



Secondary and PreK-12 Student Teaching Handbook

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FOREWORD

EDUC 440, *Supervised Teaching* (secondary and preK-12 programs) is the culminating field-based education courses in the University of Mary Washington Teacher Education Program. This course provides an opportunity for student teachers (We will refer to all those students who take EDUC 440 as “student teachers.”) to apply, in a practical setting, all they have learned about child-adolescent growth and development, subject matter, and teaching methods. The student teacher’s performance in EDUC 440 is a major indicator of his/her potential for becoming a successful classroom teacher.

Student teaching assignments are arranged at the discretion of the Director of Field Experiences and area local public schools. Supervision of student teachers 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 secondary and PreK-12 student teachers and all of the professional educators who contribute to their student teaching experiences. It should serve as a guide for both the students and the supervisors. Familiarity with its content should provide a positive and professional student teaching 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 College 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.

Secondary and PreK-12 Programs: Upon successful completion of the undergraduate degree program (including the general studies and academic major components), the professional studies component, the state-required Praxis tests, and the Virginia Communication and Literacy Assessment, the Department will endorse and submit the prospective teacher's application for license to the Virginia Department of Education.

Goals of the Teacher Education Program

The goal of the University of Mary Washington's Teacher Education Program is to prepare teachers who are highly qualified. We set our standard for a highly qualified teacher by virtue of intellectual and academic expertise, knowledge of human learning, skill at creating a thriving classroom culture and the ability to make critical decisions in a demanding and supremely important profession. Toward that end, the Program focuses on content expertise, current research on human development and pedagogy, and critical practice and reflection in the classroom. We have used the Virginia Standards of Learning as the basis for our professional courses and courses in the cognate fields and we have used the INTASC standards as another basis for our goals. Our conceptual framework is a unique product of an education faculty who acknowledge that the skills, knowledge, and attitudes we want to foster in our teacher candidates overlap and are supported by each other, thus the overlapping circles in our logo. Therefore, the five areas of Teaching for Understanding, Demonstrating Content Expertise, Making Critical Decisions, Focusing on the Nature of Learners, and Creating a Motivating Culture are taught in all of our courses. See Appendix A, an overview of how the goals of the teacher education program, are aligned with the INTASC standards and our conceptual framework.

Conceptual Framework of the Teacher Education Program

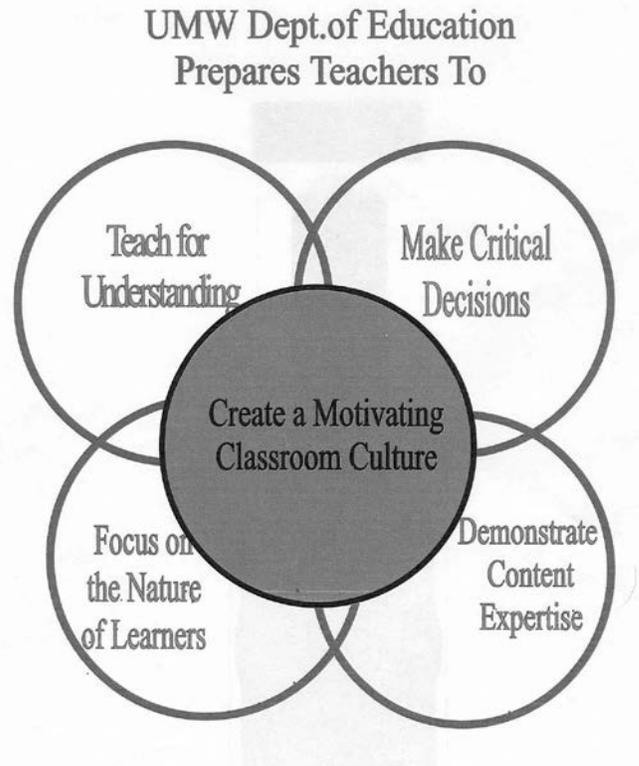
The faculty of the College of Education at the University of Mary Washington continually strive to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The professional studies component begins with an introduction to basic educational concepts and current 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 College 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 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 College 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.

EDUC 440 GENERAL REGULATIONS

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

1. **ATTENDANCE**: Student teachers serve as interns-in-residence in public schools. The professional obligations of this internship status require daily attendance. Student teachers 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. Student teachers 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 student teaching. Attendance beyond school hours (PTA/PTO meetings, back-to-school nights, and other school-related activities) are part of the student teaching 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 440 if there are repeated occurrences.

2. **OUTSIDE COMMITMENTS**: Student teachers are reminded that other outside commitments (work schedules, other UMW coursework, and personal activities) should be kept to a minimum. Such outside commitments will not necessarily be considered justifiable absences from EDUC 440 responsibilities.
3. **SUBSTITUTE TEACHING**: Student teachers are required to complete the substitute training program in the school division to which they are assigned to student teach. Student teachers may serve as a substitute for their host teacher.
4. **PROFESSIONAL STANDARDS**: In dress and demeanor, student teachers must always maintain the local professional guidelines. It is the student teacher'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 Director of Field Experiences and the College of Education reserve the right to call mandatory EDUC 440 meetings and/or conferences, if they are deemed necessary. Student teachers 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 440, student teachers will complete a Student Teacher 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 *Student Teaching Handbook* outlines the majority of paperwork required of EDUC 440. Each individual university supervisor will specify the particular course requirements for his/her student teachers. However, all student teachers 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 440;
 - c) completing all exit procedure documents (Termination Check-Off Sheet, etc.);
 - d) completing all paperwork for the Office of Career Services;
 - 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 student teacher to determine and to comply with all school policies and procedures.

ROLES AND RESPONSIBILITIES

INTRODUCTION

EDUC 440 is a unique academic experience as the primary basis for both courses is the field experience in the public schools. Student teachers are placed in an existing public school environment with mentor teachers who work collaboratively with University personnel in guiding the student teachers' development. Student teachers are accepted into EDUC 440 only after meeting the rigorous expectations of previous coursework and practica--they have already demonstrated their commitment and potential as pre-teachers. However, since the welfare and development of the school children must be the paramount concern of all involved, student teachers 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 student teacher 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 440 students and those who supervise them. No two student teaching experiences will ever be absolutely comparable, just as no two teaching assignments are ever comparable. Student teachers' 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 student teaching placement. Open and effective communication among all involved is essential. Student teachers and their supervisors share a duty to communicate frequently and clearly with each other throughout the student teaching semester.

STUDENT TEACHER

Student teachers enrolled in EDUC 440 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 student teacher appear below. These responsibilities may be supplemented at the discretion of the particular school and the university supervisor working with each individual student teacher.

Each student teacher 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;
- 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 440 “Minimum Skills Requirements,” Appendix B, p. 28);
- 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 D, p. 30) unless a modified format is approved through consultation between the cooperating teacher and the university supervisor;
- maintain an updated time sheet (see Appendix E, p. 31, accurately listing total pre-student teaching hours (practica hours) and recording student teaching hours completed);
- maintain up-to-date written documentation on student teaching 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 student teaching progress and performance or about clarity of expectations;
- produce a student teaching portfolio or CD and any other requirements for the EDUC 440 grade;
- complete all required paperwork (including the “Termination Check-Off Sheet,” Appendix H, p. 34) for initial licensure application (Appendix I, p. 35); 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 440 expectations (reflecting in journals, sharing on Blackboard, writing goals, etc.). Rely on support from your Cooperating Teacher, University Supervisor, peers, family, and friends.

COOPERATING TEACHER

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

While hosting a student teacher, all cooperating teachers should do the following

- attend orientations and special training sessions arranged by the University;
- familiarize themselves with the *Student Teaching 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 student teachers;
- provide a space within the classroom for the student teacher (desk, work table, etc.);
- familiarize student teachers with the calendar, policies, and procedures of their host school;
- provide daily verbal and/or written comments on the student teacher's performance;
- schedule a weekly conference to discuss lesson plans, oral/written evaluations, etc., with their student teachers;
- keep the progress of student teachers confidential, except in supervisory, positive collaboration with other cooperating teachers, school administrators, and University personnel;
- serve as a professional model for student teachers;
- allow student teachers to observe other teachers;
- plan and guide the student teacher's phase-in and phase-out;
- be sensitive to the student teacher's concerns and questions;
- work cooperatively and collaboratively with other cooperating teachers;
- communicate openly and frequently with the university supervisor and, if necessary, the Director of Field Experiences;

Specific Evaluation Responsibilities

- complete a mid-term written evaluation (see Appendix F, p. 32) in a timely fashion, outlining clearly and frankly the current strengths and weaknesses of the student teacher and discuss your evaluation and the student's self-evaluation and share with the University Supervisor;

- complete a written final evaluation (Appendix F, p. 32) in a timely manner;
- conduct a final conference with student to review the student teaching experience; and
- meet with the University Supervisor 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 student teachers/cooperating teachers--arranging for collaborative conferences and student teacher observations and acting as consultants to other cooperating teachers;
- assist the Director of Field Experiences 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;
- act as collaborative advisors/consultants to the UMW Teacher Education Program; contributing to the ongoing Outcomes Assessment plans of the UMW College of Education; and
- serve as liaisons between their school and 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 and his/her principal. (When clinical faculty training is to occur, school principals are asked to nominate members of their instructional staff.)

UNIVERSITY SUPERVISOR

The university supervisor is a member of the UMW faculty who oversees student teachers in their school placements, works with the cooperating teachers toward the student teachers' professional development, and assumes the "academic" responsibilities for EDUC 440--setting course requirements and assigning grades. The university supervisors should do the following:

- attend all EDUC 440 orientation and special sessions;
- familiarize themselves with the expectations outlined in the *Student Teaching Handbook*;
- communicate their expectations clearly to the student teachers;
- assign specific, reasonable EDUC 440 requirements for student teachers;
- keep the progress of student teachers confidential, except in supervisory, positive collaboration with cooperating teachers, school administrators, and University personnel;
- serve as professional models for student teachers;
- assist the cooperating teachers with an effective student teacher phase-in and phase-out plan;
- be sensitive to student teachers' 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;
- negotiate questions and difficulties that may arise among cooperating teachers and their student teachers;
- observe the student teacher in the school a minimum of seven (7) times;
- have weekly contact with their student teachers at the school placement and/or through conferences on the University campus;
- provide the student teachers with a mid-term evaluation outlining their strengths and weaknesses with clear goals and objectives for the remainder of the placement;
- complete a final evaluation (see Appendix F, p. 32) in a timely manner and assign a final grade in EDUC 440 in consultation with the cooperating teacher(s);
- coordinate all student teacher exit procedures (conduct exit interviews, collect the "Termination Check-off Sheets" (Appendix H, p. 34), explain Virginia licensing procedures, sign-off on endorsement area checksheets, collect data for Outcomes Assessment, etc.); and
- keep the Director of Field Experiences apprised of any potential problems and work with the Director to alleviate those problems.

DIRECTOR OF FIELD EXPERIENCES

The Director of Field Experiences is the chief administrator for the field component of the UMW Teacher Education Program. The Director oversees all public school placements, both practica and student teaching, for the UMW College of Education and works to maintain and strengthen the collaborative ties between the University and area public school divisions. The Director of Field Experiences should do the following:

- work with appropriate school personnel to arrange for placements of all student teachers;
- act as a liaison to area teachers and school personnel, maintaining a cadre of host teachers and actively enlisting additional teachers interested in hosting UMW education students;
- arrange for and oversee orientation and special sessions for student teachers and cooperating teachers;
- manage and oversee the UMW Clinical Faculty Program;
- see that all University and participating school personnel (principals and teachers) are familiar with and comply with the goals and regulations of the UMW Teacher Education Program, especially as they are outlined in the *Student Teaching Handbook*;
- determine the duties for the first and second placements for elementary and PreK-12 student teaching;
- coordinate the assignments and orientation for all university supervisors;
- communicate the EDUC 440 expectations clearly to student teachers;
- keep the progress of student teachers confidential, except in supervisory, positive collaboration with cooperating teachers, school administrators, and University personnel;
- actively encourage school personnel and university supervisors to maintain complete and specific documentation of all student teachers' progress and performance, keeping all informed of procedures and deadlines for paperwork;
- serve as a professional model for student teachers;
- provide guidance and information for all cooperating teachers and university supervisors as they complete the mid-term and final evaluation forms;
- negotiate concerns and problems that might arise among student teachers, cooperating teachers, and university supervisors;
- inform any student teacher failing to meet the minimum skills requirements of problem areas and counsel that student teacher concerning the timetable for improvement and/or withdrawal from EDUC 440.
- make final decisions concerning withdrawal of a student teacher from his/her school placement;
- serve as contact person for all student teachers concerning EDUC 440 grade disputes;

- oversee all student teacher exit procedures (exit interviews, collection of the “Termination Check-Off Sheets” (Appendix H, p. 34), explanations of Virginia licensing procedures, sign-off on endorsement area checksheets, Outcomes Assessment procedures, etc.); and
- act as liaison to the Office of Career Services.

CHAIR OF THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

The Chair of the Department of Curriculum and Instruction 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 a student teacher from his/her school placement in collaboration with the cooperating teacher(s), the university supervisor, the Director of Field Experiences, and appropriate school personnel;
- consult with the Director of Field Experiences to determine needs for additional staffing for supervising student teachers 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 440 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 student teachers 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 Director of Field Experiences;
- clarify all school policies and procedures for student teachers;
- create a positive and professional environment for student teachers;
- familiarize him/herself with the *UMW Student Teaching Handbook* and its regulations;
- keep the progress of student teachers confidential, except in supervisory, positive collaboration with cooperating teachers and University personnel;
- serve as a professional model for student teachers;
- negotiate concerns and problems that might arise among student teachers, cooperating teachers and university supervisors when appropriate;
- be involved in the final decisions concerning withdrawal of a student teacher from his/her school placement in collaboration with the cooperating teacher, the university supervisor, the Director of Field Experiences, the Department of Curriculum and Instruction Chair, and any other appropriate school personnel; and
- complete one classroom observation and a written evaluation (see Appendix G, p. 33) based on this observation for each student teacher.

School Division Contact

The school division contact should do the following:

- support the expectations of the UMW Teacher Education Program for the EDUC 440 experience;
- work with the Director of Field Experiences and appropriate school personnel to arrange for placements of all student teachers;
- act as a liaison between the University and the school division, continuing to strengthen the ties between them;

- keep the progress of student teachers confidential, except in supervisory, positive collaboration with cooperating teachers, school administrators, and University personnel;
- serve as a professional model for student teachers;
- assist the Director of Field Experiences in negotiating concerns and problems that might arise between the school division and University personnel; and
- advise the Director of Field Experiences concerning withdrawal of a student teacher from his/her school placement.

EDUC 440 ASSESSMENT

All student teachers will complete certain departmental expectations, as outlined below. In addition to these departmental guidelines, each individual university supervisor will design a specific set of expectations tailored for the particular student teachers and school assignments with which he/she is working. Student teachers 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 440.

Departmental Guidelines

All student teachers will do the following:

- maintain the “EDUC 440 Minimum Skills Requirements” (Appendix B, p. 28) at all times;
- communicate effectively their questions and concerns with all assigned supervisors;
- maintain an updated time sheet;
- produce a student teaching portfolio(s) documenting performance of teaching competencies;
- review and respond to all formal and informal evaluations;
- complete all paperwork for course grade in a timely fashion; and
- complete all paperwork for Virginia licensure.

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 student teachers 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 a student teacher who is having problems in one or more teaching competency areas.

EDUC 440 Evaluation

1. Evaluation for EDUC 440 is inevitably a holistic assessment. It is based upon a myriad of factors that contribute to the student teacher'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; student teaching portfolio and/or other required student teaching projects and documentation; and conferences with all supervisory personnel.
2. All student teachers will receive copies of the cooperating teacher, university supervisor, and administrator evaluation forms (see Appendices F and G, pp. 32 and 33 that will serve as the final evaluation forms for EDUC 440.)
3. The university supervisor, who assigns the EDUC 440 grade, will keep the student teacher informed of his/her performance throughout the semester.

In addition to gathering the required evaluation forms, the university supervisor will provide the student teacher, 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 student teaching portfolio and other pertinent documents submitted by the student teacher.

4. Grades for EDUC 440: Generally, student teachers will receive either an "A," "B," or "C" for EDUC 440; student teachers who fall below a satisfactory performance level will be encouraged to withdraw from EDUC 440 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 College 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 440 marks clearly and consistently superior performance. It indicates a student teacher who has shown substantial growth and continuously distinctive performance in all areas of teaching competence, with no significant lapses in any area. An "A" student teacher not only exceeds all the "Minimum Skills Requirements" consistently but also demonstrates skill and innovation in curricular development, classroom management, and assessment. An "A" student teacher 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 440 marks consistently and solidly above average performance. It indicates a student teacher who has shown competent performance and significant growth in all areas of teaching competence, with no significant lapses in any area. A "B" student teacher has met all the "Minimum Skills Requirements" consistently and has shown competence in curricular development, classroom management, and assessment. A "B" student teacher 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 440 marks completion of minimum acceptable standards. It indicates a student teacher 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" student teacher 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 student teacher evaluations, Praxis scores or other assessment data directly to school divisions or other employers. The student teacher 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 Student Teaching 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 and Dean of the College of Education or designee.
2. A student may be withdrawn from the assigned teaching position whenever it is determined by the University Supervisor, Cooperating Teacher and Dean of the College of Education or designee 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 a Student Teacher 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 student teaching, the following steps must be taken:

1. A conference must be scheduled with the Student Teacher, the University Supervisor, the Cooperating Teacher, and the Chair of the Curriculum and Instruction Department or designee. The Student Teacher 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 a Student Teacher 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 Student Teacher 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 Student Teacher 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 Student Teacher 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 Student Teacher 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 Student Teacher wishes to present. If a Student Teacher is withdrawn for verifiable health reasons, s/he may reapply the following semester with sufficient documentation that they are able to continue in EDUC 440.

STUDENT TEACHING TASKS

Although each student teaching experience is by definition unique, the following checklist might offer a developmental perspective on common activities experienced during student teaching. Please note that this is a suggested list, not an all-inclusive checklist of all possible student teaching tasks. It is intended as a general guide for the student teacher and cooperating teacher, indicating probable and useful student teaching 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 student teachers. _____
- Become familiar with school day schedules. _____
- Become familiar with and observe other daily activities of your students. _____
- Meet and confer with specialists (special educ., 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 440, it is the student's responsibility to do the following:

1. Complete the "Termination Check-Off Sheet" (Appendix H, p. 34) 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 440 will be considered satisfactory for obtaining the initial Virginia license. For UMW coursework taken in subsequent semesters after the student teaching 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 student teacher 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 I, p. 35) and submit it with the appropriate fee to the UMW College of Education.

When the above is completed by the student teacher, 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 sends to the UMW Office of the Registrar the "Application for a Virginia License" and fee, the endorsement area checksheet, and all state-required assessment scores, with a memorandum requesting that the forms be sent to the Virginia Department of Education. The memorandum contains the student teaching grade, hours (Pre-Student Teaching Hours, Responsible Actual Teaching Hours, Other Classroom Time, and a Total), the grades/subjects taught during student teaching, and all assessment 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
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	Usatisfactory	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	Usatisfactory	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	Usatisfactory	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	Usatisfactory	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			

APPENDIX B EDUC 440 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 440, 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 440; the College 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 440 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 440. These minimum skills include the following:

- a superior **attendance record** (EDUC 440 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** (Student teachers should be on time every day for their school assignments.)
- **tact and judgment** (Student teachers should conduct themselves in a professional manner in their dealings with school and university personnel at all times.)
- **administrative skills** (Student teachers 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 student teacher should dress appropriately for the professional workplace.)

EDUC 440 is designed to enable student teachers to further refine their skills in these and other teaching competency areas. However, student teachers 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 Director of Field Experiences and/or the school personnel, a student teacher fails to maintain minimum acceptable levels of performance, the student teacher 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 440 will be required and the student teaching placement will be immediately suspended.

The University reserves the right to withdraw immediately any EDUC 440 student teacher(s) whose conduct is grossly and egregiously unprofessional.

Consistently acceptable performance of all minimum skills requirements is required for completion of EDUC 440.

APPENDIX C
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 D
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 F

Application for Virginia License

<http://www.pen.k12.va.us/VDOE/newvdoe/Application.pdf>

APPENDIX G
UNIVERSITY OF MARY WASHINGTON

COLLEGE OF EDUCATION
FREDERICKSBURG, VIRGINIA 22401-5300
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 H
SECONDARY / PreK-12
TERMINATION CHECK-OFF SHEET**

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

1. What courses do you still have to take to complete your licensure program, and when will you take them? **Official transcripts or grade verifications must be received by the UMW College of Education to verify the completion of any remaining course.** Write "none" if you are finished.

General Education

Major or Core

Professional Studies and Field Experience

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/Reading/____ Taken how many times? ____
PPST/Writing/____ Taken how many times? ____
PPST/Math/____ Taken how many times? ____

SAT: Substitute for PRAXIS I Verbal _____
(Score must be **1100** with at least **530** on verbal and **530** on math) Math _____
Total _____

PRAXIS II: Have you passed the PRAXIS II Test? Yes No

Enter name of test: _____

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

5. Graduation Information: _____
Date Major

6. List the following information about your student teaching assignment: (If PreK-12 list both placements)

School(s): _____ / _____

Cooperating Teacher(s): _____ / _____

Grades/Subjects Taught: _____ / _____

University Supervisor: _____ / _____

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

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

8. Have you completed all the course requirements for the degree, both general requirements and major program or BLS core? Yes No

If not, what are you lacking, and when will you complete the requirement(s)?

You must notify the UMW College of Education in writing when you have completed the degree requirements.

9. Have you submitted to the UMW College of Education your Application for Virginia License?

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!

License sought, including additional endorsements: _____

BA/BS Student

BLS Student

Student Signature

Date

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

Faculty Signature

Date

Additional Comments:

APPENDIX I

UNIVERSITY OF MARY WASHINGTON
COLLEGE OF EDUCATION
INTERNSHIP EVALUATION REPORT

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 COLLEGE 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: