



**Master of Science  
in Elementary Education  
Handbook**

College of Education  
Teacher Education Program  
1301 College Avenue  
Fredericksburg, VA 22401-5300  
540.654.1034  
fax 540.654.1080

Revised August 2010



# TABLE OF CONTENTS

|  |    |
|--|----|
| Faculty and Staff .....  | 1  |
| Foreword .....   | 2  |
| Overview of the Teacher Education Program .....  | 2  |
| Conceptual Framework of the Teacher Education Program .....                                    | 3  |
| Master of Science in Elementary Education Graduate Program Course Sequence .....               | 5  |
| EDUC 540 General Regulations .....   | 6  |
| Program Admission and Retention .....  | 7  |
| Roles and Responsibilities .....   | 9  |
| Introduction .....   | 9  |
| Interns .....  | 10 |
| Cooperating Teachers .....   | 11 |
| Clinical Faculty .....   | 13 |
| Lead Teachers .....  | 13 |
| University Supervisors .....   | 14 |
| Coordinator of the M.S. in Elementary Education Program .....                                  | 16 |
| Chair of the Department of Education .....   | 17 |
| School Division Administrators .....   | 17 |
| EDUC 540 Assessment .....  | 18 |
| University Supervisor Prerogative .....  | 19 |
| EDUC 540 Evaluation .....  | 19 |
| Due Process .....  | 20 |
| EDUC 540 Internship Tasks .....  | 22 |
| Procedures for Obtaining an Initial Virginia License .....                                     | 24 |
| Appendices .....   | 26 |
| Appendix A: EDUC 540 Minimum Skills Requirements .....   | 2  |
| Appendix B: Minimum Performance Standards .....  | 29 |
| Appendix C: Lesson Plan Format .....   | 30 |
| Appendix D: Goal Sheet .....   | 31 |
| Appendix E: Fall Student Teaching Time Sheet .....   | 32 |
| Appendix F: Spring Semester Time Sheet .....   | 33 |
| Appendix G: Mid-Placement Evaluation .....   | 34 |
| Appendix H: Final Placement Evaluation .....   | 35 |
| Appendix I: Internship Evaluation Report .....   | 36 |
| Appendix J: Lesson Evaluation for Administrators .....   | 37 |
| Appendix K: Termination Check-Off Sheet .....  | 38 |
| Appendix L: Application for Admission to Graduate Program .....                                | 39 |
| Appendix M: Application for Virginia Licensure .....   | 40 |
| Appendix N: Program Goals Aligned with INTASC Standards and Program Conceptual Framework ..... | 41 |



# The UMW Teacher Education Program Faculty

Dr. Marie Sheckels, Department Chair  
Professor  
msheckel@umw.edu  
540.654.1334

Dr. John P. Broome  
Assistant Professor  
jbroome@umw.edu  
540.654.1352

Dr. Courtney Clayton  
Assistant Professor  
cclayton@umw.edu  
540.654.1360

Dr. Jennifer Jakubecy  
Associate Professor  
jjakubec@umw.edu  
540.654.1353

Dr. George Meadows  
Associate Professor  
gmeadows@umw.edu  
540.654.1350

Dr. Venitta C. McCall  
Director of Field Experiences  
Professor  
vmcall@umw.edu  
540.654.1346

Dr. Dale Wright  
Graduate Program Coordinator  
Associate Professor  
dwright@umw.edu  
540.654.1351

**Administrative Assistant**  
Mrs. Tember Smith  
tsmith@umw.edu  
540.654.1034



## Foreword

EDUC 540, *Teaching Internship* is the culminating field-based education course in the University of Mary Washington Teacher Education Program. This course provides an opportunity for interns (We will refer to all those students who take EDUC 540 as “interns.”) to apply, in a practical setting, all they have learned about child-adolescent growth and development, subject matter, and teaching methods. The intern’s performance in EDUC 540 is a major indicator of his/her potential for becoming a successful classroom teacher.

Internship assignments are arranged at the discretion of the Coordinator of the M.S. in Elementary Education Program and local public schools. Supervision of interns is a collaborative effort of the faculty and administrations of both the school divisions and the University.

This *Handbook* outlines the procedures, roles, and responsibilities of all PreK-6 interns and all of the professional educators who contribute to their internship experiences. It should serve as a guide for both the students and the supervisors. Familiarity with its content should provide a positive and professional internship experience.

## Overview of the Teacher Education Program

The University of Mary Washington is a state-supported, liberal arts university offering endorsement programs in 15 major areas of teacher preparation at the four-year, undergraduate level. In addition, the University offers a five-year Master of Science in Elementary Education for all students pursuing preK-6 licensure. The 9 secondary endorsements span grades 6-12. The University also offers PreK-12 programs in art, foreign language (French, German, Latin, and Spanish), and music (instrumental and vocal/choral). All students seeking teaching endorsements through UMW’s state-approved Teacher Education Program must complete three components: general studies requirements, academic major requirements, and professional studies requirements. Those completing the M.S. in Elementary Education must complete one year of graduate professional studies coursework and an internship beyond the four-year undergraduate program. All teaching endorsements of the UMW Teacher Education Program are gained through a Bachelor of Arts, Bachelor of Sciences, or a Bachelor of Liberal Studies degree in an academic major. Since 1948, Mary Washington has offered teacher preparation only as a complement to a degree, including a full general studies requirement (minimum 48 hours) and a full academic major area. In keeping with the UMW’s mission statement, the Teacher Education Program immerses students in the liberal education environment and engages them in the conceptual and methodological rigors of the liberal arts and sciences disciplines.

Admission to the Program is by formal application to the Department of Education. Stringent criteria are set for entrance into and retention in the Program. Students must attain and maintain a minimum grade-point average (GPA) of 2.5 overall and a 3.0 GPA in the professional education courses. Furthermore, they must maintain satisfactory practicum evaluations in order to maintain good standing in the Program.

M.S. in Elementary Education: Upon successful completion of the undergraduate degree program (including the general studies and academic major components), the undergraduate and graduate courses of the professional studies component, the state-required Praxis tests, the Virginia Communication and Literacy Assessment, and the Virginia Reading Assessment the Department will endorse and submit the prospective teacher’s application for license to the Virginia Department of Education.

## Conceptual Framework of the Teacher Education Program

The faculty of the College of Education at the University of Mary Washington continually strive to contribute to and disseminate the most up-to date knowledge and skills in the field of education. The professional studies component begins with an introduction to basic educational concepts and current teaching practices through coursework and field experience. After the initial introduction to teaching and learning, teacher candidates take courses that enable them to understand the theories and applications of developmental and constructivist approaches, to plan and provide instruction and to establish a learning environment that encourages student learning. Most courses require students to become involved in classrooms, gaining experiences in planning lessons,

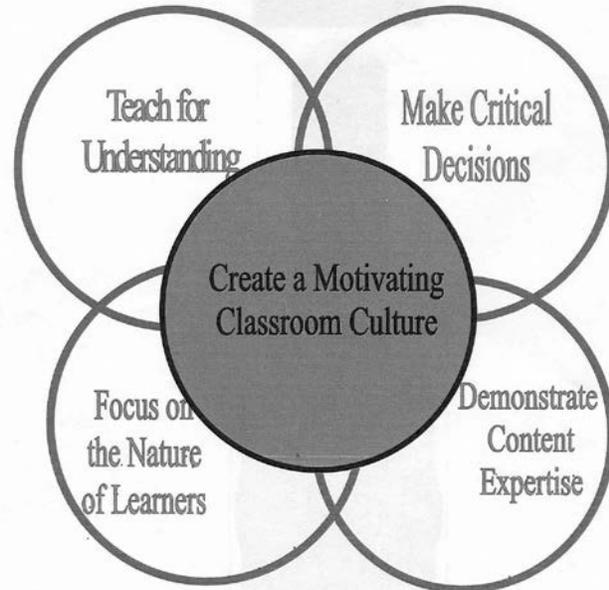
teaching lessons to small groups and the whole class, and managing student behavior. The Department of Education uses the Interstate New Teacher Assessment and Support Consortium (INTASC) standards as a basis for the preparation of candidates and as the reference point for culminating evaluations of field experiences. The Teacher Education Program requires students to monitor their professional growth through research, reflection, and practical problem solving.

The professional studies component of the University of Mary Washington Teacher Education Program attempts to identify and to balance the relationships among the nature of learners, the qualities of effective teachers, and the bodies of knowledge represented by the academic disciplines. The five components of our conceptual framework reflect these priorities. They are 1) Teach and Plan for Understanding; 2) Focus on the Nature of Learners; 3) Make Critical Decisions; 4) Master Content Expertise and 5) Create a Motivating Environment. The attributes of each aspect of these components follow:

**Teach for Understanding:** Students learn and practice constructivist learning principles throughout the program. They learn that knowledge is not simply acquired by learners, but constructed into coherent, robust frameworks called knowledge structures, or schema. Learners build these structures based on their experience in the world (Piaget, 1972, 1990). One of the teacher's main roles becomes to encourage this learning and reflection process. Students are exposed to other instructional strategies that research has shown to work particularly well with students with special needs, but are also strategies that work well with all students. These strategies are therefore excellent choices for an inclusive classroom. Some of these strategies include Curriculum Based Measurement, Peer Assisted Learning, and Instructional Differentiation.

**Focus on the Nature of the Learner:** Another focal point of our program is the human growth and development of the learner. This area includes developmental characteristics of the learner

UMW Dept.of Education  
Prepares Teachers To



from the perspectives of cognition, affective, social and emotional development, special education, learning styles, multiple intelligences, and multiculturalism. Students study the development theories of Piaget, Vygotsky, Bruner, Erikson, and Gardner. Throughout the program students learn about multiple cultures in our society and techniques for addressing the diverse needs of students in their teaching. Students learn the tenets of brain-based learning because the function of the brain has a significant impact on what kinds of learning activities are most effective.

**Make Critical Decisions:** Students learn and practice the principles of reflective practice and critical thinking. The Department believes that “The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.” (INTASC standard # 9). The Department defines critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” (Derived from Michael Scriven & Richard Paul for the National Council for Excellence in Critical Thinking Instruction).

**Master Content Expertise:** All teaching endorsements of UMW’s approved program are gained through a Bachelor of Arts (B.A.) or Bachelor of Sciences (B.S.) degree in an academic major or through a liberal arts and sciences core of coursework for students meeting the requirements to earn a Bachelor of Liberal Studies (B.L.S.) degree. Throughout their tenure in the Teacher Education Program students in the Elementary, the Secondary, and the PreK-12 programs must demonstrate competency in teaching the Virginia Standards of Learning. In all courses students are required to use the Standards of Learning to inform their instruction and their assessment of student learning.

**Create a Motivating Classroom Culture:** The Department of Education positions a caring, motivating and challenging classroom culture at the heart of the Teacher Education Program. Students learn to be mindful of students’ diverse experiences and backgrounds and work to create a productive, reciprocal relationship with families and the community. Teacher candidates learn to “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.” (INTASC Standard #5). They learn that discipline is a dimension of instruction and assessment (Wormelli, 2001). Teacher candidates learn to build rapport with students and parents, to establish and enforce rules, and to create a positive emotional environment (Brandt, 1998; Kaufman, et al., 2002). Teacher candidates also learn to use reactive discipline techniques when necessary to ensure a safe, orderly and fair classroom.

# Master of Science in Elementary Education Graduate Program

## Course Sequence

**First Semester (Fall):** A professional block comprising 9 lecture credit hours and 5 field experience credit hours (15 clock hours/week in practicum experiences.)

**EDUC 510, *The Inclusive Classroom*. (4 credits—3 lecture, 1 field experience)**

Study of instructional methods differentiate the curriculum and academic environment for learners with and without special needs. Field experience required.

**EDUC 514, *Constructivist and Developmental Teaching in the Elementary School*. (4 credits—2 lecture, 2 field experience)**

Relates the theories of development and learning, brain research, and multiple intelligences to planning and instruction in the elementary classroom. Field experience required.

**EDUC 521, *Research and Curriculum Specialization I*. (4 credits—2 lecture, 2 field experience)**

Study of advanced content area teaching methods, research techniques, and methodology as preparation to conduct classroom-based teacher research. Field experience required.

Students will enroll concurrently in one of the following sections relevant to their content specialization:

**EDUC 522, *Arts Specialization* (2 lecture credits)**

**EDUC 523, *Foreign Language Specialization* (2 lecture credits)**

**EDUC 524, *Instructional Technology Specialization* (2 lecture credits)**

**EDUC 525, *Literacy Specialization* (2 lecture credits)**

**EDUC 526, *Mathematics Specialization* (2 lecture credits)**

**EDUC 527, *Science Specialization* (2 lecture credits)**

**EDUC 528, *Social Studies Specialization* (2 lecture credits)**

**EDUC 529, *Special Education Specialization* (2 lecture credits)**

**Second Semester (Spring):** A professional block comprising an extensive internship and a research seminar.

**EDUC 530, *Research and Curriculum Specialization II*. (3 credits)**

Implementing the research project developed in EDUC 521, *Research and Curriculum Specialization I*. Close supervision of conducting the research study and writing the research report.

**EDUC 539, *Graduate Internship Seminar*. (1 credit)**

Students meet to discuss internship classroom work and experiences, meet and hear from guest speakers including public school personnel and graduates from the M.S. in Elementary Education

now working as teachers, review and update internship assignments and expectations, develop portfolios based on the internship.

**EDUC 540, *Teaching Internship*. (12 credits)**

Orientation to teaching under the direction of cooperating teachers in the public schools. Implementation of action research project in a public school classroom.

## EDUC 540 General Regulations

In addition to the specific roles and responsibilities for interns outlined in this *Handbook*, all interns must follow these general regulations:

1. ATTENDANCE: The professional obligations of this internship status require daily attendance. Interns are expected to follow the public school calendar except when otherwise directed by the university supervisor. Any pre-arranged absences will be approved at the discretion of both the cooperating teacher and the university supervisor. Absences due to illness are inevitable, but an inordinate number of absences, for any reason, can jeopardize the education of the school children (as well as the accumulation of the minimum state-required hours for student teaching) and may be grounds for withdrawal from the course. Interns must make accommodations for their absences in a timely manner--contacting the cooperating teacher (and/or the school, depending on school policy) and the university supervisor in sufficient time to arrange for continuous and appropriate class instruction.

Personal holidays and vacations should not be arranged during internship. Attendance beyond school hours (PTA/PTO meetings, back-to-school nights, and other school-related activities) is part of the internship assignment.

Tardiness will also not be tolerated. Being on time is crucial to teaching. Tardiness that is unexcused by the cooperating teacher and the university supervisor may be grounds for withdrawal from EDUC 540 if there are repeated occurrences.

2. OUTSIDE COMMITMENTS: Interns are reminded that other outside commitments (work schedules, and personal activities) should be kept to a minimum. Such outside commitments will not necessarily be considered justifiable absences from EDUC 540 responsibilities.
3. SUBSTITUTE TEACHING: Interns are required to complete the substitute training program in the school division to which they are assigned to student teach. Interns may serve as a substitute for their host teacher.
4. PROFESSIONAL STANDARDS: In dress and demeanor, interns must always maintain the local professional guidelines. It is the intern's responsibility to determine the requirements of those guidelines for him/herself and to ask for clarification if he/she has questions.
5. UNIVERSITY ACTIVITIES: The Coordinator of the M.S. in Elementary Education Program and the Department of Education reserve the right to call mandatory EDUC 540 meetings and/or conferences, if they are deemed necessary. Interns will be given sufficient notice of these sessions and are expected to attend.
6. COMMUNICATION WITH THE UMW DEPARTMENT OF EDUCATION: Upon entry into EDUC 540, interns will complete an Intern Information Sheet (updated address, school placement information, telephone numbers, UMW email address, etc.). Most communication with the student will be through UMW email.
7. COMPLETION OF PAPERWORK: This *M. S. in Elementary Education Handbook* outlines the majority of paperwork required of EDUC 540. Each individual university supervisor will

specify the particular course requirements for his/her interns. However, all interns are responsible for:

- a) completing all Privacy Waiver statements before submitting evaluation forms to cooperating teachers, administrators, and university supervisors;
- b) completing all documents (journals, portfolios, etc.) required for a grade in EDUC 540;
- c) completing all exit procedure documents (Termination Check-Off Sheet, etc.);
- d) completing all paperwork for the Office of Career Services, if applicable;
- e) completing all paperwork for application for Virginia licensure.

8. **SCHOOL POLICIES AND PROCEDURES:** While assigned to an area school, it is the responsibility of the intern to determine and to comply with all school policies and procedures.

## **Program Admission and Retention**

### **General Provisions**

- A. Admission into the Teacher Education Program at the University of Mary Washington is by application (available in the Department of Curriculum and Instruction office) and with the consent of the faculty of the College of Education. Admission and retention decisions are based on academic standing and on the professional judgment of the faculty as to how the candidate matches the goals of the Teacher Education Program and whether or not the candidate can successfully demonstrate the “Minimum Performance Standards” Appendix B, p. 30. Upon entry into the Program, students should review these goals and performance standards since continuation in the Program will depend upon students meeting the expectations set forth in these goals and standards.
- B. Conditions for licensure: Please read the following statements, which are Conditions for Licensure (taken from “Licensure Regulations for School Personnel,” Virginia Department of Education, July 1998). Applicants must:
  1. Be at least 18 years of age;
  2. Pay the appropriate fees as determined by the Virginia Department of Education and complete the application process;
  3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from an accredited institution of higher education with a Virginia Department of Education approved teacher education program; and
  4. Possess good moral character (free of conditions outlined in Part VII.A (8VAC 20-21-660. Revocation). A license may be revoked for the following reasons:
    - Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
    - Falsification of school records, documents, statistics, or reports;
    - Conviction of any felony;
    - Conviction of any misdemeanor involving moral turpitude;
    - Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;
    - Misapplication of a failure to account for school funds or other school properties with which the licensee has been entrusted; or
    - Other good and just cause of a similar nature.

## **Specific Admission and Retention Policy for the M.S. in Elementary Education.**

Admission, continuation, and exit requirements are defined within the context of a four-stage procedure:

- A. **Provisional Admission: Initial Entry.** (See Teacher Education Program Handbook.)
- B. **Formal Admission into the Master's of Science in Elementary Education Program.** (See Teacher Education Program Handbook.)
- C. **Final Admission to the Graduate Level of the Program**

Students must apply during their fourth year of undergraduate study. The application is due the first Friday of the spring semester (Appendix L, p. 40). To be eligible to apply, the students must show how they will complete both the undergraduate degree requirements and the required undergraduate professional education courses *before* beginning the graduate component. To ensure that students will be able to do this, students will receive an Education Program Checksheet in August before their senior year. Students must bring the completed Checksheet to their education department advisor on or before the first Wednesday of the fall semester.

A general condition for admission is that students must have demonstrated that they have the capacity for continual learning in the academic subjects, the art of teaching, and the professional predispositions. Specifically, in order to be admitted to the graduate level of the program students must:

1. Continue to meet the criteria listed for formal admission;
2. Receive a bachelor's degree from the University of Mary Washington;
3. Demonstrate subject matter competence by maintaining a minimum grade-point average (GPA) of 2.5;
4. Demonstrate competence in the required undergraduate professional education courses by achieving a minimum GPA of 3.0;
5. Achieve passing scores (according to the Virginia Department of Education guidelines) on Praxis II;
6. Achieve passing scores (according to the Virginia Department of Education guidelines) on the Virginia Reading Assessment and the Virginia Communications and Literacy Assessment;
7. Demonstrate the following qualities: academic capacity for continual learning; interpersonal competence; ethical foundations associated with a pluralistic, democratic society; and the subject matter and teaching competencies required for state licensure as identified in *Licensure Regulations for School Personnel*, Division of Teacher Education and Licensure, Virginia Department of Education, Richmond, VA, July 1998;
8. Receive recommendations from faculty of the UMW Department of Education and the local school divisions providing the field experience sites.

**D. Requirements for Successful Completion of the Fifth Year and Exit Criteria for Award of the Master's Degree**

To successfully complete the fifth year and to be awarded the master's degree and to be recommended for licensure, the students must:

1. Complete 15 hours per week of field experience for the fall semester of the graduate year. In compliance with the state mandate, successful completion of the field experience is an absolute prerequisite for passing all three graduate courses –EDUC 510, 514, 521, and the Specialization Section of EDUC 521 (522-529);
2. Earn a grade of “B” (3.0) or better in each of the graduate courses (EDUC 510, 514, 521 and 522-529) in order to continue in the program. If a student does not meet this requirement, the student will not be allowed to complete the spring internship;
3. Receive approval of their research proposal from the following people: the instructor of EDUC 521, their specialization advisor, their spring internship cooperating teacher, and two other education faculty members who observe the final proposal presentation at the end of the semester;
4. Earn a grade of “B” or better for their performance in EDUC 540, Teaching Internship and EDUC 539, Graduate Seminar;
5. Complete a curriculum specialist emphasis, through successful completing of their research project and internship, and by earning a grade of "B" or better in EDUC 513;
6. Receive recommendations from their University supervisor, cooperating teacher, and the faculty of the UMW Department of Education.

## **Roles and Responsibilities**

### **Introduction**

EDUC 540 is a unique academic experience. Interns are placed in an existing public school environment with mentor teachers who work collaboratively with University personnel in guiding the interns' development. Interns are accepted into EDUC 540 only after meeting the rigorous expectations of previous coursework and practica--they have already demonstrated their commitment and potential as future teachers. However, since the welfare and development of the school children must be the paramount concern of all involved, interns retain their placements at the discretion of the participating school division and the University. The University, in consultation with the school division, retains the right to withdraw the intern from his/her classroom duties at any time should his/her performance jeopardize the learning of the school children in the classroom.

The following outlines the general roles and responsibilities of EDUC 540 students and those who supervise them. No two internship experiences will ever be absolutely comparable, just as no two teaching assignments are ever comparable. Interns' activities in the schools will be closely monitored at all times, and every effort will be made to clarify the specific expectations of a particular internship placement. Open and effective communication among all involved is essential. Interns and their supervisors share a duty to communicate frequently and clearly with each other throughout the internship semester.

## Interns

Teaching Interns enrolled in EDUC 540 assume a dual role: they are both students in a grade-bearing university course and interns-in-residence under the supervision of school personnel while involved in the planning, instruction, and assessment of school children. The responsibilities of each intern appear below. These responsibilities may be supplemented at the discretion of the particular school and the university supervisor working with each individual intern.

Each intern will do the following:

- become involved in the classroom instructional program at the placement school(s), including taking significant responsibility for curriculum development and delivery, classroom management, evaluation, and clerical/administrative tasks;
- comply with the host school calendar except when specifically altered by the university supervisor or Coordinator of the M.S. in Elementary Education Program;
- meet the stated expectations of the cooperating teacher(s);
- meet the stated expectations of the university supervisor(s);
- comply with all general requirements of the University program, including maintaining acceptable levels of performance in all Minimum Skills Requirement areas (see EDUC 540 “Minimum Skills Requirements,” Appendix A, p. 29);
- interact professionally and effectively with all school and University personnel and with parents and the community;
- provide to the cooperating teacher and the university supervisor complete and thorough written lesson plans, making a weekly set of plans available by the Thursday prior to the week the lessons will be taught;
- use the prescribed lesson plan format (see Lesson Plan Format, Appendix C, p. 31) unless a modified format is approved through consultation between the cooperating teacher and the university supervisor;
- maintain an updated time sheet (see Appendix E & F, p. 33-34), accurately listing total pre-student teaching hours (practica hours) and recording student teaching hours completed;
- maintain up-to-date written documentation on internship progress; (i.e., journals, goals sheets, notes on conferences and extracurricular activities, etc.) as prescribed by the cooperating teacher(s) and the university supervisor;
- accumulate a minimum of 150 hours of Responsible Actual Teaching Time and 300 hours of Other Classroom Time to assure that state requirements are met;
- participate actively in school-related activities (PTA/PTO meetings, in-service sessions, coaching, extracurricular activities);

- participate actively in university-related activities (workshops, special seminars, and conferences);
- confer weekly with the cooperating teacher(s) concerning performance and progress;
- confer weekly with the university supervisor concerning performance and progress;
- take responsibility for initiating any questions/concerns about internship progress and performance or about clarity of expectations;
- produce a internship portfolio or CD and any other requirements for the EDUC 540 grade;
- complete all required paperwork (including the “Termination Check-Off Sheet,” Appendix K, p. 39) for initial licensure application (Appendix M, p. 41); and
- Be particularly conscious of maintaining your physical and academic health, as a personal responsibility to yourself and to the profession. Student teaching requires commitment, energy, and stamina. Present yourself to students and colleagues as rested, alert, enthusiastic, and eager to succeed. Adequate sleep, a proper diet, and conscientious hand washing are essential to maintaining your health during intern teaching. Manage your time wisely, balancing day-to-day student teaching at your assigned school with the other weekly EDUC 540 expectations (reflecting in journals, sharing on Blackboard, writing goals, etc.). Rely on support from your Cooperating Teacher, University Supervisor, peers, family, and friends.

### **Cooperating Teachers**

Cooperating teachers host interns in the school setting and serve as immediate supervisors for these beginning teachers. They share their classrooms and responsibilities with their interns; however, cooperating teachers retain control and primary responsibility for the education of the students. They guide their interns in developing the demanding and varied skills necessary to conduct an effective classroom and curricular program.

While hosting an intern, all cooperating teachers should do the following:

- attend orientations and special training sessions arranged by the University;
- familiarize themselves with the M. S. in Elementary Education Handbook;
- work within the guidelines of the UMW Teacher Education Program;
- complete all necessary paperwork for the University personnel office;
- communicate expectations clearly to their interns;
- provide a space within the classroom for the intern (desk, work table, etc.);
- familiarize interns with the calendar, policies, and procedures of their host school;

- provide daily verbal and/or written comments on the intern's performance;
- schedule a weekly conference to discuss lesson plans, oral/written evaluations, etc., with their interns;
- keep the progress of interns confidential, except in supervisory, positive collaboration with other cooperating teachers, school administrators, and University personnel;
- serve as a professional model for interns;
- allow interns to observe other teachers;
- plan and guide the intern's phase-in and phase-out;
- be sensitive to the intern's concerns and questions;
- work cooperatively and collaboratively with other cooperating teachers;
- communicate openly and frequently with the university supervisor and, if necessary, the Coordinator of the Graduate Program; and
- complete a written final evaluation (Appendix I, p. 37) in a timely manner.

### **Specific evaluations Duties**

#### Fall Cooperating Teacher

- complete the Fall Field Experience Mid-Placement Evaluation (Appendix G, p. 35) and discuss with student;
- complete the Fall Field Experience Final Evaluation (Appendix H, p. 36) and discuss your evaluation and the student's self-evaluation and share all with the University Supervisor.

#### Spring Cooperating Teacher

- complete the mid-term Internship Evaluation Report (Appendix I, p. 37) and the student's self evaluation and share with the University Supervisor;
- Complete the final Internship Evaluation Report (Appendix I, p. 37);
- Conduct final conference with student to review the internship;
- Meet with the University Supervisors to discuss the final grade.

## **Clinical Faculty**

Clinical faculty members are area teachers who have worked collaboratively in the past with the University of Mary Washington College of Education and have been selected by their school system and the University for a special, adjunct faculty status at the University. Clinical faculty have participated in extended mentor training and have familiarized themselves with the University's Teacher Education Program. Clinical faculty serve as cooperating teachers in the public schools and have the same responsibilities as cooperating teachers, which are listed in the previous section. Clinical faculty may also assume additional responsibilities. They may do the following:

- serve as a building coordinator for interns/cooperating teachers--arranging for collaborative conferences and intern observations and acting as consultants to other cooperating teachers;
- assist the Coordinator of the M.S. in Elementary Education Program with practicum placements in their schools;
- serve as volunteer visiting lecturers for the UMW College of Education;
- attend clinical faculty meetings and special sessions;
- advise and update the UMW College of Education concerning current practices and trends in area public schools; and
- act as collaborative advisors/consultants to the UMW Teacher Education Program; contributing to the ongoing Outcomes Assessment plans of the UMW College of Education.

Selection to clinical faculty status is limited by budgetary constraints and current vacancies in the varying licensure/endorsement areas. However, any cooperating teacher interested in becoming involved in the Clinical Faculty Program should indicate that interest to the Director of Field Experiences or the Coordinator of the M. S. in Elementary Education Program and his/her principal. (When clinical faculty training is to occur, school principals are asked to nominate members of their instructional staff.)

## **Lead Teachers**

Lead teachers are experienced public school teachers who have an expertise in teaching a particular subject. There is at least one lead teacher for each content specialization area. They work closely with the University Supervisor in their school and with the Coordinator of the M.S. in Elementary Education Program to insure that student interns are placed with teachers who are knowledgeable and proficient in their specialization area. Lead teachers are selected from the Clinical Faculty whenever possible. The lead teacher should do the following:

- serve as a building coordinator for interns/cooperating teachers--arranging for collaborative conferences and intern observations and acting as consultants to other cooperating teachers;
- arrange for two meetings of the cooperating teachers in the school each semester;

- assist the Coordinator of the M.S. in Elementary Education Program with internship placements in their schools; and
- serve as liaisons between their school and the UMW Department of Education.

## **University Supervisors**

The university supervisor is a member of the UMW faculty who oversees interns in their school placements, works with the cooperating teachers toward the interns' professional development, and assumes the "academic" responsibilities for EDUC 540--setting course requirements and assigning grades.

The university supervisors should do the following:

- attend all internship orientation and special sessions;
- familiarize themselves with the expectations outlined in the *M. S. in Elementary Education Handbook*;
- communicate their expectations clearly to the interns;
- keep the progress of interns confidential, except in supervisory collaboration with cooperating teachers, school administrators, and University personnel;
- serve as professional models for interns;
- assist the cooperating teachers with an effective intern phase-in and phase-out plan;
- be sensitive to interns' concerns and questions;
- work collaboratively with the cooperating teachers and other University personnel;
- work within the guidelines of the UMW Teacher Education Program;
- assist cooperating teachers with UMW evaluation procedures, including the mid-term and final evaluations; and
- negotiate questions and difficulties that may arise among cooperating teachers and their interns.

**During the fall semester, the university supervisor should do the following:**

- plan and conduct a 2-credit (23 clock hours) specialization seminar to prepare students in their area of specialization;
- provide guidance to each intern in selecting an action research question, and then in developing and presenting the action research proposal;
- visit the intern at the school placement and provide written feedback a minimum of four (4) times;

- attend at least one of the two meetings arranged by the lead teacher; and
- confer with the instructors of the fall graduate courses with regards to practicum-related grades for those courses.

**During the spring semester, the university supervisor should do the following:**

- monitor the intern's completion of department-wide requirements for EDUC 540 and assign additional requirements as warranted;
- communicate with interns weekly at the school placement and/or through conferences on the University campus, via email, or telephone;
- observe each intern in the school and provide written feedback a minimum of seven (7) times;
- provide the interns with a mid-term evaluation listing their strengths and weaknesses with clear goals and objectives for the remainder of the placement;
- attend at least one of the two meetings arranged by the lead teacher;
- provide guidance and monitor the intern's action research project;
- provide feedback on the intern's research paper and presentation;
- assign a grade for the intern's research paper and presentation and report these grades to the instructor of EDUC 530;
- assign a final grade in EDUC 540 in consultation with the cooperating teacher(s);
- coordinate all intern exit procedures (conduct exit interviews, collect the “Termination Check-off Sheets” (Appendix K, p. 39), explain Virginia licensing procedures, sign-off on endorsement area checksheets, collect data for Outcomes Assessment, etc.);
- complete a final evaluation (see Appendix I, p. 37) and submit it to the department secretary within the two weeks following the end of the semester; and
- keep the Coordinator of the M.S. in Elementary Education Program apprised of any potential problems and work with the Coordinator to alleviate those problems.

## **Coordinator of the M.S. in Elementary Education Program**

The Coordinator of the M. S. in Elementary Education Program is a member of the UMW College of Education faculty who oversees the various aspects of the M. S. in Elementary Education program, in particular the graduate year and internship placements. The Coordinator arranges and monitors all public school placements for the graduate year. The Coordinator works with University Supervisors to insure a fair consistency in internship requirements and grading. The Coordinator is responsible for conducting EDUC 539, the Graduate Seminar. The Coordinator should do the following:

- meet at least once a year with public school personnel (key central office administrators) to maintain and update program goals, objectives, and outcomes;
- recruit, select and train lead teachers in the specialization areas, who will serve as the school leader for the cooperating teachers and the students they supervise;
- recruit, select and train cooperating teachers who can be both models and mentors in the specialization areas;
- coordinate the time-table for action research projects with the instructor of EDUC 521;
- coordinate graduate course scheduling and field placement schedule with the approval of the Education Department of Curriculum and Instruction Chair;
- coordinate the schedules of EDUC 521 and the specialization seminars (EDUC 522-529)
- annually review the M. S. in Elementary Education Handbook and, in consultation with the education faculty, make any necessary revisions;
- conduct and review the annual student evaluations;
- meet at least once each year with all lead teachers to maintain clear communication with the public schools;
- assist University Supervisors in working with students experiencing difficulties in their placements or internships;
- coordinate graduate requirements with the appropriate University administrators;
- plan and implement regular evaluation of the M.S. in elementary education program; and
- conduct the opening session at the start of the fall and spring semesters, outlining program expectations and requirements.

## **Chair of the Curriculum and Instruction Department of Education**

The Chair of the Curriculum and Instruction Department of Education is responsible for the administration and supervision of the University of Mary Washington Teacher Education Program. The Chair serves as the institutional official for this state-approved program at the University of Mary Washington. The Chair should do the following

- be involved in the final decisions concerning withdrawal of an intern from his/her school placement in collaboration with the cooperating teacher(s), the university supervisor, the Coordinator of the M.S. in Elementary Education, the Director of Field Experiences, and appropriate school personnel;
- consult with the Director of Field Experiences and the Coordinator of the M.S. in Elementary Education Program to determine needs for additional staffing for supervising interns and communicating request for adjunct faculty to the Office of Academic Affairs to meet University deadlines;
- evaluate the work of all university supervisors;
- approve the pay for cooperating teachers and clinical faculty;
- revise the *Teacher Education Program Handbook* and the *Student Teaching Handbook* as needed;
- work with the Director(s) of Field Experiences to maintain the UMW Clinical Faculty Program; and
- review students' applications for licensure, their checksheets, and all evaluations; and based on a careful review, recommend students to the Virginia Department of Education for Virginia licensure.

## **School Division Administrators**

Students enrolled in EDUC 540 not only work with cooperating teachers, but they also serve under the guidance of a building principal and the school division administrators. The school division administrators also serve as models and mentors to interns and play an active role in the development of new teachers. The following outlines the primary roles of both the building principal (or his/her designee) and the school division contact person.

### **Principal or Designee**

The principal or his/her designee should do the following:

- arrange and confirm all student teaching placements in conjunction with the Coordinator of the Coordinator of the M. S. in Elementary Education Program;
- clarify all school policies and procedures for interns;
- create a positive and professional environment for interns;

- familiarize him/herself with the UMW M. S. in Elementary and its regulations;
- keep the progress of interns confidential, except in supervisory, positive collaboration with cooperating teachers and University personnel;
- serve as a professional model for interns;
- negotiate concerns and problems that might arise among interns, cooperating teachers and university supervisors when appropriate;
- be involved in the final decisions concerning withdrawal of a intern from his/her school placement in collaboration with the cooperating teacher, the university supervisor, the Coordinator of the M.S. in Elementary Education Program, the Department of Education Chair, and any other appropriate school personnel; and
- complete one classroom observation and a written evaluation (see Appendix J, p. 38) based on this observation for each intern.

### **School Division Contact**

The school division contact should do the following:

- support the expectations of the UMW Teacher Education Program for the EDUC 540 experience;
- work with the Coordinator of Graduate Program and appropriate school personnel to arrange for placements of all interns;
- act as a liaison between the University and the school division, continuing to strengthen the ties between them;
- keep the progress of interns confidential, except in supervisory, positive collaboration with cooperating teachers, school administrators, and University personnel;
- serve as a professional model for interns;
- assist the Coordinator of Graduate Program in negotiating concerns and problems that might arise between the school division and University personnel; and
- advise the Coordinator of Graduate Program concerning withdrawal of an intern from his/her school placement.

## **EDUC 540 Assessment**

All interns will complete certain departmental expectations, as outlined in the previous section on Interns. In addition to these departmental guidelines, each individual university supervisor will design a specific set of expectations tailored for the particular interns and school assignments with which he/she is working. Interns must comply both with the general departmental guidelines and the expectations of the university supervisor.

The university supervisor is responsible for assigning the final grade in EDUC 540.

### **University Supervisor Prerogative**

The university supervisor will design a specific series of responsibilities/assignments that will complement the general departmental guidelines and serve to maximize the development of the individual interns under his/her charge. These additional tasks will be clearly defined by the university supervisor and will be part of the supervisor's final grade determination. Additional requirements may include but are not necessarily limited to:

- journal assignments
- school-related duties
- video and/or audio taping of classes
- meeting attendance
- individual or group conferences
- specific portfolio requirements
- research projects
- additional assignments and/or documentation to assist an intern who is having problems in one or more teaching competency areas.

### **EDUC 540 Evaluation**

1. Evaluation for EDUC 540 is inevitably a holistic assessment. It is based upon a myriad of factors that contribute to the intern's relative potential to perform effectively as a beginning classroom teacher. It is based minimally upon the following factors: classroom observations of the cooperating teacher(s), administrators, and university supervisor; compliance with the "Minimum Skills Requirements" throughout the semester; internship portfolio and/or other required internship projects and documentation; and conferences with all supervisory personnel.
2. All interns will receive copies of the cooperating teacher, university supervisor, and administrator evaluation forms (see Appendices E and F) that will serve as the final evaluation forms for EDUC 540..
3. The university supervisor, who assigns the EDUC 540 grade, will keep the intern informed of his/her performance throughout the semester.

In addition to gathering the required evaluation forms, the university supervisor will provide the intern, orally and/or in writing, with numerous formative evaluations during the semester and an oral summative assessment at the conclusion of the semester, after reviewing the internship portfolio and other pertinent documents submitted by the intern.

4. Grades for EDUC 540: Generally, interns will receive either an "A," "B," or "C" for EDUC 540; interns who fall below a satisfactory performance level will be encouraged to withdraw from EDUC 540 before the conclusion of the semester.

Although grade assignment is the prerogative of the individual university supervisor, the following are general descriptions of performance in the three grade categories and are the standards agreed upon by the Department of Education. Every effort is made by all university supervisors to adhere to the specifics of these descriptions in making the difficult professional judgment of grade assignments.

A grade of "A" in EDUC 540 marks clearly and consistently superior performance. It indicates an intern who has shown substantial growth and continuously distinctive performance in all areas of teaching competence, with no significant lapses in any area. An "A" intern not only exceeds all the "Minimum Skills Requirements" consistently but also demonstrates skill and innovation in curricular development, classroom management, and assessment. An "A" intern is also reflective--able to explain the professional choices he/she makes and to demonstrate an ability to revise and analyze professional events, both before and after their occurrence.

A grade of "B" in EDUC 540 marks consistently and solidly above average performance. It indicates an intern who has shown competent performance and significant growth in all areas of teaching competence, with no significant lapses in any area. A "B" intern has met all the "Minimum Skills Requirements" consistently and has shown competence in curricular development, classroom management, and assessment. A "B" intern makes appropriate professional choices and generally understands the consequences of them, applying them adequately to the particular circumstances in his/her classroom. He/She could be expected to meet successfully the obligations of a beginning teacher.

A grade of "C" in EDUC 540 marks completion of minimum acceptable standards. It indicates an intern who has shown inconsistent performance and uneven growth in one or more of the teaching competency areas, with some significant lapses during the semester. A "C" intern may have managed curricular development, classroom management, and assessment during the semester but has done so in an inconsistently successful manner and without any significant indications of solid growth and reflective development in all areas. He/She might be expected to have some difficulties meeting the obligations of a beginning teacher under most circumstances.

5. The UMW Office of Career Services offers all University of Mary Washington students the opportunity to open a Credential File to assist them in seeking employment. The UMW College of Education works cooperatively with the Office of Career Services. The UMW College of Education does not distribute intern evaluations or Praxis scores directly to school divisions or other employers. The intern is responsible for establishing a file and requesting references from cooperating teachers and university supervisors, as well as others.

### **Due Process**

A student may be withdrawn from Internship for the following reasons:

1. A student with a verifiable health problem which may cause excessive absences or cause the student to not be able to function in a professional manner may withdraw or be withdrawn with the approval of the University Supervisor, Cooperating Teacher, Coordinator of the M.S. Program and Chair of the Education Department of Curriculum and Instruction.
2. A student may be withdrawn from the assigned teaching position whenever it is determined by the University Supervisor, Cooperating Teacher, Coordinator of the M.S. Program and Chair of the Education Department of Curriculum and Instruction that s/he is not performing in the best interest of the students and is not showing sufficient instructional progress to continue in the program.
3. A student may be removed from a teaching position whenever the rules and

responsibilities of the University of Mary Washington's *Student Handbook* or *Student Teaching Handbook* or school board policies of the host school division are violated.

**Procedures:**

When it is determined by the University Supervisor, Cooperating Teacher, and College of Education designee that an Intern has a verifiable illness, is not making sufficient instructional progress or has violated policies and/or procedures and is in danger of being removed from the internship, the following steps must be taken:

1. A conference must be scheduled with the Intern, the University Supervisor, the Cooperating Teacher (if applicable), the Coordinator of the M.S. Program, and the Education Department of Curriculum and Instruction Chair. The Intern will be presented with the concerns and written artifacts that support those concerns. The Dean of the College of Education will be notified as to the potential of an Intern being withdrawn from the program.
2. If applicable, remedial steps should be outlined in writing and a date set for completion of the remediation process. The Intern will be informed at this time of the possibility of being withdrawn from the program if sufficient progress is not noted within the designated time frame. In cases where remediation is not an option due to the severity of the infraction, immediate dismissal may occur, i.e. when Honor Code or school board policies are violated.
3. If the Intern fails to make sufficient improvement within the designated time another meeting will be held with the same parties to make a decision concerning withdrawal. The Intern will be given the opportunity at this time to withdraw voluntarily from the program. This allows the student to have "Withdrawn" on the official transcript as opposed to a failing grade.
4. The Intern will have the right to appeal within 5 working days of this decision to the Dean of the College of Education. The request for an appeal must be in writing and submitted to the Education Department of Curriculum and Instruction Chair. A meeting will be scheduled within three working days. The Dean will hear any additional information that the Intern wishes to present. If an Intern is withdrawn for verifiable health reasons, s/he may reapply the following semester with sufficient documentation that they are able to continue in EDUC 540.

# EDUC 540 Internship Tasks

Although each internship experience is by definition unique, the following checklist might offer a developmental perspective on common activities experienced during the internship. Please note that this is a suggested list, not an all-inclusive checklist of all possible internship tasks. It is intended as a general guide for the intern and cooperating teacher, indicating probable and useful internship activities.

## Orientation and Observation

- Become oriented to school and school personnel. \_\_\_\_\_
- Meet with principal, office staff, librarians, etc. \_\_\_\_\_
- Meet and confer with cooperating teacher(s). \_\_\_\_\_
- Become familiar with cooperating teacher's routines. \_\_\_\_\_
- Meet, confer with, and observe other teachers and interns. \_\_\_\_\_
- Become familiar with school day schedules. \_\_\_\_\_
- Become familiar with and observe other daily activities of your students. \_\_\_\_\_
- Meet and confer with specialists (special education., ESL, etc.). \_\_\_\_\_
- Become familiar with the community that the host school serves. \_\_\_\_\_

## Planning and Instruction

- Review cooperating teacher's lesson and unit planning. \_\_\_\_\_
- Become familiar with the school division's curriculum guide(s). \_\_\_\_\_
- Prepare drafts of lesson plans for cooperating teacher's review. \_\_\_\_\_
- Prepare and teach lesson plans. \_\_\_\_\_
- Reflectively revise lesson plans. \_\_\_\_\_
- Prepare drafts of unit plans for cooperating teacher's review. \_\_\_\_\_
- Prepare and teach unit plans. \_\_\_\_\_
- Reflectively revise unit plans. \_\_\_\_\_
- Prepare plans to accommodate special needs/cultural differences. \_\_\_\_\_
- Assemble bulletin boards. \_\_\_\_\_
- Teach individual students. \_\_\_\_\_
- Teach small groups of students. \_\_\_\_\_
- Organize student cooperative groups. \_\_\_\_\_
- Work with individual research/projects. \_\_\_\_\_
- Arrange field trips or other special activities. \_\_\_\_\_
- Participate in a team teaching experience. \_\_\_\_\_
- Assume full teaching responsibility for a significant period of time. \_\_\_\_\_

## Assessment

- Review cooperating teacher's assessment strategies. \_\_\_\_\_
- "Practice" grading an assignment and confer with teacher. \_\_\_\_\_
- Design/administer a test/quiz. \_\_\_\_\_
- Design/administer an alternative assessment instrument. \_\_\_\_\_
- Design/administer an individual assessment instrument. \_\_\_\_\_
- Design/administer a group assessment instrument. \_\_\_\_\_
- Maintain grade book. \_\_\_\_\_
- Prepare interim reports and report cards. \_\_\_\_\_
- Interpret assessment results. \_\_\_\_\_
- Use results to remediate/re-teach. \_\_\_\_\_
- Use results to plan subsequent lessons. \_\_\_\_\_

- Become familiar with standardized assessments used in the school division. \_\_\_\_\_
- Relate standardized assessment to assessment strategies. \_\_\_\_\_

Classroom Management

- Monitor individual behavior. \_\_\_\_\_
- Monitor small group behavior. \_\_\_\_\_
- Monitor whole-class behavior. \_\_\_\_\_
- Develop and implement discipline plan. \_\_\_\_\_
- Maintain records of disciplinary actions taken. \_\_\_\_\_
- Involve students in classroom conduct decisions. \_\_\_\_\_
- Supervise behavior outside classroom (cafeteria, playground, etc.). \_\_\_\_\_
- Confer with parents about behavior and progress. \_\_\_\_\_
- Prepare lesson plans for substitute. \_\_\_\_\_
- Maintain attendance record. \_\_\_\_\_
- Maintain tardy record. \_\_\_\_\_
- Complete other administrative duties of cooperating teacher. \_\_\_\_\_

Instructional Aids

- Master the copy machine. \_\_\_\_\_
- Use the following in lessons: \_\_\_\_\_  
     filmstrip \_\_\_\_\_  
     movie/VCR \_\_\_\_\_  
     overhead projector \_\_\_\_\_  
     computer \_\_\_\_\_  
     networked computer \_\_\_\_\_  
     Laser disk or LCD \_\_\_\_\_  
     record or tape player \_\_\_\_\_  
     bulletin board \_\_\_\_\_
- Video and/or audio tape class project/activity. \_\_\_\_\_
- Use supplemental instructional materials. \_\_\_\_\_
- Include guest speakers. \_\_\_\_\_
- Use library books/resources. \_\_\_\_\_

Professional Obligations

- Develop strategy for communicating with parents. \_\_\_\_\_
- Develop ways to involve the community in education. \_\_\_\_\_
- Attend faculty meetings. \_\_\_\_\_
- Attend school board meetings. \_\_\_\_\_
- Attend in-service sessions/workshops. \_\_\_\_\_
- Attend parent conferences. \_\_\_\_\_
- Attend PTA/PTO and parent night/day meetings. \_\_\_\_\_
- Attend school functions (concerts, plays, athletic events, etc.). \_\_\_\_\_
- Volunteer with club/special projects. \_\_\_\_\_

Other Completed Activities

---



---



---

## Procedures for Obtaining an Initial Virginia License

The University will facilitate the securing of an initial Virginia teaching license. At the completion of EDUC 540, it is the student's responsibility to do the following:

1. Complete the "Termination Check-Off Sheet" (Appendix K, p. 39) with the help of the university supervisor.
2. Note any deficiencies at this time and make arrangements to complete them.
3. Keep the UMW College of Education apprised of progress in completing all requirements.
4. Complete and "pass" all professional assessments required by the state and provide scores to UMW College of Education.
5. Arrange for necessary transcripts to be provided to the Virginia Department of Education and course completion verification to the UMW College of Education. All courses on your UMW transcript at the completion of EDUC 540 will be considered satisfactory for obtaining the initial Virginia license. For UMW coursework taken in subsequent semesters after the internship semester, the student must provide copies of the UMW grade report to the UMW College of Education before the licensure application can be processed. For non-UMW coursework that does not appear on your UMW transcript but is necessary for teacher education program completion, the intern must arrange for an official copy of the appropriate university transcript(s) to be sent directly to the Virginia Department of Education and for a student copy or a copy of the official grade report to be provided to the UMW College of Education.
6. Complete the Virginia Department of Education "Application for a Virginia License" (see Appendix M, p. 41) and submit it with the appropriate fee to the UMW College of Education.

When the intern completes the above, the licensing request is handled as follows:

1. The Dean of the UMW College of Education reviews all paperwork to verify that everything is complete. Those items that are reviewed are the "Termination Check-Off Sheet," the endorsement area checksheet, the Praxis scores, and the "Application for a Virginia License" and fee.
2. The Dean of the UMW College of Education sends to the UMW Office of the Registrar the "Application for a Virginia License" and fee, the endorsement area checksheet, and the Praxis scores, with a memorandum requesting that the forms be sent to the Virginia Department of Education. The memorandum contains the internship grade, hours (Pre-Student Teaching Hours, Responsible Actual Teaching Hours, Other Classroom Time, and a Total), the grades/subjects taught during internship, and the Praxis scores.
3. The Office of the Registrar sends the above-listed paperwork and a final official transcript to the Virginia Department of Education for processing. The completion of an approved program is recorded on the student's permanent UMW record.

4. The Virginia Department of Education processes the application and issues the initial teaching license. If the student is not employed, the Virginia Department of Education will send the license directly to the student. If the student is employed, the license will be sent to the employing school division. (Once the licensing paperwork has been sent to the Virginia Department of Education, all questions or concerns about the license should be directed to the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.)

## **Appendices**



## Appendix A: EDUC 540 Minimum Skills Requirements

The University of Mary Washington Teacher Education Program takes a developmental approach to pre-service teacher training. Through the coursework, practica, and individual/group experiences that precede student teaching, the Program seeks to offer students opportunities to develop basic teaching-related skills that are essential to any successful teacher. EDUC 540, Supervised Teaching, serves as the capstone course in the Program and offers students the opportunity to apply these skills in the day-to-day experiences of the student teaching assignment(s). Only fully qualified and recommended students are given permission to enroll in EDUC 540; the Department anticipates that those students selected for the course will be successful both in their student teaching placement(s) and in their future careers.

Clearly, EDUC 540 affords the first intensive, sustained opportunity to integrate all the teaching competencies that constitute the major goals of the UMW Teacher Education Program; however, the College of Education assumes that all students will have acquired certain minimum skills/habits prior to their enrollment in EDUC 540. These minimum skills include the following:

- a superior **attendance record** (EDUC 540 is a "no-cut" course; frequent or sustained absences should not occur.)
- the ability to produce well-conceived **lesson plans in a timely manner** (All plans for the next school week should be completed no later than the previous Thursday for the review of the cooperating teachers and/or the university supervisor.)
- **punctuality** (Interns should be on time every day for their school assignments.)
- **tact and judgment** (Interns should conduct themselves in a professional manner in their dealings with school and university personnel at all times.)
- **administrative skills** (Interns should recognize the need for a practical plan for managing attendance, tardies, and other administrative chores as well as for timely management of student evaluation/grading.)
- **adaptability** (a willingness to recognize and to make adjustments in schedule/planning when needed.)
- a respect for the **dignity** of students and for the **confidentiality** of their records.
- **professional dress** (Following the lead of the cooperating teacher(s), the intern should dress appropriately for the professional workplace.)

EDUC 540 is designed to enable interns to further refine their skills in these and other teaching competency areas. However, interns will at **all** times be expected to demonstrate minimum acceptable levels of performance in each of the preceding areas. If, in the judgment of the university supervisor, the Coordinator of the M.S. Program and/or the school personnel, an intern fails to maintain minimum acceptable levels of performance, the intern will be warned of his/her probationary status and will be expected to immediately correct the identified deficiencies. Should these corrections not be immediately and effectively made, withdrawal from EDUC 540 will be required and the student teaching placement will be immediately suspended.

The University reserves the right to withdraw immediately any EDUC 540 intern(s) whose conduct is grossly and egregiously unprofessional.

Consistently acceptable performance of all minimum skills requirements is required for completion of EDUC 540.



## **Appendix B: Minimum Performance Standards**

### **for Students Enrolled in the University of Mary Washington's Teacher Education Program**

Students admitted to the Teacher Education Program are expected to demonstrate potential to meet the standards set forth below and to maintain consistent achievement in them throughout the Program. Throughout the program, students must meet these standards to satisfy the minimum requirements for program retention. Since these are base-line competencies, in order to qualify for the teaching license, students must exceed them by fulfilling the complex capacities required for teaching in public schools.

Students who anticipate problems meeting these standards should seek assistance from the Chair of the Department of Curriculum and Instruction and the Director of Disabilities Services to identify the possibility of reasonable accommodations.

1. Communicate effectively in writing, with comprehensible organization of ideas, appropriate usage, spelling, and punctuation. Present a model of handwriting appropriate to grade level and subject.
2. Communicate effectively orally, with comprehensible organization of ideas, appropriate usage, pronunciation, vocabulary, clarity of articulation, and voice volume. Present a model of speech patterns and pronunciation appropriate to grade level and subject.
3. Identify the location of sounds and voices, comprehend standard and local non-standard dialects, and identify inappropriate speech patterns and pronunciation in students.
4. Prepare plans, grade student papers, keep a grade book and attendance records, and complete all paperwork correctly and in a timely manner.
5. Operate classroom equipment, such as overhead projectors, filmstrip and film projectors, slide projectors, opaque projectors, cassette players, computer technology, duplicating machines, VCR machines, etc.
6. Communicate appropriately and establish sensitive professional relations with individual students as well as colleagues, families, and community groups who display a range of social, emotional, intellectual, and cultural differences. Respond appropriately to non-verbal communication.
7. Organize and manage through observation and verbal control student behavior and classroom routines according to appropriate standards of behavior for the subject and grade level. Monitor students' comings and goings, movements within the classroom, and contacts with others.
8. Maintain consistent mental stability, physical self-control, personal hygiene, and appearance in order to accomplish satisfactory performance within the classroom environment and within the school as a whole; and to respond with appropriate flexibility to changes in individuals and the school environment.
9. Maintain satisfactory attendance and time schedules for arrival and departure to the school and classroom, and for meeting with students, school personnel, and other persons related to the educational program. Organize and maintain the time schedules required of students, and make adjustments to changes in schedules and organization when necessary.



**Appendix C: Lesson Plan Format**

---

Cooperating Teacher's Signature

---

Date Received

Student Teacher \_\_\_\_\_

Date \_\_\_\_\_

Subject:

Topic:

Objectives:

SOL:

Evaluation:

---

Procedures and Materials:  
(Classic, Hunter, 4E's)

---

Accommodations for Individual Differences:

---

Reflections/Reteaching Strategies:



**Appendix D: Goal Sheet**

**GOAL SHEET**

NAME \_\_\_\_\_

WEEK OF \_\_\_\_\_

| <u>Goals (Domain)</u> | <u>Tasks to help achieve goals</u> | <u>Evidence of progress made</u> |
|-----------------------|------------------------------------|----------------------------------|
|                       |                                    |                                  |

**Domains:    1: Planning and Preparation    2: The Classroom Environment    3: Instruction    4: Professional Responsibilities**











**Appendix G: Mid-Placement Evaluation**

**UNIVERSITY OF MARY WASHINGTON**

M.S. IN ELEMENTARY EDUCATION  
FALL FIELD EXPERIENCE  
MID PLACEMENT EVALUATION

\_\_\_\_\_  
**UMW Student**

\_\_\_\_\_  
**Semester/Yr.**

\_\_\_\_\_  
**Cooperating Teacher**

\_\_\_\_\_  
**Grade Level**

\_\_\_\_\_  
**School**

**GLOWS:**

**GROWS:**

**Host Teacher's Signature** \_\_\_\_\_

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

**Student's Signature** \_\_\_\_\_

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

**University Supervisor's Signature** \_\_\_\_\_

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

1301 College Avenue  
Fredericksburg, VA 22401-5300  
www.umw.edu

Telephone: (540) 654-1034  
Fax: (540) 654-1080  
TTY: (540) 654-1104



**Appendix H: Final Placement Evaluation**

**UNIVERSITY OF MARY WASHINGTON**

**M.S. IN ELEMENTARY EDUCATION  
FALL FIELD EXPERIENCE  
FINAL PLACEMENT EVALUATION**

\_\_\_\_\_  
**UMW Student** \_\_\_\_\_  
**Semester/Yr.**

\_\_\_\_\_  
**Cooperating Teacher** \_\_\_\_\_  
**Grade Level** \_\_\_\_\_  
**School**

**Average hours of observation/participation per week** \_\_\_\_\_ **Number of weeks of field experience** \_\_\_\_\_

**Please check the activities in which the student participated:**

- |   |   |
|---|---|
| <input type="checkbox"/> Attended staff meetings                          | <input type="checkbox"/> Team taught lessons                            |
| <input type="checkbox"/> Assisted in setting up the classroom             | <input type="checkbox"/> Visited Spring Internship classroom            |
| <input type="checkbox"/> Observed whole group and small group instruction | <input type="checkbox"/> Designed and taught his/her own lessons        |
| <input type="checkbox"/> Observed and took notes on individual students   | <input type="checkbox"/> Tried different types of assessment techniques |
| <input type="checkbox"/> Assumed responsibility of daily routines         | <input type="checkbox"/> Implemented a management system                |
| <input type="checkbox"/> Taught lesson from CT's plans (spot teaching)    | <input type="checkbox"/> Planned and taught a mini-unit                 |
| <input type="checkbox"/> Team planned lessons                             | <input type="checkbox"/> Taught full time for at least six days         |

**Please indicated the student's performance in each of the areas and comment to provide further explanation.**

**KEY: C – Consistently      U – Usually      S – Seldom      NA – No Applicable**

**I. Commitment to Teaching \_\_\_\_\_ Comments \_\_\_\_\_**

- Attends regularly
- Is punctual
- Informs teacher about absences
- Makes up absences
- Shows interest in students
- Commits time/effort
- Asks good/appropriate questions

**II. Professional Demeanor \_\_\_\_\_ Comments \_\_\_\_\_**

- Dresses appropriately
- Accepts guidance/criticism
- Is cooperative
- Adjusts to changes well
- Is tactful/polite
- Respects students
- Respects faculty/staff/parents
- Is a non-distruptive observer

**KEY: C – Consistently**

**U – Usually**

**S – Seldom**

**NA – No Applicable**

**III. Teaching Functions**

**Comments**

**Planning**

- Plans for effective use of learning time
- Plans instruction to achieve selected objectives
- Chooses learning materials, instructional techniques and media appropriate to student ability levels
- Individualized plans for differences in learning styles

**Instruction**

- Communicates clearly objectives and learning activities to pupils
- Reinforces and encourages learners in a positive fashion
- Demonstrates a repertoire of methods and techniques to foster learning
- Involved learners in the learning tasks
- Demonstrates understanding of the subject matter

**Management**

- Organizes time, space, and materials for instruction
- Relates instruction to interests and previous knowledge of students
- Manages interactions to discourage disruptions
- Establishes and enforces consistent rules

**Environment**

- Demonstrates enthusiasm for teaching the subject
- Helps learners develop positive self-concepts
- Closely supervises classroom learning activities

**Evaluation**

- Obtains information about the needs and interest of learners
- Uses both convergent and divergent questioning techniques
- Uses both informal and formal methods to evaluate pupil progress

**Professional**

- Works cooperatively with peers and supervisors
- Engages in self-evaluation and self-improvement
- Fulfills duties and observes professional ethics

**Goals for Spring Internship:**

**Host Teacher's Signature** \_\_\_\_\_

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

**Student's Signature** \_\_\_\_\_

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

**University Supervisor's Signature** \_\_\_\_\_

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

**Appendix I: Internship Evaluation Report**  
**Additional Comments:**

**UNIVERSITY OF MARY  
WASHINGTON  
COLLEGE OF EDUCATION  
INTERNSHIP EVALUATION REPORT**

|                          |           |
|--------------------------|-----------|
| <input type="checkbox"/> | Mid-Term  |
| <input type="checkbox"/> | Final     |
| <input type="checkbox"/> | Self Eval |

---

**Student Name**  
**Assignment**

---

**Semester**

---

**School Division**

---

**School**

---

**Cooperating Teacher**

---

**Subject or Grade**

---

**Assignment Dates**

---

**University Supervisor**

---

**Evaluator's Signature (original)**

**date**

**EVALUATOR:** Please do **not** complete this evaluation until the student has completed and signed the Privacy Waiver statement.

**PRIVACY WAIVER:**

- (        ) This evaluation is confidential. I may **not** review it.  
(        ) This evaluation is non-confidential. I may review it.

---

**Student's Signature (original)**

**date**

**BOTH STUDENT'S AND EVALUATOR'S SIGNATURES  
MUST BE ORIGINALS ON FORMS SUBMITTED TO  
THE DEPARTMENT OF EDUCATION.**

## INTERNSHIP EVALUATION

### DOMAIN 1 PLANNING AND PREPARATION

| Components  | Unsatisfactory | → | Basic | → | Proficient |
|---|----------------|---|-------|---|------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy |                |   |       |   |            |
| 1b: Demonstrating Knowledge of Students             |                |   |       |   |            |
| 1c: Selecting Instructional Goals                   |                |   |       |   |            |
| 1d: Demonstrating Knowledge of Resources            |                |   |       |   |            |
| 1e: Designing Coherent Instruction                  |                |   |       |   |            |
| 1f: Assessing Student Learning                      |                |   |       |   |            |

Comments:

### DOMAIN 2 THE CLASSROOM ENVIRONMENT

| Components   | Unsatisfactory | → | Basic | → | Proficient |
|--|----------------|---|-------|---|------------|
| 2a: Creating an Environment of Respect and Rapport |                |   |       |   |            |
| 2b: Establishing a Culture for Learning            |                |   |       |   |            |
| 2c: Managing Classroom Procedures                  |                |   |       |   |            |
| 2d: Managing Student Behavior                      |                |   |       |   |            |
| 2e: Organizing Physical Space                      |                |   |       |   |            |

Comments:

### DOMAIN 3 INSTRUCTION

| Components                                       | Unsatisfactory | → | Basic | → | Proficient |
|--|----------------|---|-------|---|------------|
| 3a: Communicating Clearly and Accurately         |                |   |       |   |            |
| 3b: Using Questioning and Discussion Techniques  |                |   |       |   |            |
| 3c: Engaging Students in Learning                |                |   |       |   |            |
| 3d: Providing Feedback to Students               |                |   |       |   |            |
| 3e: Demonstrating Flexibility and Responsiveness |                |   |       |   |            |

Comments:

### DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

| Components                                  | Unsatisfactory | → | Basic | → | Proficient |
|---|----------------|---|-------|---|------------|
| 4a: Reflecting on Teaching                  |                |   |       |   |            |
| 4b: Maintaining Accurate Records            |                |   |       |   |            |
| 4c: Communicating with Families             |                |   |       |   |            |
| 4d: Contributing to the School and District |                |   |       |   |            |
| 4e: Growing and Developing Professionally   |                |   |       |   |            |
| 4f: Showing Professionalism                 |                |   |       |   |            |

Comments:

**Appendix J: Lesson Evaluation for Administrators**

**UNIVERSITY OF MARY WASHINGTON**  
**COLLEGE OF EDUCATION**  
**FREDERICKSBURG, VIRGINIA 22401-5358**  
**540-654-1034**

**STUDENT TEACHER LESSON EVALUATION FOR ADMINISTRATORS**

STUDENT NAME \_\_\_\_\_ ACADEMIC SEMESTER \_\_\_\_\_

SCHOOL DIVISION \_\_\_\_\_ SCHOOL \_\_\_\_\_

SUBJECT/GRADE \_\_\_\_\_ COOPERATING TEACHER \_\_\_\_\_

**EVALUATOR:** Please do **not** complete this evaluation until the student teacher has completed and signed the Privacy Waiver statement below. **Both student teacher's and evaluator's signatures must be originals on the form submitted to the Department of Education.**

**PRIVACY WAIVER:**

( ) This evaluation is confidential. I may **not** review it.

( ) This evaluation is non-confidential. I may review it.

STUDENT'S SIGNATURE (ORIGINAL) AND DATE \_\_\_\_\_

|   | Poor | Average | Excellent | Not Observed |
|---|------|---------|-----------|--------------|
| 1. Planning for the efficient use of time.  |      |         |           |              |
| 2. Maintaining continuous focus on the lesson topic.  |      |         |           |              |
| 3. Planning instructional activities which are of appropriate difficulty.                               |      |         |           |              |
| 4. Making clear to the learners what they are expected to accomplish.                                   |      |         |           |              |
| 5. Checking to see whether learners work on their tasks.  |      |         |           |              |
| 6. Ending the lesson or unit with a summary or review.  |      |         |           |              |
| 7. Informing learners about how their performance will be evaluated.                                    |      |         |           |              |
| 8. Setting rules that are known to and understood by learners.  |      |         |           |              |
| 9. Reminding learners of a rule when they disobey by citing the rule.                                   |      |         |           |              |
| 10. Appearing relaxed and good humored.   |      |         |           |              |
| 11. Showing courtesy to and consideration for learners.   |      |         |           |              |
| 12. Encouraging and prompting learners having difficulty answering correctly.                           |      |         |           |              |
| 13. Praising correct performance of difficult tasks or correct answers to a difficult question          |      |         |           |              |
| 14. Planning ways of relating instruction to interests and previous knowledge of learners.              |      |         |           |              |
| 15. Using objectives as a basis for planning learning activities.                                       |      |         |           |              |
| 16. Asking discussion questions that are mainly divergent, redirecting or re-entering.                  |      |         |           |              |
| 17. Asking recitation questions that are mostly convergent, probing or re-entering and giving feedback. |      |         |           |              |
| 18. Giving positive rather than negative feedback.  |      |         |           |              |
| 19. Monitoring activity of all learners.  |      |         |           |              |
| 20. Maintaining constant awareness of level or interest and attention of learners.                      |      |         |           |              |

**Comments:** (continue on back if necessary)

\_\_\_\_\_  
 EVALUATOR'S SIGNATURE (ORIGINAL)

\_\_\_\_\_  
 TITLE

\_\_\_\_\_  
 DATE



Appendix K: Termination Check-Off Sheet

**M.S. IN ELEMENTARY EDUCATION  
TERMINATION CHECK-OFF SHEET**

**STUDENT TEACHER: PLEASE COMPLETE AND SIGN THIS FORM AT THE COMPLETION OF STUDENT TEACHING.**

1. Your education advisor or student teaching supervisor, \_\_\_\_\_, Name

Must sign your checksheet when all coursework is completed.

Was this done? \_\_\_\_\_ If yes, when? \_\_\_\_\_

**If courses required for licensure have been taken at other colleges/universities (non-UMW), you must have all official transcripts from these colleges/universities sent to the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.**

2. **PRAXIS I:** Have you successfully taken the PRAXIS I Tests?  Yes  No

Dates/Scores: PPST/\_\_\_\_\_/\_\_\_\_\_  
PPST/\_\_\_\_\_/\_\_\_\_\_  
PPST/\_\_\_\_\_/\_\_\_\_\_ Taken how many times?\_\_\_\_\_  
Taken how many times?\_\_\_\_\_  
Taken how many times?\_\_\_\_\_

**SAT:** Substitute for PRAXIS I

(Score must be **1100** with at least **530** on verbal and **530** on math)

Verbal \_\_\_\_\_

Math \_\_\_\_\_

Total \_\_\_\_\_

**PRAXIS II:** Have you successfully taken the PRAXIS II Test?  Yes  No

Elementary Ed. Content Knowledge:

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

Copy on file:  Yes  No

If "no" for any state-required tests, when will you take them? \_\_\_\_\_

**You must have a report of the scores sent to the UMW College of Education.**

3. Virginia Communication and Literacy Assessment: Date: \_\_\_\_\_ Score \_\_\_\_\_  
Copy on file:  Yes  No

4. Virginia Reading Assessment: Date: \_\_\_\_\_ Score \_\_\_\_\_  
Copy on file:  Yes  No

5. Child Abuse Intervention Training Completed (copy of certificate in file):  Yes  No

6. **Graduation Information:** \_\_\_\_\_  
Date Specialization

7. Fall Field Experience

School: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Spring Internship

School: \_\_\_\_\_  
Cooperating Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

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

8. Have you submitted your time sheets to your University Supervisor?  Yes  No

You must submit your time sheets before completing the Application for Virginia Certificate. If you have not done so, please indicate when these will be submitted:

\_\_\_\_\_

9. Have you submitted to the UMW College of Education your Application for Virginia Certificate?  
 Yes  No

If "no," when will your completed application be submitted? \_\_\_\_\_

Have you submitted your fee (see Application form for amount) made payable to the Treasurer of Virginia?  
 Yes  No

If "no," when will your fee be submitted? \_\_\_\_\_

**Application will not be processed unless the application fee is attached.**

10. Please keep the College of Education informed of your career. We like to keep track of our successes. Drop us a note once in a while. Good luck!

List any additional endorsements sought: \_\_\_\_\_

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
Date

I have reviewed this Termination Check-off Sheet and have discussed all exit procedures with the student.

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
Date

**Appendix L: Application for Admission to Graduate Program**  
**APPLICATION FOR ADMISSION TO GRADUATE PROGRAM**  
**University of Mary Washington**  
**M.S. in Elementary Education Program**

Name \_\_\_\_\_ Campus Address \_\_\_\_\_

**Directions:**

This application for admission to the Graduate Year is due the first Friday in the spring semester of your senior year. The completed application form and supporting documents must be submitted to the Department secretary by 4:00 p.m. Place the application and the other documents, unfolded, in a mailing envelope (approx. 9.5" x 12.5") with your name and your three specialty preferences written in the upper right hand corner of the front face of the envelope. Make sure that your name is clearly written on your essay. All documents must be word-processed.

Please attach a current (unofficial) transcript.

Please attach any test scores that have not already been submitted to the College of Education.

Before completing this application review all requirements for final admission to the graduate level and for successful completion of the Masters program. These can be found in the M.S. Handbook on the College of Education web page

**Test scores.** Please list your scores on the following tests.

**Praxis I**

Scores on Praxis I      Reading \_\_\_\_\_ Writing \_\_\_\_\_ Mathematics \_\_\_\_\_  
    Composite \_\_\_\_\_

**OR SAT Scores**      Verbal \_\_\_\_\_      Math \_\_\_\_\_      Total \_\_\_\_\_

**Praxis II**

Score on Praxis II \_\_\_\_\_

**Virginia Communication and Literacy Assessment**

Scores on VCLA \_\_\_\_\_

**Virginia Reading Assessment**

Scores on VRA \_\_\_\_\_

Or, if you have not received scores, list the date you took or will take the VRA \_\_\_\_\_

**Undergraduate Program** Please list the following.

**GPA**

Overall GPA \_\_\_\_\_ Education GPA \* \_\_\_\_\_

\*All courses with an EDUC prefix and MATH 204 and BIOL 203.

**Major**

Name of Academic Major Program \_\_\_\_\_

**Month/year of undergraduate graduation** \_\_\_\_\_

**List any courses you plan to take this summer in order to complete the undergraduate education program.**

## Specialization Areas

The number of students accepted into a specialization area is limited by the course load of the faculty advisor and the number of cooperating teachers. We try to place all students in one of their top three choice areas. To be considered for a particular specialty area you must:

- 1) Meet with the faculty member advising students in the area that is your first choice. The advisor will discuss with you important issues and concerns related to that area. Investigate the issues discussed with the advisor by doing further reading.
- 2) For your first choice, write an essay (3 pages double spaced) in which you explain why you have chosen to conduct research and to develop expertise in this area. You must refer to your readings in this area, citing at least three references. Attach this to your application.
- 3) For your second choice, write an essay (1 page double spaced) in which you explain why you have chosen this area. Read from and cite at least one professional reference in this area. You may also wish to meet briefly with the faculty member advising students in your second choice area. This is not required, but may be helpful. Attach this essay to your application.

## Specialty Preferences

Please check below your 1st, 2nd and 3rd choice of the specialty areas.

### 1<sup>st</sup> Choice

|   |
|---|
| <input type="checkbox"/> Arts                     |
| <input type="checkbox"/> Foreign Language         |
| <input type="checkbox"/> Instructional Technology |
| <input type="checkbox"/> Literacy                 |
| <input type="checkbox"/> Mathematics              |
| <input type="checkbox"/> Science                  |
| <input type="checkbox"/> Social Studies           |
| <input type="checkbox"/> Special Education        |

List relevant course work and/or experience in this area.

### 2<sup>nd</sup> Choice

|   |
|---|
| <input type="checkbox"/> Arts                     |
| <input type="checkbox"/> Foreign Language         |
| <input type="checkbox"/> Instructional Technology |
| <input type="checkbox"/> Literacy                 |
| <input type="checkbox"/> Mathematics              |
| <input type="checkbox"/> Science                  |
| <input type="checkbox"/> Social Studies           |
| <input type="checkbox"/> Special Education        |

List relevant course work and/or experience in this area.

### 3<sup>rd</sup> Choice

|   |
|---|
| <input type="checkbox"/> Arts                     |
| <input type="checkbox"/> Foreign Language         |
| <input type="checkbox"/> Instructional Technology |
| <input type="checkbox"/> Literacy                 |
| <input type="checkbox"/> Mathematics              |
| <input type="checkbox"/> Science                  |
| <input type="checkbox"/> Social Studies           |
| <input type="checkbox"/> Special Education        |

List relevant course work and/or experience in this area.

Please list your next two choices.

4<sup>th</sup> Choice \_\_\_\_\_

5<sup>th</sup> Choice \_\_\_\_\_

**Field experiences in MWC Education courses:**

| Course | School | Grade | Host Teacher |
|--------|--------|-------|--------------|
|        |        |       |              |
|        |        |       |              |
|        |        |       |              |
|        |        |       |              |
|        |        |       |              |
|        |        |       |              |
|        |        |       |              |
|        |        |       |              |

**Grade level preference.**

The grade levels for the fall and spring placements must differ by at least two grades.

Grade level(s) preferred for the fall field placement. \_\_\_\_\_

Grade level(s) preferred for the spring semester internship. \_\_\_\_\_

Check your preference.

- I prefer that my spring semester internship be in a grade that is **lower** than my fall placement.
- I prefer that my spring semester internship be in a grade that is **higher** than my fall placement.

**Special circumstances**

Explain any circumstances or specific experiences you have had with a local school that might affect your placement (e.g., schools your children attend, work or volunteering you have done):

**Comments** (What else should we know?):

Make sure you include the following with this application:

- An unofficial copy of your transcript.
- Essays for both your first and second choice specialization areas.
- Copies of any test scores that have not previously been submitted to the UMW College of Education.

Printed Name \_\_\_\_\_

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date



## **Appendix M: Application for Virginia Licensure**

The most recent Application for a Virginia License can be found at:

<http://www.doe.virginia.gov/VDOE/newvdoe/Application.pdf>



## Appendix N: Program Goals Aligned with INTASC Standards and Program Conceptual Framework

University of Mary Washington  
Teacher Education Program Goals  
Aligned with INTASC Standards  
And Program Conceptual Framework

### DOMAIN 1 PLANNING AND PREPARATION

| Goals   | INTASC Standards | Conceptual Framework    | Unsatisfactory | Basic | Proficient |
|---|------------------|-------------------------|----------------|-------|------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy | INTASC # 1       | Content Expertise       |                |       |            |
| 1b: Demonstrating Knowledge of Students             | INTASC # 2       | Focus on the Learner    |                |       |            |
| 1c: Selecting Instructional Goals                   | INTASC # 8       | Teach for Understanding |                |       |            |
| 1d: Demonstrating Knowledge of Resources            | INTASC # 7       | Teach for Understanding |                |       |            |
| 1e: Designing Coherent Instruction                  | INTASC # 7       | Teach for Understanding |                |       |            |
| 1f: Assessing Student Learning                      | INTASC # 8       | Teach for Understanding |                |       |            |

### DOMAIN 2 THE CLASSROOM ENVIRONMENT

| Goals  | INTASC Standards | Conceptual Framework                  | Unsatisfactory | Basic | Proficient |
|--|------------------|---------------------------------------|----------------|-------|------------|
| 2a: Creating an Environment of Respect and Rapport | INTASC # 5       | Create a Motivating Classroom Culture |                |       |            |
| 2b: Establishing a Culture for Learning            | INTASC # 5       | Create a Motivating Classroom Culture |                |       |            |
| 2c: Managing Classroom Procedures                  | INTASC # 5       | Create a Motivating Classroom Culture |                |       |            |
| 2d: Managing Student Behavior                      | INTASC # 5       | Create a Motivating Classroom Culture |                |       |            |
| 2e: Organizing Physical Space                      | INTASC # 5       | Create a Motivating Classroom Culture |                |       |            |

### DOMAIN 3 INSTRUCTION

| Goals  | INTASC Standards | Conceptual Framework    | Unsatisfactory | Basic | Proficient |
|--|------------------|-------------------------|----------------|-------|------------|
| 3a: Communicating Clearly and Accurately         | INTASC # 6       | Teach for Understanding |                |       |            |
| 3b: Using Questioning and Discussion Techniques  | INTASC # 4       | Teach for Understanding |                |       |            |
| 3c: Engaging Students in Learning                | INTASC # 5,3     | Teach for Understanding |                |       |            |
| 3d: Providing Feedback to Students               | INTASC # 8       | Teach for Understanding |                |       |            |
| 3e: Demonstrating Flexibility and Responsiveness | INTASC # 3       | Teach for Understanding |                |       |            |

### DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

| Goals                                       | INTASC Standards | Conceptual Framework                  | Unsatisfactory | Basic | Proficient |
|---|------------------|---------------------------------------|----------------|-------|------------|
| 4a: Reflecting on Teaching                  | INTASC # 9       | Make Critical Decisions               |                |       |            |
| 4b: Maintaining Accurate Records            | INTASC # 9       | Make Critical Decisions               |                |       |            |
| 4c: Communicating with Families             | INTASC # 10      | Create a Motivating Classroom Culture |                |       |            |
| 4d: Contributing to the School and District | INTASC # 10      | Create a Motivating Classroom Culture |                |       |            |
| 4e: Growing and Developing Professionally   | INTASC # 9       | Make Critical Decisions               |                |       |            |
| 4f: Showing Professionalism                 | INTASC #9,10     | Make Critical Decisions               |                |       |            |

