 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 teacher candidates 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 candidates 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.

The “11 Professional Characteristics and Dispositions” for early majors (page 15) has been expanded to 15 items for evaluation of teacher candidates in field experience. These 15 items are reviewed by the field experience team to ensure professional development. (Appendix G)

**Personal Appearance**

As representatives of Radford University and of the school and school division, teacher candidates should demonstrate exemplary grooming and professional dress. They may observe the conventions of dress for teachers in the school(s), keeping in mind that, as novices, they might need to be particularly conscious of establishing a professional image. Conventional, restrained dress is appropriate. Tattoos and multiple piercings are not appropriate. Candidates with questions about appropriate dress and presentation should ask the university supervisor, supervising teacher, or principal.

**Professional Conduct**

Teacher candidates 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, candidates:

- 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 and exhibit caution in situations that require confidentiality.

Teacher candidates are guests in the schools and should conduct themselves with respect and appreciation to their experienced cooperating teachers. Candidates are thoughtful in their interactions with others. Their own preferences should not lead them to be overly judgmental or prevent them from learning from the variety of situations they encounter.

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. Restrained use of social media is strongly encouraged. Candidates will experience a wide spectrum of school policies and procedures, curricula, teaching strategies, leadership styles, classroom environments, levels of parent responsiveness, and are encouraged to find the lessons in all their experiences.

Responsibilities regarding attendance, punctuality, dependability, and general work habits in professional programs are based on the real demands of the work world. Though the candidate might feel he or she has valid reasons for tardiness or absence, problems leading to absences and tardiness must be immediately resolved. More detailed information on attendance policies begins on page 37.

Guidelines for the Prevention of Sexual Misconduct and Abuse

Knowledge of the teacher candidate’s responsibility in protecting the students from sexual misconduct and abuse and the reporting of such misconduct is part of professional development. Candidates need to behave in a manner that clarifies reasonable boundaries with students and does not create confusion or appearances of impropriety. To clarify this understanding, in 2011 the Virginia Board of Education outlined guidelines in establishing reasonable boundaries to protect students. These Virginia guidelines are contained in Appendix F.

Program Completion

Performance Expectations: Exit Criteria for Completion

The performance expectations below are for students in their field experience. These are based upon national and state standards and the conceptual framework for preparation of teachers. Additional expectations specific to individual programs are outlined in the program specific handbooks.

As the clinical team meets to map out the teacher candidate’s assignments and responsibilities, it is important to consider how the activities will provide opportunities to observe the candidate’s knowledge, skills, or dispositions related to these performance expectations. The performance expectations should be used as a guide to direct the teacher’s and supervisor’s conferencing and coaching with the teacher candidate, and the midterm and final evaluations of the candidate.
CATEGORY I: CONTENT KNOWLEDGE
The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (INTASC 4, VA Uniform Performance Standard #2).

CATEGORY II: CONTENT PEDAGOGY
The candidate applies an understanding of how students learn the concepts and skills in the disciplines throughout various developmental stages; he or she knows and uses a variety of research-based, discipline-specific strategies and approaches to engage students in meaningful learning experiences in the disciplines (INTASC 5).

CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES
Applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experiences (INTASC 1, VA Uniform Performance Standard #1).

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

CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (INTASC 7, VA Uniform Performance Standard #3). The candidate uses a variety of evidence-based instructional strategies to promote students’ deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (INTASC 8).

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

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

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

Professional Characteristics and Dispositions

1. Oral Communication: Expresses self very well orally; communicates ideas very well; is adept in using voice effectively.
2. Written Communication: Writing is error-free and is very clear, organized, and highly developed.
3. Attendance and Punctuality: Punctual, reliable; never absent or tardy.
5. Quality of Work: Reaches beyond the minimum and turns in excellent work.
7. Participation/Interactions: Contributes to classroom and school activities; often a leaders; highly engaged with students and colleagues; well-prepared.
8. Critical thinking: Identifies salient information or reasons; accurately interprets; draws warranted conclusions; justifies and explains assumptions/reasons; fair-mindedly follows where evidence and reason lead.
9. Collegiality: Strong contributor to group/team efforts.
Concerns

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

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

Early Identification of Concerns
It is crucial to discuss all concerns within the team and with the Assistant Dean as soon as they emerge. This allows the necessary time to resolve issues or observe patterns of behavior and implement various strategies to improve performance. The first responsibility of all participants—teachers, 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. 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 Appendices K & L.

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

2. The teacher candidate, university supervisor, and cooperating teacher should meet to discuss the concerns. It is important to use the performance expectations (below) to guide discussion of weaknesses and strengths in the 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 (Probationary status) will be
developed (see Appendices K & L). Weaknesses, strengths, and strategies to remediate deficient areas must be documented in writing by the supervisor. After the supervisor drafts the plan for improvement, he/she must schedule a meeting with the teacher candidate and Assistant Dean to discuss and sign it. The university supervisor will then schedule a meeting to review the terms of the improvement plan with the cooperating teacher and teacher candidate. Copies of the improvement plan are given to the teacher candidate and cooperating teacher; the supervisor will retain one copy and submit the original copy to the Assistant Dean.

3. The supervisor and the teacher monitor the candidate's performance and assist the candidate by giving feedback, making suggestions, and providing on-going support. The university supervisor will document the progress of the candidate in writing, as observed by the supervisor or as reported by the cooperating teacher. They will specify times when they will meet with the candidate to discuss progress. The university supervisor will keep the Assistant Dean abreast of the teacher candidate’s progress during the probationary period.

4. The teacher candidate remains on probation until he or she establishes a pattern of satisfactory progress as judged by the university supervisor in collaboration with the cooperating teacher and documented in the Plan for Improvement.

A Plan for Improvement contains the following elements:

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

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

- **Outcome options** – identifies the consequences

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

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

**Interim Removal**

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

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

**Administrative Removal**

If the school or the University Supervisor recommends Administrative Removal, the Assistant Dean is immediately notified of this recommendation and the reasons for the recommendation. A meeting with the intern and university supervisor occurs to discuss the situation and whether or not the recommendation is both for removal from the field experience placement and removal from the Teacher Education Program. This process is entered into with very serious deliberation. The Assistant Dean notifies the intern of the decision in writing. The intern may object and then later appeal the decision following the timeline and process set forth in the official policies and procedures described in Appendix D.

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**PART III - 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 with the goal of engagement of interns in deliberate self-study and inquiry into teaching. Aligned with this is the additional 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.
Program Structure
The following chart provides a brief description of early field experiences, classes, and culminating student teaching experiences in Radford’s teacher preparation programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences</th>
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<tbody>
<tr>
<td><strong>Teacher Programs</strong></td>
<td><strong>Early Experiences</strong></td>
</tr>
<tr>
<td>Early Childhood/Early Childhood Special Education. Undergraduate and Graduate. Five-year licensure program with concurrent endorsement.</td>
<td>EDEC 430: Practicum in Early Childhood Education. Six credits.</td>
</tr>
<tr>
<td></td>
<td>Full semester (14-week) placement in preschool, pre-kindergarten, kindergarten and primary education in a general education setting. A clinical practicum providing experience and opportunity for application of skills working with young children in inclusive settings under direct supervision. Students are expected to abide by their cooperating professional's schedule. Students begin the experience in observation and helping roles, and work toward assuming full teaching responsibilities. Weekly seminars focus on development of children’s conflict-resolution skills; facilitate self-reflection and professionalism.</td>
</tr>
<tr>
<td></td>
<td>EDSP 440: Practicum in Early Intervention. Three credits.</td>
</tr>
<tr>
<td></td>
<td>Full semester (14-week) placement 2 – 3 days per week. Pedagogical experience with infants and toddlers with disabilities, developmental delays, at risk conditions or typical development. Students work with very young children in early intervention services, at-risk programs, family homes, and/or childcare settings under the direct supervision of a cooperating professional. Weekly seminars provide discussion of current educational practices and issues of concern to educators of infants, toddlers, and preschoolers with special needs and their families.</td>
</tr>
<tr>
<td>Teacher Programs</td>
<td>Early Experiences</td>
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<tr>
<td><strong>Elementary Education.</strong></td>
<td><strong>EDUC 430 Field Applications of Professional Studies in the Elementary Classroom. Six credits.</strong></td>
</tr>
<tr>
<td>Undergraduate four-year program with B.S. Interdisciplinary Studies: Elementary Education, PK- 6 licensure.</td>
<td>Full semester (14-week) placement. Cohorts are in schools a combination of 1/2 days and full days each week. This initial clinical experience begins with observation and participation in the classroom and culminates in a two-week classroom immersion experience and teaching of an instructional unit of study. Weekly seminars are scheduled to enhance the professional development of candidates enrolled in this early field experience. Taken in conjunction with EDRD 414, EDUC 425 and EDUC 410.</td>
</tr>
<tr>
<td><strong>Middle Education.</strong></td>
<td><strong>EDME 432: Middle Level Teacher Assistant Program. Six credits.</strong></td>
</tr>
<tr>
<td>Undergraduate four-year program with B.S. Interdisciplinary Studies: Middle Education, 6 – 8 licensure in one content area.</td>
<td>Full semester (14-week) placement. This experience involves a placement with a middle school interdisciplinary team. Candidates also attend a weekly, one-hour seminar to facilitate the integration of field experience and coursework.</td>
</tr>
<tr>
<td><strong>Secondary Education: English, Mathematics, Science and Social Studies.</strong></td>
<td><strong>EDUC 441: Early Field Experience for Grades 6-12. Variable three –six credits.</strong></td>
</tr>
<tr>
<td>Undergraduate degree in content area with initial teacher licensure in that content.</td>
<td>Two placements (middle and secondary) across one semester with each experience lasting seven weeks. Candidates are in schools an equivalent of at least two full days a week in addition to seminars. Candidates work with a cooperating teacher and university faculty supervisor to develop lesson plans and deliver instruction specific to their content area. They implement theories and research studied in concurrent methods classes within each discipline (EDUC 440).</td>
</tr>
<tr>
<td>Teacher Programs</td>
<td>Early Experiences</td>
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<tr>
<td><strong>Secondary Education: Biology, Earth Science, Chemistry, and Physics.</strong> Graduate program only as part of the M.S. in Education.</td>
<td><strong>EDUC 639: Early Field Experience for Science Education: Grades 6 – 12. Three credits.</strong> Full semester (14-week) experience. Candidates have two placements (7 weeks each) one in middle school and one in secondary. Candidates are in the schools each week in the subject area in which they are pursuing licensure. Candidates develop and apply their content, professional, and pedagogical knowledge, skills and professional dispositions and use everyday materials to explore and practice effective science pedagogy to develop and demonstrate proficiencies that support learning by all candidates. These practices will utilize the Virginia Department of Education standards in planning and instruction.</td>
</tr>
<tr>
<td><strong>Special Education: Deaf and Hard of Hearing.</strong> Undergraduate four-year program with B.S. Interdisciplinary Studies – Special Education, Hearing Impairment, Pk-12 licensure.</td>
<td><strong>EDSP 432. Practicum: Deaf and Hard of Hearing. Six credits.</strong> Full (14-week) practicum at either the pre-school/elementary or secondary levels. Placements vary from general education classes utilizing itinerant services, to resource settings, to collaboratively taught general education settings, to self-contained settings in order to give candidates experience with the wide range of educational placements in which a teacher of the Deaf or Hard of Hearing may work. Placements are also varied to give candidates experience with different communication modalities used with students who are deaf or hard of hearing. Candidates apply skills and knowledge in assessment, behavior management, program planning, educational technology, communication approaches, and instructional methodology. They gain and enhance their professional skills and dispositions related to communication and collaboration, ethical practice, cultural competence, and professional development. Faculty-directed seminars are included.</td>
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<tr>
<td>Teacher Programs</td>
<td>Early Experiences</td>
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<tr>
<td><strong>Special Education: Early Childhood Special Education. Graduate program.</strong></td>
<td>EDSP 740: Teaching Internship in Early Childhood Special Education (3-6 Credits)</td>
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<td>Candidates complete an early intervention experience with opportunity for application of skills working with infants and toddlers in the natural environment under direct supervision for a minimum of 80 contact hours over 6-12 weeks of 10-20 hours if they are not already licensed and are completing initial licensure.</td>
</tr>
<tr>
<td><strong>Special Education: Adapted and General Curriculum. 5 year program leading to M.S. degree in Special Education and licensure in Special Education – Adapted and General Curriculum, K-12</strong></td>
<td>EDSP 429: Practicum: Special Education General Curriculum: Secondary. Six Credits.</td>
</tr>
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<td></td>
<td>Full Semester (14-week) Practicum. Candidates complete this practicum experience at the secondary level. The practicum experience engages candidates in providing supports to and teaching students with disabilities in the general and adapted curriculum. Applied assignments from EDSP 466 are embedded into the practicum. Candidates attend seminars throughout the semester. Typically taken during the Spring of senior year.</td>
</tr>
<tr>
<td></td>
<td>EDSP 430: Practicum: Special Education General Curriculum: Elementary. Six credits.</td>
</tr>
<tr>
<td><strong>Special Education: General Curriculum 5 year program leading to M.S. degree in Special Education and licensure in General Curriculum, K - 12</strong></td>
<td>EDSP 793 Teaching Internship in Special Education: General Curriculum: Middle/Secondary. Six credits.</td>
</tr>
<tr>
<td></td>
<td>EDSP 796: Teaching Internship in Special Education: General Curriculum: Secondary. Six Credits.</td>
</tr>
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</table>

**Special Education: Deaf and Hard of Hearing. Graduate Program**

| None | EDSP 755: D/HH Teaching Internship – Preschool/Elementary. Six Credits. |
| None | EDSP 756: D/HH Teaching Internship – Secondary. Six Credits. |
Candidates work with PreK-12 students who are deaf and/or hard of hearing during these courses under the supervision of cooperating teachers and university supervisor. Placements are provided at the preschool or elementary level and middle or high school level. Each course represents a one-half semester, full-time placement. The course begins with observation in the classroom and culminates with full responsibility for the cooperating teacher’s daily schedule, including provision of direct instruction to students.

| Masters of Special Education: General Curriculum | None | EDSP 791 Teaching Internship in Special Education: General Curriculum: Elementary. Six credits.  
| EDSP 792. Teaching Internship in Special Education: General Curriculum: Secondary. Six credits.  
| Each course represents a full-semester (14-week) internship. Candidates complete internships at both the elementary and middle/secondary levels with students with a range of disabilities who are participating in the general and adapted education curriculum. Applied assignments from graduate level courses are embedded in the internships (EDSP 669, EDSP 695, EDSP 641, EDSP 675 and EDSP 676). Candidates attend seminars throughout the semester. |
| Masters of Special Education: Adapted Curriculum - Licensure through the Virginia Statewide Severe Disabilities Training Consortium | None | Candidates who already have a teaching license complete six credit hours of internship, EDSP 781 and/or 782, one hour each, tied to methods courses, across the duration of their program. These are performance based with target students with severe disabilities, and equivalent to a total of 300 hours. Candidates who do not have an initial license or approved... |
| Special Education, Adapted Curriculum - Licensure through the Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism | None | EDSP 781 Teaching Internship in Special Education, Adapted Curriculum, Elementary. 1-5 credits  
EDSP 782. Teaching Internship in Special Education, Adapted Curriculum, Secondary. 1-5 credits  
Candidates who are already licensed complete a total of six hours of internship (300 hours of teaching and 150 hours of observation) tied to their methods courses across the duration of their program. At least one credit must be completed at each level: elementary and secondary. Performance-based assignments are completed with target students with severe disabilities. |
| Special Education, Visual Impairment – Licensure through the Virginia Consortium for Teacher Preparation in Visual Impairment. Two options: Non-degree seeking licensure only, or Masters of Special Education | None. | EDSP 771 Teaching Internship in Special Education, Visual Impairment, Elementary. 1-3 credits  
EDSP 772. Teaching Internship in Special Education, Visual Impairment, Secondary. 1-3 credits  
Candidates seeking initial licensure complete a total of four hours of internship (300 hours of teaching and 150 hours of observation.) At least one credit must be completed at each level: elementary and secondary. Performance-based assignments are completed with target students with visual impairment or blindness. |
<table>
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<tr>
<th>Teacher Programs</th>
<th>Early Experiences</th>
<th>Culminating Experiences</th>
</tr>
</thead>
</table>
| **Physical and Health Education – Undergraduate four year program.** | *ESHE 382: Teaching Methods for K-12 Physical Education:* Four hours of observation/participation in elementary school setting and four hours in secondary school setting.  
*PEAK Program:* Four hours of observation/participation in Saturday morning physical activity program for elementary-aged children. Program runs for four weeks each semester. | *ESHE 453: Student Teaching in Physical Education (Grades K-12).* Twelve credits.  
Full-time semester-long (14 weeks) clinical field experience in two settings (7 weeks each) one in an elementary school and one in a middle or high school. Begins with observation and limited participation and culminates in assumption of full teaching responsibility according to cooperating teachers’ schedule. Students conduct teacher work sample research project as part of this internship. Seminars are regularly scheduled and focus on the integration of research-based practices and classroom applications. Pass/Fail. |
| **Art Education**                                   | *ART 340 Clinical Experiences in Art Education.* Three credits.  
Minimum of 6 hours of observation/assistance per week for 14 weeks. Candidates observe and assist practicing art teachers and record experiences for discussion and critical assessment weekly. The history and literature of art education will be studied and related to the phenomena observed in the classroom. Observation periods will be scheduled according to the requirements of the cooperating teacher and visitation periods by the Art 340 professor. Following each cumulative three hours of observation, students will meet with the rest of the Art 340 class for discussion and critique of written reports of observations. Professional educators are invited to the class to lead discussions dealing with management, curriculum, professional standards, current problems in art education or other appropriate areas of importance to teachers of art. | *EDUC 453 Student Teaching K-12.* Twelve credits.  
Full semester (14-week) experience. Provides clinical experiences in at least two settings: one in an elementary school and one in a middle or high school. Begins with observation and limited participation and culminates in assumption of full responsibility in the classroom. Special seminars are regularly scheduled to enhance professional development of students. Pass/Fail. |
| **Music Education**                                 | *Vocal/Choral track:*  
*MUSC 355 Choral Conducting and MUSC 458 Accompanying* 4 hours of observation/participation in public school settings required for each course (12 hours).  
*MUSC 345 Vocal Pedagogy* At least 6 hours of observation/participation in public school settings (6 hours). | *EDUC 453 Candidate Teaching K-12.*  
Full semester with two 7-week placements (elementary and secondary) (600-640 hours). |
Instrumental track:
*MUSC 360 Marching Band Techniques* and *MUSC 364 Jazz Methods* 4 hours of observation/participation in public school settings required for each course (8 hours). *MUSC 350, MUSC 349, MUSC 348 Brass/Percussion/Woodwind Methods* courses require 2 hours each for at least 6 hours of observation/participation in public school settings (6 hours).

Both tracks:
*MUSC 352 Growth and Development of the Music Learner* 9 hours of observation in public school settings (9 hours). *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).

<table>
<thead>
<tr>
<th>Dance Education</th>
<th>DNCE 370 Creative Dance for Children 5 hours of observation/participation in elementary school</th>
<th>DNCE 470 Methods of Teaching Dance 3 hours of observation, 8 hours of teaching in high schools, 2 hours in elementary school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EDUC 453 Candidate Teaching K-12</strong> Full semester with two 7-week placements (elementary and secondary) (600-640 hours).</td>
<td><strong>EDUC 453 Candidate Teaching K-12</strong> Full semester with two 7-week placements (elementary and secondary) (600-640 hours).</td>
</tr>
</tbody>
</table>

**The “Internship Team”**

The intern, the cooperating professional teacher, and the university supervisor comprise the “Internship Team” and collaborate in planning and evaluation in both the Early Field Experience and Student Teaching internships with the Office of Field Experience. The internship team ensures 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.

**Internship Design**

**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. Student teachers need to log at least 300 supervised classroom experience hours with 150 of those hours being in direct teaching activities for licensure.

During the student teaching internship, student teachers follow the school or agency calendar and their cooperating professionals' schedules. Student teachers 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. Cooperative planning among all the parties involved in the field experience will plan when and how the student teacher will gradually assume full responsibility for teaching. Sample schedules of internship activities for student teaching interns are included in the program specific handbook.

**Outside Commitments**

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

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

**School Policy & Discipline**

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

The Office of Field Experience

The Assistant Dean of the College of Education and Human Development also serves as the Director of Field Experience and works in conjunction with the Clinical Coordinator of Field Experience. They oversee the process and procedures involved in ensuring quality placements and evaluation for Radford’s teacher candidates in early field experience and in student teaching, in conformity with federal and state regulations regarding the training of teachers. This Office ensures 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.

Contact Information:

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Assistant Dean &
Director of Field Experience
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The Superintendent - the School Divisions’ Central Office Personnel

The Superintendent or a designee from the School District’s Central Office personnel works with the Office of Field Experience and with university faculty in fostering school/university partnerships and in facilitating field placements. Contact with the schools for field experience placements is made through the Office of Field Experience. 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 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 teacher candidates to the school community;
- Coordinate school-wide development activities for candidates; and
- Serve as the liaison for coordinating other school/university initiatives.
The University Field Supervisor and the Cohort Leader

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

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

1. Serve as professor for the field experience.

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

3. Meet with the candidate and the cooperating teacher at the beginning of the semester to share information and to develop a tentative semester plan, including:
   a) exchanging contact information among the candidate, cooperating teacher, and principal;
   b) distributing necessary materials (evaluation forms, handbooks) PROGRAM SPECIFIC FINAL EVALUATION FORMS SHOULD BE SEEN AND DISCUSSED BY ALL PARTIES AT THE START OF THE SEMESTER;
   c) explaining general aspects of the teacher education program and of the candidate'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 candidate's program and how the candidate's involvement can be closely integrated with the on-going activities; sketching out a general plan for the internship (e.g., subjects or topics the candidate will be teaching and how the candidate might gradually assume teaching responsibility to when the candidate 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 candidates, and plan and implement large-group seminars with other cohort leaders, as needed.
5. Maintain regular contact with both the candidate and the cooperating teacher to monitor progress and make any needed adjustments. If any difficulties emerge with the field placement, please notify the University Supervisor or the Assistant Dean at the Field Experience Office (540-831-6311) at your earliest convenience. Rather than hesitate or try to guess if a "real problem" exists, act on your earliest concerns. We can best work with any situation, serious or slight, if we know as early as possible that there may be problems.

   Early Field Experience Internship. Early field experience interns do not teach as regularly as student teachers. 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, maintaining written contact records. The pace of visits may change over the semester, with more visits when student teachers have more teaching responsibilities.

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

   If the candidate 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 candidate (the written record should be signed and copies given to the intern, cooperating teacher, and Assistant Dean, and a copy is kept by the supervisor). If the concerns are about serious weaknesses or lack of progress and the supervisor believes if no changes are made the candidate might not complete the internship successfully, the Internship Team should develop a Plan for Improvement page 23 (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 candidate, cooperating teacher, and the Assistant Dean, and the university supervisor retains a copy.

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

8. Schedule midterm and final evaluation conferences. All three members of the Internship Team, the candidate, 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 Activity Logs and Log Summary (see Appendices H, I, and J) need to be reviewed and signed by all parties during and at the end of the semester, so that the candidate can submit the summary to the Office of Field Experience.

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;
- training as a clinical teacher/mentor;
- a history of proficient or outstanding performance appraisals;
- a recommendation for appointment as a cooperating teacher by the school principal;
- a commitment to lifelong learning as evidenced by: workshops, college credits, work towards a master’s degree, or other types of 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.

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

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

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

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

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

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

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

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

8. Plan activities in advance which need to be completed by the candidate outside of classroom time during the early field experience internship when students are taking a full course load. Such activities might include having the candidate 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 candidates would be expected to assume full teaching responsibilities.)

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

10. Regularly observe the candidate and provide feedback on performance. Teachers are asked to provide informal feedback to the candidate 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.) These forms should be distributed to the students at the start of their field experiences.

11. If any difficulties emerge with the field placement, please notify the University Supervisor or the Assistant Dean at the Field Experience Office (540-831-6311) at your earliest convenience. Rather than hesitate or try to guess if a "real problem" exists, act on your earliest concerns. We can best work with any situation, serious or slight, if we know as early as possible 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 candidate 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 V on Instructional Planning and Assessment and Section VI Evaluating Interns provide guidance for interns, teachers, and university supervisors regarding evaluation.

The Teacher Candidate

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

An Orientation to Field Experience

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

• effective oral and written communication skills;
• knowledge of the disciplines;
• interpersonal skills and dispositions; and
Responsibilities of Teacher Candidates

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

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

**Meet Program Requirements and Expectations**

1. **Candidates continue to meet requirements for admission and retention in the Field Experience Program** (see Appendix 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.

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

Any candidate who thinks he/she requires accommodations in order to successfully meet program requirements or demonstrate the program outcomes should seek assistance from the Disability Resources Office (831-5226) concerning reasonable accommodations through technical aids and assistance. It is the obligation of the candidate to develop a written accommodation agreement with the assistance of that Office and 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. **Teacher candidates must demonstrate responsible professional conduct at all times.** They should assume the attitude, bearing, and responsible actions of a professional educator.

This includes abiding by school and university policies, maintaining confidentiality, being thoughtful and respectful in their discussions of others and of school or university programs, and maintaining satisfactory attendance.
Guidelines for the prevention of sexual misconduct and abuse – procedures to protect students in the schools and create an understanding that deters candidates’ misconduct, provides accountability, and helps establish appropriate boundaries

Collaborate in Planning the Experience

Teacher candidates 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 teacher candidate comes early or stays later to fit this into the teacher's schedule.

Complete Field Assignments, Evaluations, and Logs

University faculty and the cooperating teacher will assign specific responsibilities and assignments. Generally, the 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 Week, 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 candidate's experiences;
- to document professional activities for licensure; and
- to help candidates recall specifics regarding their fieldwork as they prepare job applications. It is recommended that candidates briefly record their involvement using "action" statements to help them later develop resumes (e.g., "tutored child in reading," "developed and implemented an interactive bulletin board").
Teacher candidates document activities and time spent in the following areas:

- observation;
- teaching;
- conferencing; and
- other activities.

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

10. Submit the log each week to the cooperating teacher and 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

The detailed attendance policies for the field experience are found in the specific program handbooks.

The student teaching internship is a full semester’s experience. Student teachers abide by the school division schedule and calendar (rather than the RU calendar of "breaks" and holidays). Student teachers 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 to submit their application materials for licensure. The next day, Friday, is provided to allow student teachers to prepare for commencement.

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

**Vacation and Holidays**
Early field experience interns follow the University schedule, including fall and spring “breaks.” Whereas, student teachers must follow the school district’s calendar, even if it differs from the University calendar. Student teachers who live on campus when the University is officially recessed will need to make arrangements to live off campus with friends for the few days when the dormitories are closed. If the student teacher is unable to make these arrangements, then he or she will need to schedule a conference with the Assistant Dean to discuss other alternatives.

**Absences Due to Illness**
In all cases of personal illness, the teacher candidate must make 4 contacts: 1) the cooperating professional teacher, 2) the principal and/or the school office, 3) the university supervisor, and 4) the Office of Field Experience at 831-5277. The candidate must submit a note to that Office from a health provider if the absence lasts more than three days. The candidate must make sure that any lesson plans, corrected papers, or other materials are taken to the school to be available when needed.

**Absences for Professional Activity**
Candidate-Initiated Professional Activity. Teacher candidates have three professional leave days, which they can use to take part in employment interviews, meetings of professional organizations, or other professional activities. The candidate 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 candidates 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 teacher candidate should notify the same 4 parties as in illnesses. If this is not possible, the candidate should notify the supervisor who will then inform the teacher and the Field Experience Office or the candidate should 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 candidate must submit a professionally written request, asking for permission of the cooperating teacher and university
supervisor for a leave of absence.

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

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.
• When schools are closed for several days due to severe weather, interns may be required to extend their time in the schools to complete field experience requirements.

Health Issues
Teacher candidates have access as students to services at the university health center. Candidates are responsible for providing their own health and accident insurance coverage (information for obtaining insurance through private agencies are available at the Dean of Students Office). 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. Teacher candidates are responsible for making sure they have appropriate immunizations and health insurance policies. Prior to internship, candidates are required to provide evidence of a negative TB test and an adult pertussis booster (TDaP).

Substitute Teaching
The school hires a certified substitute teacher whenever the cooperating teacher is absent. However, the teacher candidate may plan with the teacher and substitute teacher to assume
major teaching responsibilities in the teacher's absence, since this often provides continuity and consistency for the students. Under special conditions candidates 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 teacher candidate for this service due to the candidate's exceptional performance. This decision must be approved by the school division and the Assistant Dean.

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

3. The candidate agrees to assume the responsibility.

4. The candidate has completed the necessary application paperwork and has been approved by the school division as a substitute teacher.

How is the teacher candidate’s instructional lesson planning developed, implemented, observed and assessed?

PART V - INSTRUCTIONAL PLANNING & ASSESSMENT

Instructional Responsibility

One of the first joint tasks of the early field experience intern or student teacher and the cooperating teacher is to outline long-range plans for the candidate’s responsibilities for the semester and to anticipate the times when the candidate will be responsible for planning and teaching. A good standard is that any “teaching” that will be reported on the 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 includes basic features for all interns, and specific requirements for interns in individual programs (see the program specific 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 teachers should be involved in instructional planning 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 student teacher should be encouraged to try her or his own methods and instructional ideas and to locate and/or develop additional teaching materials. Instructional planning is vital. For student teachers, the inability to submit appropriate, timely plans could limit the opportunity to teach and jeopardize successful completion of the preparation program.

Submission and Approval of Plans
For both the early field experience and student teaching, anytime a teacher candidate 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 three days prior to the actual instruction. Plans should be available prior to any observation. The candidate should keep these plans and reflections in a notebook readily available to the supervisor. Teacher candidates should also give copies of any unit they plan to the supervisor and teacher prior to teaching the unit. All plans must meet with the supervising teacher's approval. If they do not, the intern may not be permitted to teach during the appointed time.

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

Assessing Student Learning
Assessment and evaluation are often used interchangeably, and thus there is not a clear consensus on how to differentiate between the two. Assessment is often distinguished as either formative or summative.
Formative assessment refers to an ongoing process of monitoring learning and responding to information gathered with the aim of improving the learning process.

Summative assessment, on the other hand, usually refers to an actual event or product implemented at the end of a unit of learning for the purpose of making a judgment about learning that has occurred. The term 'evaluation' is more often associated with more summative types of assessment.

As a part of instructional planning assessment of student learning is integral. Teacher candidates 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; and
- to use the results of assessments to make decisions about their teaching.

PART VI – EVALUATING PROGRESS OF TEACHER CANDIDATES

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.

Teacher candidates 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
professional characteristics and dispositions with them. They are expected, as well, to demonstrate growth in several areas throughout the early field experience and student teaching experiences. This handbook outlines the basic requirements and qualifications for admission and retention in the Teacher Education Program on pages 11-18, and performance expectations/exit criteria are contained on pages 21-23. The program specific handbook includes the intern evaluations based on these criteria 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 to facilitate communication - i.e. exchanging home and cell phone numbers, where to leave messages, e-mails, and emergency processes for the entire Internship team;

- Establish a regular conference time for the Intern and the Cooperating Teacher to plan the experiences and to discuss progress once a week or at least every two weeks. The University Supervisor may be a part of these discussions. 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 and weaknesses in order to support development and provide ongoing formative assessment;

- 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 Assistant Dean. (Appendices K and L contain the Plan and guidelines.)

The Field Experience Office will schedule more in depth Clinical Faculty Development Workshops to explore processes of mentoring, coaching, conferencing and assessment/evaluation. These workshops are also often 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.
Feedback from Teacher Candidates

Assessment Week is usually the week prior to graduation. During this week, teacher candidates will complete online 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.

After the online assessment is completed, candidates will print the Completion Certificate and submit it with the signed Field Experience Log (see Appendices I and J) to the Office of Field Experience. Student teachers will include their required documents for licensure (See Appendices M and N) with their Completion Certificate and Field Experience Log.

What are the next steps in managing professional development and obtaining teacher licensure?

PART VII - 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](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.

The Career Center houses information on various school divisions, including sample applications. It 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:**
Walker Hall 275 - Monday-Friday 8:00 a.m. - 5:00 p.m. (540) 831-5373. Please call our office to schedule an appointment.  Ellen Taylor: Interim Director - John Liptak: Associate Director

**Professional Documentation File**

Teacher candidates need to assume responsibility for developing a self-managed documentation file (see Appendix O, Professional Documentation File). This should include such items as Praxis, VCLA, and RVE score reports, letters of recommendation, training certificates, final evaluations of internships completed by the university supervisor and cooperating teacher, and professional resumes. Your supervisors, instructors, and career center can provide guidance on developing the file.

**NOTE:** Teacher candidates are responsible for keeping legible copies of documents needed for their files. The Office of Field Experience does NOT make copies of test scores. Test scores will be needed throughout one’s professional life and should be treated as one would a birth certificate. It is strongly recommended that candidates also maintain electronic copies of necessary materials.

As responsible professionals, teacher candidates 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).
School divisions and universities use electronic systems to manage career support services and application processes. Because of continual changes and upgrades, candidates will need to make sure they are fully aware of what they need to do to comply with the current system being used in school divisions and in the states to which applications are made.

**Licensure**

In order to complete Radford’s approved program and be recommended for licensure, the teacher candidate must (1) successfully complete the full semester experience for both the early field experience and student teaching internships (some 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. Teacher candidates should monitor the number of hours they earn in the field and in direct teaching to ensure that they will meet the minimum state requirements. Program requirements may regulate more than the minimal state requirements. Completion of the state’s minimum hour requirement does not guarantee successful completion of the program, the student teaching experience, and/or a passing grade for the semester. Programs can be more rigorous than state requirements.

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

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/](http://www.doe.virginia.gov/teaching/licensure/)

(Appendices M and N contain instructions for applying for teacher licensure.)
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Quick List: GPA and Exam Requirements for Teacher Licensure Programs

Admission to the Radford University (CEHD) Teacher Education Program, Early Field Experience, and Student Teaching

While this Quick List addresses only the GPA and exam requirements, candidates must meet all requirements for admission to the Teacher Education Program, Early Field Experience, and Student Teaching, as outlined in the Policies and Procedures Governing Admission/Readmission, Field Placement, Retention, and Program Completion available in the handbook and on the Field office website.

Elementary Education PreK-6

- GPA: 3.0 over all college work, all professional studies, in the major, and over all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to the Early Field Experience:
- VCLA score of 470
- A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751),
- Praxis II - Elementary Education: Multiple Subjects (Test Code: 5031)

Must pass the following test before or during student teaching for program completion and licensure:
- RVE - Reading for Virginia Educators: Elementary and Special Education Teachers Assessment (Test Code 5306)

Applications are due:
- 3rd Monday in February for a Fall Early Field Placement and Spring Student Teaching Placement
- 3rd Monday in September for a Spring Early Field Placement and a Fall Student Teaching Placement

Special Education, General Curriculum K-12 for Five-Year Program

4th Year/Undergraduate, 2 semesters of Early Field Experience
- GPA: 2.50 over all college work, all professional studies, in the major, and over all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to the Early Field Experience:
- VCLA score of 470
- A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)

Applications are due:
- 3rd Monday in February of the junior year

5th Year/Graduate, 2 semesters of Student Teaching requires:
- Successful completion of 4-year requirements and degree conferred
- Acceptance into college of Graduate and Professional Studies
- GPA 2.75

Must pass the following test during student teaching for program completion and licensure
- RVE - Reading for Virginia Educators: Elementary and Special Education Teachers Assessment (Test Code 5306)
Special Education, Deaf and Hard of Hearing PreK-12

- GPA 2.5 over all college work, all professional studies, major course work, and all RU work
  *If pursuing DHH at the graduate level, the GPA requirement is 2.75 in order to satisfy admission requirements for the College of Graduate and Professional Studies.*

Must pass the following tests **prior** to Admission to the Teacher Education Program and to the Early Field Experience
- VCLA score of 470
- A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) **and** a VCLA score of 470 **OR** qualifying SAT or ACT scores **OR** Core Academic Skills for Educators: Combined test (Test Code 5751)
- Must obtain an Intermediate level rating on the SLPI (Sign Language Proficiency Interview)

Must pass the following test during student teaching for program completion and licensure
- RVE - Reading for Virginia Educators: Elementary and Special Education Teachers Assessment (Test Code 5306)

Applications are due:
- 3rd Monday in February for a Fall Early Field Placement and Spring Student Teaching Placement

Early Childhood Education Pre K-3/ Early Childhood Special Education Birth (Five Year Program)

- GPA 2.5 Pre-Professional (fourth year)
  * 3.0 required by end of Fall Semester of Senior Year (to take EDEF 607 in Spring)
  * Effective fall 2017, the GPA requirement will be a 2.75

- GPA 2.75 required for Admission to Teacher Education and to the College of Graduate and Professional Studies (fifth year licensure program) (over all college work, all professional studies, major course work, and all RU work)

Pre-Professional Requirements:
- GPA 2.5
- VCLA score of 470
- A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) **and** a VCLA score of 470 **OR** qualifying SAT or ACT scores **OR** Core Academic Skills for Educators: Combined test (Test Code 5751)
- Praxis II - Elementary Education: Multiple Subjects (Test Code: 5031)

Must satisfy the following requirements **prior** to Admission to the Teacher Education Program and to the Fifth year licensure program:
- Have met pre-professional requirements by the end of the fall semester of the fourth year
- Acceptance into College of Graduate and Professional Studies
- GPA: 2.75
- GRE

Must pass the following test during student teaching for program completion and licensure:
- RVE - Reading for Virginia Educators: Elementary and Special Education Teachers Assessment (Test Code 5306)

Applications are due:
- Feb. 1st of the Junior year for admission to the Pre-Professional Field experience
- 3rd Monday in February of the senior year for admission to the Teacher Education Program

Middle School Education 6-8 in Content Area

- GPA 2.5 on over all college work, all professional studies, major course work, and all RU work

Must pass the following tests **prior** to Admission to the Teacher Education Program and to Early Field Experience
- VCLA score of 470
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751).

• Praxis II: Must pass one Middle School Content area which will become the subject in which the candidate is recommended for licensure to teach in middle school
  - Middle School English/Language Arts (Test Code 5047)
  - Middle School Mathematics (Test Code 5169)
  - Middle School Science (Test Code 0439) **Required through 6/30/2015; Test registration must be mailed. There is no on-line registration for (0439)! Effective 7/1/2015:** Middle School Science (5440)
  - Middle School Social Studies (Test Code 5089)

Applications are due:
• 3rd Monday in February for a Fall Early Field Placement and Spring Student Teaching Placement

**Secondary Education, Social Studies 6-12**

• GPA 2.75 over all college work, all professional studies, major course work, and all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to the Early Field Experience
• VCLA score of 470
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)
• Passing scores on Praxis II - Social Studies: Content Knowledge (Test Code 5081)
• Departmental review for undergraduate applicants (Contact Dr. Matt Oyos for more information),

Applications are due:
• 3rd Monday in February for a Fall Early Field Placement and Spring Student Teaching Placement

**Secondary Education, Math 6-12**

• GPA 2.5 on over all college work, all professional studies, major course work, and all RU work

Effective fall 2017, the GPA requirement will be a 2.75

Must pass the following tests prior to Admission to the Teacher Education Program and to the Early Field Experience
• VCLA score of 470
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)
• Must have attempted Praxis II - Mathematics: Content Knowledge (Test Code 5038),

Applications are due:
• 3rd Monday in February for a Fall Early Field Placement and Spring Student Teaching Placement

**Secondary Education, English 6-12**

• GPA 2.5 on over all college work, all professional studies, major course work, and all RU work

Effective fall 2016, the GPA requirement will be a 2.75

Must pass the following tests prior to Admission to the Teacher Education Program and to Early Field Experience
• VCLA score of 470
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)
• Passing scores on Praxis II - English: Content Knowledge (Test Code 5038),

Applications are due:
• 3RD Monday in February for a Fall Early Field Placement and Spring Student Teaching Placement

**Secondary Education, Science 6-12**

• Successful completion of an approved undergraduate program in a science content area that meets the appropriate endorsement requirements

• 2.5 GPA over all college work, all professional studies, major course work, and all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to Early Field Experience:

• VCLA score of 470

• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)

• Praxis II, Content knowledge of specific science licensure area subject matter test,
  - Biology: Content Knowledge (Test Code 5235)
  - Chemistry: Content Knowledge (Test Code 5245)
  - Earth and Space Sciences (Test Code 5571)
  - Physics: Content Knowledge (Test Code 5265)

Applications are due:

• 3RD Monday in February for a Fall Early Field Placement and Spring Student Teaching Placement
Admission to the Teacher Education Program and to Student Teaching
GPA and Exam Requirements Only

Art Education PreK – 12

• 2.5 GPA on overall college work, professional studies course work, in major courses, and all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to Student Teaching:
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)
• Praxis II - Art: Content Knowledge (Test Code: 5134)

Applications are due:
• 3rd Monday in February for fall admission
• 3rd Monday in September for spring admission

Dance Education PreK – 12

• 2.5 GPA on overall college work, professional studies course work, in major courses, and all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to Student Teaching:
• VCLA score of 470
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)

Applications are due:
• 3rd Monday in February for fall admission
• 3rd Monday in September for spring admission

Health and Physical Education PreK - 12

• 2.5 GPA on overall college work, professional studies course work, in major courses, and all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to Student Teaching:
• VCLA score of 470
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)
• Praxis II – Health & Physical Education: Content Knowledge (Test Code: 5856)
  *Effective 7/1/2015 new test requirement: Health and Physical Education: Content Knowledge (Test Code: 5857). There is a new score for passing as well!

Applications are due:
• 3rd Monday in February for fall admission
• 3rd Monday in September for spring admission

Music Education PreK – 12

• 2.5 GPA on overall college work, professional studies course work, in major courses, and all RU work

Must pass the following tests prior to Admission to the Teacher Education Program and to Student Teaching:
• VCLA score of 470
- A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)
- Praxis II - Music: Content Knowledge (Test Code: 5113)
- Departmental Exam (Please contact Dr. Wayne Gallops for more information about this requirement)

Applications are due:
- 3rd Monday in February for fall admission
- 3rd Monday in September for spring admission
Admission Requirements for Advanced Teacher Education Programs and
Programs for Other School Personnel

Master of Science in Education:
- Submission of application for graduate admission, including application fee
- Official transcripts for all prior undergraduate work and graduate course work
- 3.0 GPA on all undergraduate course work
- GRE scores
- Two letters of recommendation
- Writing sample

Choose one of the following areas for licensure:
- Elementary (PreK – 6)
- Middle (Grades 6 – 8 with two subject areas)
- Secondary (Grades 6 – 12) Choose one of the following areas: English, Mathematics, Social Studies, or Science (Choose from Biology, Chemistry, Earth Science, or Physics)
- Early Childhood/Early Childhood Special Education (PreK – 3) and (Birth – 5 years)

Must pass the following tests prior to Admission to the Teacher Education Program and to the Field Experience:
- VCLA score of 470
- A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)
- Praxis II test in content area (or area of specialty)

Must pass the following test during student teaching for program completion and licensure:
- RVE - Reading for Virginia Educators: Elementary and Special Education Teachers Assessment (Test Code 5306)

Master of Science in Educational Leadership:
- Submission of application for graduate admission, including application fee
- Official transcripts for all prior undergraduate work and graduate course work
- 2.75 GPA on all undergraduate course work
- GRE scores
- Minimum of 3 years K – 12 classroom teaching experience
- Three letters of reference (1 from most recent principal; 1 from superintendent)

Must pass the following test for professional licensure:
- SLLA (School Leaders Licensure Assessment) Test Code 6011

Requirements for Professional Development in Educational Leadership Certificate
- Six course sequence
- Satisfied VDOE Alternative Licensure Requirements for Educational Licensure (Applicants must meet existing admissions standards for the Educational Leadership program, have a master’s degree and be under consideration for administrative duties or employment in a school division)

Master of Science in Literacy Education:
- Submission of application for graduate admission, including application fee
- Essay addressing past work experiences and goals as they relate to the literacy education program
- Official transcripts for all prior undergraduate work and graduate course work
- 2.75 GPA on all undergraduate course work
- Minimum of 3 years successful classroom teaching experience
• Two letters of reference (from individuals who may address the candidate’s history of successful teaching experiences in the field of literacy education)
• Submit a copy of teaching license

Master of Science in Special Education:

• Submission of application for graduate admission, including application fee
• Official transcripts for all prior undergraduate work and graduate course work
• 2.75 GPA on all undergraduate and graduate course work
• GRE scores

Choose among the following licensure options:

• Special Education, General Curriculum K – 12
• Special Education, Adapted Curriculum K – 12
• Early Childhood Special Education (Birth – 5 years)
• Special Education, Hearing Impairment PreK – 12
• Special Education, Visual Impairment PreK – 12

Must pass the following tests prior to Admission to the Teacher Education Program and to the Field Experience:
• VCLA score of 470
• A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a VCLA score of 470 OR qualifying SAT or ACT scores OR Core Academic Skills for Educators: Combined test (Test Code 5751)

Must pass the following test during student teaching for program completion and licensure:
• RVE - Reading for Virginia Educators: Elementary and Special Education Teachers Assessment (Test Code 5306)

*Candidates seeking licensure in Early Childhood Special Education and Adapted Curriculum are not required to take the RVE!

Certificate of Autism Studies:

Designed to prepare personnel to educate and support individuals with autism spectrum disorders. The certificate is based on empirically based research and best practices.

• Submission of application for graduate admission, including application fee
• Official transcripts for all prior undergraduate work and graduate course work
• 2.75 GPA on all undergraduate course work
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,

Linda P. King, Clinical Coordinator
Office of Field Experience
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 student. This form is to be added to the student’s Professional Portfolio for submission with the Teacher Education Program Application Packet.

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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<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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<td>Attendance; punctuality</td>
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<td>Grooming and dress</td>
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<td>Overall performance</td>
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</tbody>
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Comments:

Supervisor’s Name (Please print) ___________________________ Title ______________________________
School or Organization ___________________________ Phone ______________________
Supervisor’s Signature ___________________________ Date ______________________

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Preamble

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

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

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

Principle I -- Commitment to the Student

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a. exclude any student from participation in any program.
   b. deny any benefits to any student.
   c. grant any advantage to any student.

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

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

Principle II -- Commitment to the Profession

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

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

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

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

2. Shall not misrepresent his or her professional qualifications.

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

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

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

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

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

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

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

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

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

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

- have successfully completed the departmental screening procedures (information available in academic departments);
• have met the basic proficiency requirements for admission to teacher preparation programs (Core Academic Skills for Educators Assessment or equivalent) and have passing scores on the exams required for licensure (Praxis II and the VCLA);

• have met basic requirements for licensure in Virginia;

  ▪ demonstrate behavior in conformance with the Code of Ethics of the National Education Association;

  ▪ not have records of violations of academic integrity or currently be on probation for violations for student conduct (see Radford University policies on Dean of Students web site: http://www.radford.edu/dos-web/);

  ▪ not have a record of unsuccessful performance in a teacher preparation program or while under contract in a position in a school;

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

Records of Violations Which Impact Admission

Felony and Misdemeanor
Applicants with felony violations or with misdemeanor violations in areas regarding sex, alcohol, drugs, and children are not eligible for admission to the Teacher Education Program. Applicants with questions should contact the Assistant Dean.
Violations of Radford University Policies regarding Academic Integrity and Student Conduct

Applicants who have records of violations of academic integrity or who are currently under probation for violations of student conduct do not meet basic requirements for admission to and retention in the Teacher Education Program. The Assistant Dean will review applicants’ records from the Dean of Students Office and will notify in writing any applicants who have such records that they denied admission. Applicants who are denied admission in this manner may submit an appeal to the Assistant Dean. The appeal must be submitted in writing within five class days of notification from the Assistant Dean regarding admission. The appeal letter must provide compelling reasons for the appeal as well as evidence supporting the reasons. The Assistant Dean may request additional information or may meet with the student. The Assistant Dean will provide a response within five days of receiving the appeal.

Details Regarding Exam Requirements for Admission

The passing score requirements for the exams described below are too numerous to list all of them in this document; they can be found on the Virginia Department of Education web page at:

Minimum requirements for full admission to the Teacher Education Program include the following exam requirements:

- A score of 150 or better on the Core Academic Skills for Educators: Mathematics assessment (Test Code: 5732) and a passing VCLA score of 470 OR qualifying SAT or ACT scores OR a passing score on the basic proficiency exam, the Core Academic Skills for Educators: Combined test (Test Code 5751)
- Passing scores on Praxis II (if a subject matter exam is required for licensure);
- Passing score on the VCLA of 470.

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

Admission Procedures and Admissions Decisions

Once applications are accepted by the Office of Field Experience, each department conducts a departmental review of the applicants. These reviews determine a student’s application status. Students can be: 1) admitted, meeting full criteria for admission; 2) denied admission, not meeting the criteria for admission; 3) provisionally admitted, meeting the minimal admission criteria with specifically noted weakness or concerns in academics or professional characteristics and dispositions; or 4) incomplete, missing some of the criteria for admission. Applicants will be notified of their application status by the Assistant Dean/Director of Field Experience.

Provisional Admission

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

II. CRITERIA AND PROCEDURES FOR ADMISSION TO FIELD EXPERIENCES AND FOR CONTINUED PROGRESSION AND RETENTION IN AND COMPLETION OF THE TEACHER EDUCATION PROGRAM
Minimum Criteria for Admission to Field Experiences

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

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

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

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

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

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

**Procedures Regarding Placement in Field Experiences**

Once candidates have been fully admitted into the Teacher Education Program, placement requests are sent to the school systems. Teacher candidates are placed in accredited Virginia public schools, programs, and agencies with highly qualified K-12 professionals. The Clinical Coordinator works closely with professional education faculty and with area school districts to request placements. Candidates may not request placements in specific school divisions, at specific schools, or with specific teachers.
Some of the placements may be in the city of our local school division while others may be in communities within a little over an hour’s driving distance from campus. Therefore, candidates need to understand that travel to schools outside of the immediate community may be required. Candidates are expected to make the necessary arrangements that will enable them to commute to their field placement regardless of how near or far it is from the RU campus.

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

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

*Basic Candidate Performance Expectations*

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<thead>
<tr>
<th>CATEGORY I: CONTENT KNOWLEDGE</th>
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<tr>
<td>The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (INTASC 4, VA Uniform Performance Standard #2).</td>
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<tr>
<th>CATEGORY II: CONTENT PEDAGOGY</th>
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<td>The candidate applies an understanding of how students learn the concepts and skills in the disciplines throughout various developmental stages; he or she knows and uses a variety of research-based, discipline-specific strategies and approaches to engage students in meaningful learning experiences in the disciplines (INTASC 5).</td>
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<tr>
<th>CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES</th>
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<tr>
<td>Applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experiences (INTASC 1, VA Uniform Performance Standard #1).</td>
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<tr>
<th>CATEGORY IV: CULTURE FOR LEARNING</th>
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<tr>
<td>Establishes a culture for learning. The candidate establishes and maintains safe and supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation (INTASC 3, VA Uniform Performance Standard #4).</td>
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<tr>
<th>CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION</th>
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<tr>
<td>The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (INTASC 7, VA Uniform Performance Standard #3). The candidate uses a variety of evidence-based instructional strategies to promote students’ deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (INTASC 8).</td>
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<tr>
<th>CATEGORY VI: ASSESSMENT FOR STUDENT LEARNING</th>
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<td>The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making (INTASC 6, VA Uniform Performance Standard #6).</td>
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<tr>
<th>CATEGORY VII: PROFESSIONALISM AND ETHICAL PRACTICE</th>
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<tr>
<td>Models professionalism and ethical practice. The candidate engages in ongoing professionals development and uses evidence to continually reflect upon, evaluate and improve his/her practice, including the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner (INTASC 9, VA Uniform Performance Standard #9).</td>
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<tr>
<th>CATEGORY VIII: COLLABORATION AND COMMUNICATION</th>
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### Professional Characteristics and Dispositions (NCATE 1.6)

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

Candidates must continue to meet all requirements for admission and retention in the program, including minimal requirements such as submitting passing scores on all licensure exams and maintaining the required GPA overall college work, all work at Radford University, all work in the major, and all work in professional studies. Candidates must complete all program requirements and must demonstrate an overall performance level of “satisfactory” or above on final evaluations. Candidates must earn either a “P” or a grade of “C” or better in student teaching in order to complete the program and to be recommended for licensure by Radford University. In order to be recommended for teacher licensure by Radford University, all candidates must hold at a minimum a bachelor’s degree and meet all approved program requirements. Candidates who do not complete the program are not recommended for licensure by the university. However, they are still eligible to graduate provided they have satisfied degree requirements, which may include additional course work.
Candidates placed in a field experience assignment are novice professionals working under the supervision of more experienced practitioners. They must continue to meet all requirements for admission addressed above and they must meet high expectations regarding professional behavior and attitudes as outlined in this document and in the professional standards and requirements for their specific programs. Though candidates are not accomplished professionals, they must be able to contribute to the school and classroom through their growing professional skills and knowledge. The participation of the candidate must not interfere with the learning and development of children or young adults, with the cooperating teachers' ability to conduct his or her responsibilities, or with the productive functioning of the school. The University recognizes its equal responsibility to support the candidate’s development through field experience programs and its responsibility to PreK-12 professionals and pupils and their families to ensure that schools can continue to provide quality education and care.

Plan of Improvement
When the University supervisors and cooperating teacher judge that an intern does not meet performance expectations outlined in the program and in the Policies and Procedures Governing Admission and Retention and that the candidate could be in danger of failing or of being removed from the program, supervisory faculty may place the candidate on a plan for improvement. The Assistant Dean, University supervisor, and candidate meet to discuss weaknesses and to outline the plan for improvement. Copies of the plan are given to the cooperating teacher, candidate, and university supervisor. The original copy of the plan is submitted to the Assistant Dean. The candidate remains on probation until he or she establishes a pattern of satisfactory progress as judged by the University supervisor in collaboration with the cooperating teacher.

Interim Removal
University Supervisors, Cooperating Professionals, or school administrators may recommend that a candidate be removed from a field experience placement because of a pattern of unsatisfactory performance or for a single severe incident such as a serious violation of policies or conduct codes or unsafe or unprofessional behavior, or because the candidate’s involvement in the placement is judged to be interfering with the productive functioning of the classroom or school. If the cooperating professional(s) or school administrator(s) make the recommendation, they make the recommendation to the University Supervisor. The University Supervisor makes the recommendation to the Assistant Dean. The University Supervisor notifies the candidate that the recommendation has been made and informs the candidate that he or she should not return to the school placement during the Interim Removal and unless the issues that have emerged are positively resolved.

The Assistant Dean will arrange a date to meet with the intern and the University Supervisor within three class days of notifying the intern of the Interim Removal to discuss the concerns and possible strategies for resolving issues or problems. The Assistant Dean and University Supervisor will determine if the situation can be addressed with an improvement plan or other strategy which enables the student to continue in a field placement. If this is the decision, the Assistant Dean will inform the student in writing of the decision and of the next steps to be taken within three class days after the meeting with the intern and University Supervisor. The University Supervisor might also recommend permanent Administrative Removal (see the section on Administrative Removal).

Administrative Removal
If the University Supervisor recommends Administrative Removal, the he or she provides written notification to the Assistant Dean of the recommendation and the reasons for the recommendation within three class days of the meeting with the Assistant Dean and the intern. The recommendation of the faculty member for Administrative Removal must address whether or not the recommendation is both for removal from the field experience placement and removal from the Teacher Education Program.

The Assistant Dean notifies the intern of the recommendation in writing within three class days and conveys the University Supervisor’s reasons for the recommendation and informs the student of the process for presenting his or her objection to the recommendation.

If the student wishes to object to this recommendation, he or she must provide a written, reasoned objection to the Assistant Dean within five class days of receiving written notification. The Assistant Dean will set a date for meeting with the student and with the university supervisor within five class days of receiving the student’s written objection. The intern and faculty member(s) may submit additional written information regarding the case to the Assistant Dean prior to the meeting.

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

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

If an appeal regarding admission (other than denial on the basis of GPA or exam scores), field placement, or retention or completion is denied by the Assistant Dean, the appeal may be presented to the Appeals Subcommittee of the Professional Education Committee. The student must notify the Dean, who serves as the Chair of the Professional Education Committee, and provide a letter of appeal as outlined above within five class days of the date on which the student received notification of the decision of the Assistant Dean. The appeal 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 and a date will be set for the Subcommittee to meet within ten class 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.

The chair of the subcommittee will send a written copy of the decision of the Appeals Subcommittee to the student within three class days of the Subcommittee’s meeting to review the appeal. The decision of the Professional Education Committee Appeals Subcommittee is final.
III. PROCEDURES REGARDING WITHDRAWAL FROM AND READMISSION TO THE TEACHER EDUCATION PROGRAM

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

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

Readmission
Policies and procedures governing readmission to the Teacher Education Program and to courses and field experiences are as follows:

1. The student must be in good standing at Radford University prior to applying for readmission to the Teacher Education Program.

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

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

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

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

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

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

Revised 07-29-14
Radford University, Roanoke College, Hollins University, 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
Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools

Approved by the Board of Education March 24, 2011

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

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

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

Prevention Policy Elements
By following school board policies addressing sexual misconduct and abuse, teachers, administrators, and other educators and employees provide a safe and healthy environment for teaching and learning. Local school board policies addressing sexual misconduct and abuse should include these elements:
1. Statement of purpose addressing the shared responsibility of the school board, superintendent, administrators, teachers and other school board employees, school volunteers, parents, state agencies, and law enforcement for the prevention of sexual misconduct and abuse;
2. Clear and reasonable rules governing communication and interaction between students and school board employees;
3. Clear procedures for reporting suspected misconduct and abuse;
4. Training of school personnel and volunteers and the dissemination of sexual misconduct and abuse prevention policies to school board employees, volunteers, students, and parents; and
5. Applicability to teachers and other employees of virtual school programs and other vendors providing instructional services to students.

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

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

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

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

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

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

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

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

Local policies should provide guidance to educators and other school board employees on how to
maintain transparency and accessibility when communicating electronically with individual students.

Administrators, division technology staff, and division instructional staff should collaborate with parents to develop local policies and practices that deter misconduct by (i) defining parameters for electronic communications and social networking between educators and students and (ii) facilitating parental supervision of students’ social networking and digital communications with educators and other school board employees.

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

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

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

Inadvertent and innocuous violations of local policies provide opportunities for additional counseling and training. Appropriate formal disciplinary action should always follow violations of local policies when the substance of the conduct or communication in question is found to be inappropriate, flirtatious, romantic or sexual.
We commend you for pursuing a career in teaching. We believe you are entering the Teacher Education Program willing to work hard in gaining the knowledge and skills needed to be the best teacher you can be. In addition to the knowledge and skills needed in your profession, you will also need to demonstrate professional dispositions: work habits; interpersonal skills; and values, attitudes and beliefs toward education, your responsibilities, and toward the students and families with whom we work. The following is a list of professional characteristics and dispositions that we would expect of Candidates entering the Teacher Education Program:

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

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

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

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

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

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

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

8) **Critical thinking skills**
   a. Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
   b. Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner
   c. Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded
   d. Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead
9) **Collegiality**
   a. Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)
   b. Sometimes demonstrates collaborative skills
   c. Responsibly engages in group/team efforts
   d. Strong contributor to group/team efforts

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Week of</th>
<th>O</th>
<th>T</th>
<th>C</th>
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Total hours:

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

Intern _______________________ Cooperating Teacher ________________________
**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/Subjects(^1)</th>
<th>Conferencing</th>
<th>Observing</th>
<th>Teaching(^2)</th>
<th>Other</th>
<th>TOTAL</th>
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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 professional(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 I  
**Radford University Teacher Education Program**

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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# _________________________
SEMMESTER _______________________________ YEAR _____________  SCHOOL SYSTEM _____________________________________

<table>
<thead>
<tr>
<th>Name of Cooperating Professional</th>
<th>Grades or Ages/Subjects</th>
<th>Conferencing</th>
<th>Observing</th>
<th>Teaching</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
</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) ____________________________  Date ______________

Signature of Intern ____________________________  Date ______________
I. Overview of Concerns

Address concerns related to the standards for admission and retention.

II. Expectations and Conditions to be Met

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

III. Outcome Options

State potential outcomes if the student does not meet expectations.
IV. Resource and Referrals
The student must provide written evidence of following up on referrals.

___ LARC Center (Learning Assistance)  ___ Speech/Hearing Clinic  ___ Student Counseling Services
125 Walker Hall                      Waldron Hall                      Lower Level, Tyler Hall
                                           831-7740                         831-5226

___ Student Health Services          ___ Disability Resource Office       ___ Dean of Students
Ground floor, Moffet Hall            Lower Level, Tyler Hall            207 Heth Hall
                                            831-6350                         831-5321

___ Financial Aid
169 Heth Hall                       ___ Advising Center:
                                           831-5408


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

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

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

Date ______ Signature of University Supervisor ___________________________
Date ______ Signature of Intern ___________________________
Date ______ Signature of Teacher ___________________________
Appendix L
GUIDELINES FOR COMPLETING A PLAN FOR IMPROVEMENT

Statement of Concerns
• Clearly relate the concerns to the performance expectations for admission and retention in the Teacher Education Program.

• 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
• Include dates by which the student must complete tasks or demonstrate growth in competencies.

• State expectations in a manner that allows a judgment to be made about meeting or not meeting the expectations. Examples:

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

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

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

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

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

Outcome Options
• Identify the potential outcomes if the student intern does or does not meet all of the expectations. (If one of the possible outcomes would be to remove the student, please meet with the Assistant Dean to discuss procedures and obtain signatures.) 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
• If you recommend services through the University (e.g., Disability Resource Office, personal counseling, writing center), have the student provide evidence of following up on the referral.

Documentation of Lifting of probation:
• State clearly how student addressed the expectations in the intervention plan and the reasons for taking the student off probationary status. Obtain new signatures.
Licensure Regulations for School Personnel (Excerpts)
Revised January 19, 2011

Part II
Administering the Regulations

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

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

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

Part III
Licensure

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

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


A. Applicants for licensure must:

1. Be at least 18 years of age;

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

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

4. Possess good moral character (free of conditions outlined in Part VII (8VAC20-22-690 et seq.) of this chapter.
B. All candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher’s assessments prescribed by the Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher’s assessments within the three-year validity of the initial provisional license. Candidates seeking a Technical Professional License, the International License, School Manager License, or the Pupil Personnel Services License are not required to take the professional teacher’s assessments. Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher’s assessment requirements.

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

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

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

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

The following types of licenses are available:

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

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

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

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

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

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

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

Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License must meet the professional teacher's assessments requirement.

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

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

7. Division Superintendent License. The Division Superintendent License is a five-year, renewable license available to an individual who has completed an earned master's degree from a regionally accredited college or university and meets the requirements specified in 8 VAC 20-22-600. The individual's name must be listed on the Board of Education's list of eligible division superintendents.
8. International Educator License. The International Educator License provides a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional teaching license issued for no more than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years. This license does not require professional teacher’s assessments; however, the individual will be subject to assessment requirements if the individual seeks a five-year renewable license. To be issued the International Educator License an individual must:

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

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

   (a) Enables the educator to fulfill a similar assignment in his home country; or
   (b) Is comparable to those requirements for Virginia teachers.

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

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

8VAC20-22-720. Denial.

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

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
2. Falsification of records or documents;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conduct with a direct and detrimental effect on the health, welfare, discipline, or morale of students;

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

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

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

Radford University/College of Education & Human Development
Application Instructions for Virginia Teaching License

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. **RVE 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/)

8. **Copy of CPR, First Aid, and AED training certificate** (Required for all applicants).

9. **Copy of Civics training certificate** (Required for elementary, early childhood, and secondary social studies applicants). Visit the following website, complete the free online module and print a copy of your certificate of completion. (http://www.civiceducationva.org/)

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

**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: http://www.doe.virginia.gov/teaching/licensure/application.pdf

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 July 2014*
Appendix O

PROFESSIONAL DOCUMENTATION FILE

IT IS YOUR RESPONSIBILITY!

The Office of Field Experience does not make copies for students.

SUGGESTIONS FOR KEEPING THIS INFORMATION

• Scan all materials (Research documents, recommendations, evaluations, official test score reports, 50 clock hours documentation, Licensure Application, Early Field Experience and Student Teaching final clock hours form, Child Abuse Certificate, CPR, First Aid, and AED Certificate, Civics Training Certificate, etc.) and burn them to a CD or save them on a flash drive.

• Save your scanned materials in a cloud storage system such as Dropbox, Google Drive, or iCloud as a back up to your portable memory devices.

• DO NOT GIVE AWAY ANY ORIGINAL TEST SCORES OR IMPORTANT DOCUMENTS! Make copies of test scores as needed; keep copies in different locations (printed originals at home or safe-deposit box, in a portfolio, on a disk, etc.) Having to send away for official test scores that you did not keep will take additional time and money.

• Keep hard copies of materials together in a folder/portfolio for quick accessibility

MAINTAIN YOUR PROFESSIONAL FILE-PORTFOLIO in which you keep all your original records and important papers pertaining to your teaching career. This is a career-long process. 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 or can delay a job application. 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 records. Use this as a checklist to make sure you are compiling the documentation needed for their professional career.

□ TRANSSCRIPTS. 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. Syllabi of key coursework is helpful.

□ TEST SCORES. Results of standardized tests (SAT, GRE, ACT, VCLA, Core Academic Skills for Educators: Mathematics, 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

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☐ 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, CPR, First Aid, and AED, or of demonstrating proficiency in instructional technology

☐ DIPLOMA.

☐ LICENSURE APPLICATION

☐ LETTERS OF RECOMMENDATION

☐ ACADEMIC WORK. Documentation of a teaching proficiency or skill

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

☐ ________________________________

☐ ________________________________

☐ ________________________________

☐ ________________________________
APPE N D I X  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
   • Complete professional resume to submit with form
   • Secure TB test and TDaP: submit by published deadline date

_____ 2. Complete application for graduation by deadline date.
   • Ensure that 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 (elementary education students must have a minimum 3.0 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 and make copies of all reports.
   • Any students admitted to early field experience MUST HAVE PASSING SCORES ON VCLA, Core Praxis Academic Skills for Educators: Mathematics, and PRAXIS II. Early Childhood Education, Elementary Education, and Special Education Candidates must also submit scores on the Reading for Virginia Educators (RVE) during student teaching to meet requirements for Virginia licensure.


_____ 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.
DIRECTORY OF KEY UNIVERSITY OFFICES

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Mrs. Katie Reed, Administrative Assistant ............................................................... 831-5439

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Ms. Linda King, Coordinator of Field Experience .................................................. 831-5277

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Ms. Kara Hall, Administrative Assistant .................................................................. 831-7153

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Ms. Karen Stinson, Deaf and Hard of Hearing Education ....................................... 831-5549
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