



TEACHER EDUCATION PROGRAM

CLINICAL EXPERIENCE HANDBOOK

2018-19

VIRGINIA WESLEYAN UNIVERSITY
TEACHER EDUCATION PROGRAM

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INTRODUCTION

The Virginia Wesleyan University Clinical Experience Handbook is designed to provide information regarding pre-service teaching requirements, guidelines, and policies, and is intended to be read by all parties involved in the pre-service teaching experiences, including University and Education Department faculty, student teachers, university supervisors, cooperating teachers, and host administrators. Careful attention to the information contained in the Handbook should ensure a smooth and positive experience for all.

Student teaching is the culminating experience in the preparation of teachers at VWU. It is a 14 week supervised activity that is intended to provide student teachers with a variety of opportunities for bridging theory and practice, for developing further the knowledge, skills, and dispositions to teach effectively and successfully, and for experiencing the host of activities involved in the teaching day. Pre-service teaching experiences include all activities included as part of course work and practicum in which students conduct observations, interactions with classroom instruction, and single lesson teaching experience on a limited basis.

Student teachers should read this handbook carefully to determine requirements, curricular information, and responsibilities which they will be assuming as they proceed through the two student teaching experiences. University supervisors will find details regarding the progression and responsibilities of student teachers and the integral role they play as liaisons between the VWU Education Program and school partners. Cooperating teachers and host administrators will find information regarding the mission and framework of Virginia Wesleyan's Teacher Education Program and the roles and responsibilities they assume as engaged parties in the Program and its clinical experiences.

VIRGINIA WESLEYAN UNIVERSITY MISSION STATEMENT

Prepare each student for a meaningful life and career.

The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world.

In this endeavor, Virginia Wesleyan employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

THE TEACHER EDUCATION PROGRAM AT VIRGINIA WESLEYAN UNIVERSITY

MISSION STATEMENT OF THE TEACHER EDUCATION PROGRAM

The mission of the Teacher Education Program at Virginia Wesleyan University is to prepare reflective, engaged teachers of good character who will adhere to the highest standards of professionalism, and who are willing to advance the cause of education and cultivate and inspire a love of learning in their students and the communities in which they teach.

Rigorous content and education coursework combined with multiple supervised field experiences serve to develop the content and pedagogical knowledge necessary to teach successfully, to foster an appreciation for the richness of diverse cultures, and to value the worth and dignity of all individuals in our international community. This mission is driven by a conceptual framework based soundly on the current research in teacher education and the needs of America's public schools, and rests upon a foundation laid by exemplary scholars and writers on the importance of character, the growth and worth of knowledge, the impact of global education, and in accordance with our United Methodist heritage.

Within this framework, University and Teacher Education Program faculty endeavor to provide prospective teachers with the highest quality disciplinary preparation in the appropriate content areas within the context of a liberal arts education, and the pedagogical knowledge, skills, and dispositions supported by research in teacher preparation and identified in the INTASC Standards and Virginia competencies.

The Teacher Education Program is committed to providing teacher candidates with positive, practical, and professional field and clinical experiences. Education faculty, university supervisors, cooperating teachers, host administrators, and the Coordinator of Clinical Experiences work with student teachers to provide the support and encouragement they need to enter the teaching profession as enthusiastic, effective, and caring teachers prepared to educate all students. VWU student teachers are expected to develop and demonstrate, through performance assessment in quality classroom and field experiences at all levels, the integrated knowledge, skills, and dispositions needed to become effective and reflective teachers. The impact these future teachers will have on P-12 student learning is also assessed during the student teaching placements.

ACCREDITATION AND ENDORSEMENT OVERVIEW

The Teacher Education Program is housed in the Education Department at Virginia Wesleyan University, and is fully accredited by a process approved by the Virginia Board of Education. Virginia Wesleyan will seek future accreditation through the Council for the Accreditation of Education Preparation (CAEP), the nation's newest specialized accrediting body. The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees.

All endorsement programs offered by the Teacher Education Program are approved by the Virginia Department of Education. In addition, the Program is a member of the Virginia Association of Colleges for Teacher Education (VACTE). Fifteen endorsement programs are available through the VWU Teacher Education Program, including Elementary Education preK-6, Special Education: General Curriculum K-12, six Secondary Programs, and seven preK-12 Programs. Beginning in Summer 2018, VWU will offer a 5th-Year BA/BS to MAEd Program in 13 secondary and preK-12 endorsement areas. Virginia licensure can also lead to licensure or certification in other states based on reciprocity agreements. Candidates interested in teaching outside Virginia should consult the Virginia Department of Education website for a list of states that offer reciprocity, and are responsible for determining licensure requirements in the state of interest.

STUDENT TEACHING APPLICATION REQUIREMENTS

Applications for student teaching are due by March 15 for candidates seeking to student teach in the Fall semester, and by October 31 for candidates seeking to student teach in the spring semester. All candidates must submit an application for student teaching (see appendix A) to the Coordinator of Clinical Experiences. To be approved, all candidates must have met the following criteria:

- Earned the required GPA for the approved major (see VWU Catalog);
- Earned an overall GPA of 2.8;
- Achieved grades of C or better in ALL Professional Studies Education courses;
- Completed all coursework in the major and education program, and will meet all criteria for graduation with the exception of the credit hour requirement (currently 128 semester hours) if that requirement will be met by completing pre-service teaching;
- Completed required practicum with a grade of C or higher, and be recommended by the practicum instructor as ready to continue to pre-service teaching;
- Demonstrated the required dispositions;
- Submitted signed evidence of a negative TB test (see form in appendix B);
- Submitted passing scores on all professional teachers' assessments by the due dates above, including the Virginia Communication and Literacy Assessment (VCLA), the appropriate Praxis subject area test; candidates seeking licensure in elementary education preK-6 or special education: general curriculum K-12 must also pass the Praxis Reading for Virginia Educators (RVE): Elementary Education and Special Education (5306);
- Submitted all required information and finger prints for the Clearance Background Check prior to a practicum experience (EDUC 330, EDUC 340, or SPED 385); candidates can participate in practicum experiences and student-teach only when the Background Check is favorable;
- Provided evidence of successful completion of VDOE-required modules: Child Abuse and Neglect Recognition and Intervention Training and Dyslexia Awareness Training Module. All history and social science 6-12 candidates must also complete the Virginia State and Local Civic Education Module;
- Provided evidence of successful completion of a program in Emergency First Aid, CPR, and AED Certification or Training; the *Code of Virginia* specifies that the certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

Other information related to pre-service teaching:

Student teaching cannot be completed in a school that student teachers have attended, that their children attend, or in which a relative is employed. Placements may be completed in Norfolk Public Schools, Chesapeake Public Schools, Portsmouth Public Schools, and Virginia Beach City Public Schools, or an appropriately accredited private school upon request. Candidates wishing to complete student teaching outside these systems must submit a request to the Coordinator of Clinical Experiences early in the semester prior to the student-teaching semester.

ASSESSMENTS REQUIRED FOR INITIAL LICENSURE IN VIRGINIACONTENT ASSESSMENT - THE *PRAXIS* SUBJECT ASSESSMENTS

All teacher candidates graduating from a Virginia institution must attain the qualifying score for the *Praxis* subject assessment in their endorsement area before they can be recommended for licensure.

Candidates and advisors should refer to the Education Testing Service (ETS) website (www.ets.org/praxis/) for Virginia score requirements. Candidates should carefully plan a test date to assure successful completion of the appropriate *Praxis* subject assessment prior to March 15 for fall term student teachers and October 31 for spring term student teachers. Candidates are warned not to jeopardize their student teaching placement by failing to complete this requirement by the specified dates.

Test results for most professional teacher assessments are available online two to three weeks after the testing window has closed. Test scores may be required on future job applications; therefore, **every candidate should keep a copy of the official test scores with their personal, permanent records**. Online scores are available from ETS for one calendar year from the score reporting date. After one year, the score report is no longer available and ETS will charge a fee for additional score reports. *Neither VWU nor the Teacher Education Program will save copies of individual candidates' official score reports.*

Register online at the ETS test site by following the link to the *Praxis*® tests, then the link to *Registration, Test Centers, and Dates*. **Designate Virginia Wesleyan University as a receiving institution so the Education Department gets official notification of the results.** If you test in Virginia, your scores will be sent automatically to the Virginia Department of Education. If you test *outside* of Virginia, you must select the Virginia Department of Education (state code 8425) as a score recipient, either when you register or request an additional score report.

Sample test questions can be viewed on the ETS site under *Prepare for a Test*. The website includes information regarding the fees, testing dates, test sites, and additional services offered by ETS. Candidates must pass the *Praxis*® test in their endorsement area to be eligible for licensure in Virginia upon program completion, even if planning to teach outside of Virginia. Requirements in other states will vary. If you intend to teach outside of Virginia, it is advisable to obtain information concerning testing requirements in that state as early as possible.

ACADEMIC SKILLS ASSESSMENT - VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT

The Virginia Communication and Literacy Assessment (VCLA) is required of all individuals seeking an initial Virginia license. VWU candidates and advisors should refer to the VCLA website (www.va.nesinc.com) for score requirements. Candidates should carefully plan a test date to assure successful completion of the VCLA prior to March 15 for fall term student teachers and October 31 for spring term student teachers. Candidates are warned not to jeopardize their student teaching placement by failing to complete this requirement by the specified dates.

READING ASSESSMENT – *PRAXIS*® SERIES READING FOR VIRGINIA EDUCATORS (RVE):
ELEMENTARY AND SPECIAL EDUCATION (5306)

A reading assessment is required for all individuals seeking an initial Virginia license in Elementary Education preK-6 and Special Education: General Curriculum K-12. VWU candidates and advisors should refer to the ETS website (www.ets.org/praxis/) for score requirements. Elementary and special education candidates should carefully plan a test date to assure successful completion of the RVE prior to March 15 for fall term student teachers and October 31 for spring term student teachers. Candidates are warned not to jeopardize their student teaching placement by failing to complete this requirement by the specified dates.

Register online at the ETS test site by following the link to the *Praxis*® tests, then the link to *Registration, Test Centers, and Dates*. Designate Virginia Wesleyan University as a receiving institution so the Education Department gets official notification of the results.

Sample test questions can be viewed on the ETS site under *Prepare for a Test*. The website includes information regarding the fees, testing dates, test sites, and additional services offered by ETS. Elementary and special education candidates must pass the RVE test to be eligible for licensure in Virginia upon program completion, even if planning to teach outside of Virginia.

ROLES AND RESPONSIBILITIES DURING THE STUDENT TEACHING EXPERIENCE

STUDENT TEACHERS

A student teacher placed in a school must be sensitive to the plans and responsibilities of cooperating teachers and host administrators. The student teacher should demonstrate the dispositions of a professional teacher, to include dependability, good judgment, creativity, flexibility, and the professional treatment of confidential information. In addition, the student teacher should:

1. Review the curriculum to be covered during the student teaching experience. Check out textbooks, teacher's editions, and other materials that will provide additional background material for the topics to be taught.
2. Participate fully in the school's activities. Attend parent-teacher conferences, if appropriate, and PTA meetings and faculty meetings. Participate in school-sponsored workshops and other in-service activities, if permitted.
3. Be punctual and stay as long as necessary to complete the assigned tasks; follow the school division's calendar including teacher workdays; and observe the school division's schedules for inclement weather.
4. Be in attendance daily at their host school. Should illness occur, it is the student teacher's responsibility to notify the cooperating teacher, university supervisor, and the Coordinator of Clinical Experiences as soon as possible. It is the responsibility of the student teacher to get the day's lesson plans to the cooperating teacher in time for the lessons to be taught. Excessive or extensive absences may require that the student teacher be removed from the placement or have to spend extended time in the placement.
5. Dress professionally. Jeans, t-shirts, and athletic wear are not appropriate school attire. Clothes should be professional in style, clean, pressed, and of modest length and design.
6. Act professionally. The events of the school day, the behaviors of students, and the conversations among teachers are confidential. These topics may be discussed for

- educational purposes within the confines of the integrated seminar. Student teachers must refrain from referring to students, teachers, and administrators by name. All student records, papers, and grades are confidential and should not be discussed away from school.
7. Teach the content and curriculum that is required by the school division and the host school in a manner that is appropriate for the students and their grade level.
 8. Create and maintain a proactive plan for the effective management of student behavior to create a safe and positive learning environment for all students. The student teacher will make sure to leave time to critique and reflect on the learning environment at the end of the day.
 9. Plan for effective instruction. Write comprehensive lesson plans that are clearly aligned to local and state standards and goals and delineate all necessary elements of a research-based lesson plan model. List all of the supplies and materials that are needed and the media and technological tools that will be used. Leave time to critique and reflect on the lesson at the end of the day.
 10. Plan lessons that reflect an understanding of learning theory and students' diverse needs. The student teacher will strive to provide a variety of effective instructional practices including, but not limited to flexible grouping, cooperative learning, culturally responsive teaching, and differentiated instruction.
 11. Use media and technology appropriately and within the guidelines of the school division, and when such use enhances instruction.
 12. Plan time to confer with the cooperating teacher and the university supervisor on a regular basis to review teaching performance and use feedback for improvement.
 13. Maintain a close relationship with the university supervisor and share concerns about the placement should any arise. The student teacher should notify the supervisor and Coordinator of Clinical Experiences before a concern grows into a problem.

COOPERATING TEACHERS

Virginia Wesleyan University appreciates the support of cooperating teachers who accept our student teachers and acknowledges the great influence that they have on their development as teachers. The education faculty hope that cooperating teachers will encourage student teachers to try strategies that may be innovative or a change from the daily routine.

The VWU education faculty ask that cooperating teachers accept student teachers as colleagues-in-training and introduce them to the students as a teacher. If at all possible, please arrange for the student teacher to have a desk and chair in the classroom. Please provide the necessary curriculum guides, teacher's editions, and other supplies that will make the student teacher feel like a professional. In addition, the education faculty ask the cooperating teacher to attend to the following:

1. Serve as a guide for the student teacher. Beginning teachers make the usual mistakes that most novices make. We hope that these mistakes will be accepted and that the student teacher will be made aware of them when you confer at the end of the lesson or the end of the day.
2. Understand that while student teachers have had course work in human growth and development, in teaching methods, and in the content areas, they have not applied this knowledge for an extended period in a regular classroom. They have had some teaching

- experience during practicum experiences, but student teaching is a much greater responsibility and the student teachers understand this (see pacing guidelines below).
3. Model good classroom management skills. The student teacher cannot teach effectively if he/she cannot control the class. Management techniques that work for the master teacher may not be effective for the novice. Share ideas and encourage the student teacher to experiment with management techniques that fit his/her style.
 4. Allow the student teacher to assume some teaching responsibilities in the first week of the placement. Some student teachers are anxious about fulfilling their role in the classroom and may need to start with several brief lessons.
 5. Help the student teacher become familiar with the school environment. Plan for him/her to participate in a variety of activities such as parent-teacher conferences, PTA meetings, and faculty meetings when appropriate.
 6. Set aside time each week for a conference and an evaluation of progress being made. Written comments help everyone to stay focused on areas for growth.
 7. Complete two lesson observations and one summative evaluation for the placement. The lesson observations are intended to encourage the student teacher to grow professionally.
 8. Contact the university supervisor and the Coordinator of Clinical Experiences if problems develop.

On rare occasions, a student teacher will not be successful in the student teaching experience. When it becomes apparent that serious issues are developing, please contact the university supervisor to schedule a conference. Student teachers who are not successful in the experience may be withdrawn from the placement and counseled to make changes before being allowed to return to another classroom to complete pre-service teaching.

UNIVERSITY SUPERVISORS

University supervisors play an integral part in the student teaching experience. They serve as the liaison between the University and the host school. University supervisors observe student teachers in action, confer with them after each observation, and meet with the cooperating teacher to assess progress. Additionally, university supervisors have the following responsibilities:

1. Visit the student teacher a minimum of two times during each placement. Visits generally last for 45 minutes (longer in schools with a block schedule). In some instances, more than two visits may be necessary.
2. Allow time for a conference with the student teacher immediately following the lesson. Immediate feedback is essential to developing the student teacher's ability to make changes for the future.
3. Leave a written description of the lesson that shows both strong points and areas for change. This written description may serve as the basis for the conference. Some supervisors are comfortable writing an additional narrative after the conference. This can be shared with the student teacher by e-mail or at the next seminar.
4. Review lesson plans and make suggestions for the most effective delivery of lessons.
5. Establish ways to contact both the student teacher and the cooperating teacher. The university supervisor will share phone numbers and e-mail addresses with both the student teacher and the cooperating teacher so that communication is never a problem.

6. Attend each integrated seminar and meet with your student teacher(s). This is an effective way for several student teachers to share their concerns and their successes. It is also a good way to communicate key information so that all receive the same information.
7. Keep detailed records about each student teacher's progress. These records will be used at the end of the semester to determine grades for the placements. The student teacher is graded for each placement independently.
8. Complete two lesson observations and one summative evaluation for each placement. The lesson observations are intended to provide feedback that encourages the student teacher to grow professionally.
9. Contact the Coordinator of Clinical Experiences if problems develop.

HOST ADMINISTRATORS

The ultimate responsibility for what goes on in a school building belongs to the building administrator, usually the principal. The VWU education faculty ask that the principal or assistant principal be aware of the progress of the VWU student teacher in his/her building. In addition, the faculty ask that the host administrator attend to the following:

1. Serve or appoint a designee as an additional mentor for the student teacher. He/she will provide pertinent administrative policies and procedures that must be followed by the student teacher.
2. Provide for the student teacher's general orientation to the school. The host administrator will arrange for an identification badge, explain sign-in procedures, and provide information necessary for effective participation by the student teacher.
3. Observe the student teacher in the classroom and complete the Administrator's Evaluation Form; upon completion of the observation the form is to be given to the student teacher for filing with the university supervisor.
4. Contact the university supervisor and/or the Coordinator of Clinical Experiences if problems occur.

STUDENT TEACHING POLICIES AND PROCEDURES

BACKGROUND CLEARANCE CHECK

Virginia Wesleyan University candidates in approved professional educational programs are required to provide a background clearance check when registering for a course that requires a field experience of more than 25 hours (e.g. practicum or pre-service teaching). The background clearance check policy became effective Fall 2014, and was significantly revised for Fall 2016.

Because the process can take up to eight (8) weeks to complete, candidates will be notified by both their advisors and the Coordinator of Clinical Experiences to begin the process near the end of the semester prior to taking the appropriate methods course (EDUC 329, EDUC 375, or SPED 384) and accompanying practicum. In the event there is a significant delay between the completion of the methods course and the accompanying Practicum and Pre-service Teaching, or a break in attendance at VWU that requires readmission to VWU through the Enrollment Services Office, the candidate may be required to complete another background clearance check in order to be eligible to participate in pre-service teaching.

Candidates are required to complete and submit the following to obtain background clearance:

1. Virginia Department of Social Services Central Registry Release of Information Form
Must be signed and certified before a Notary Public.

The completed form will be mailed by each candidate; results should be mailed to the Coordinator of Clinical Experiences.

2. National Criminal Background Check for Employees or Volunteers – Form SP-24

Completed form will be returned to the Coordinator of Clinical Experiences, usually during an orientation session, with a Certified Check/Money Order payable to Virginia State Police; candidates may also pay with a credit card (no personal checks). Once collected, all fees and forms will be mailed to the Virginia State Police by the Coordinator of Clinical Experiences. Candidates are warned not to be late completing this process in order to avoid a delay in their placement.

3. Fingerprinting – Candidates must take the Fingerprint Card provided by the Coordinator of Clinical Experiences and be fingerprinted by the Virginia State Police. *The card must be sent with Form SP-24.*

Addendum

In the event a candidate's background check is returned with a violation that may indicate to Education Department staff and faculty a need for additional information or action, the Coordinator of Clinical Experiences shall notify the Director of the Education Program and the candidate of the findings. Pending due process review, the candidate will be suspended from the Program and will not be allowed to participate in practicum or student teaching activities. In accord with the *VWU Student Handbook*, any violation of the Standards of Student Conduct could also preclude continuation in the program and of participation in practicum or student teaching activities until due process is completed.

APPLICATION AND PLACEMENT PROCEDURES

All candidates must submit an application for student teaching to the Coordinator of Clinical Experiences. To be approved, all candidates must have met the criteria for student teaching as listed on page 4 of this handbook.

ATTENDANCE AND ABSENCES

Student teachers are expected to be in attendance daily at their host school. Should illness occur, it is the student teacher's responsibility to notify the cooperating teacher, university supervisor, and the Coordinator of Clinical Experiences as soon as possible. It is the responsibility of the student teacher to get the day's lesson plans to the cooperating teacher in time for the lessons to be taught.

Excessive or extensive absences may require that the student teacher be removed from the placement or have to spend extended time in the placement.

LESSON PLANS

Student teachers are required to write lesson plans for **all lessons they have taught throughout both placements**. Lesson plans are to be typed using either the VWU format or the host school's lesson plan format. Lesson plans are to be dated and kept digitally or in a Lesson Plan Notebook available for the university supervisor and cooperating teacher.

COURSEWORK, EMPLOYMENT, AND OTHER ACTIVITIES DURING STUDENT TEACHING

As student teaching is a full-time experience, student teachers may not take additional coursework during the student teaching semester unless approved by the Coordinator of Clinical Experiences and the Director of the Education Program, and only under mitigating circumstances. Likewise, employment and extracurricular activities (e.g. competing for a VWU athletic team, fraternity/sorority functions during school hours) should not interfere with the student teaching experiences or requirements (including the integrated seminar).

Student teachers are expected to attend any after-school activity or function that is required of their cooperating teacher. Under no circumstances should student teachers work for or be employed by a cooperating teacher or any business for which a cooperating teacher has an interest. This is considered a conflict of interest and is prohibited. Failure to adhere to this policy or failure to inform the Coordinator of Clinical Experiences of such a circumstance, will result in removal from the current student teaching placement.

SUBSTITUTE TEACHING DURING STUDENT TEACHING

During student teaching, a student teacher is not allowed to serve as a substitute teacher. A full-time teacher or qualified substitute must be in the room with the student teacher at all times. The health, safety, and general well-being of preK-12 students are at all times the legal responsibility of the cooperating teacher and school division. Student teachers must **not** assume the role of a substitute teacher.

STUDENT TEACHING INTEGRATED SEMINAR

The student teaching experiences require participation in the integrated seminar. The seminar meets a minimum of eight times during the semester in the afternoon for approximately two hours each session. Supervisors will meet with their assigned student teachers for 30 minutes before the seminar begins. Student teachers may be excused from their teaching assignments early, if necessary, so that they can attend seminar sessions.

The integrated seminar instructor is typically the Coordinator of Clinical Experiences.

PACING GUIDELINES FOR THE STUDENT TEACHING PLACEMENT

The student teacher will spend seven weeks in each placement. During the first placement, the pace will be slower because the student teacher is unfamiliar with the routines of the school and the classroom. In the second placement, the student teacher should move towards full-time teaching at a more rapid pace.

Suggested Pacing Schedule for Student Teaching Placements

For each seven-week placement, the student teacher will...

- Week 1:
 - Observe the classroom environment, schedule and routines
 - Learn the names of the students, faculty, and staff at the school
 - Become acquainted with texts and other instructional materials
 - Begin to assume some instructional duties as determined by the cooperating teacher
 - Help individual students, take attendance, facilitate group discussions and become familiar with classroom media and technology

- Week 2:
 - Continue the same activities identified above
 - Gradually assume more duties
 - Assume responsibility for planning and teaching at least one period or content area per day

- Week 3:
 - Assume responsibility for planning and teaching at least two or three periods/content areas per day

- Week 4:
 - Assume responsibility for planning and teaching all of the content for the day
 - Assume all of the cooperating teacher's responsibilities and duties

- Weeks 5-7:
 - Assume full-time teaching responsibilities and duties
 - Coordinate with the cooperating teacher to determine when to begin transitioning the class back to the cooperating teacher

EVALUATION OF STUDENT TEACHERS

Evaluation is an essential part of the student teaching experience, and its purpose is to provide concrete feedback to the student teacher regarding performance. It is important that the cooperating teacher, the VWU supervisor, and the student teacher share in the continuous evaluation process. Responsibilities for evaluation are divided among the university supervisor, the cooperating teacher, and the host administrator. The Coordinator of Clinical Experiences also observes and evaluates each student teacher and is responsible for assigning final grades for each placement.

SPECIFIC RESPONSIBILITIESUniversity Supervisor

- Lesson observations (appendix C) are completed on two lessons during each of the placement experiences. The observations help the student teacher identify strengths and areas for improvement.
- A conference is held with the student teacher following each of the observed lessons.
- The summative evaluation (appendix D) is completed at the end of each placement. It is a part of the student teacher's permanent record. The supervisor is encouraged to attach a narrative to the summative evaluation.

Content Area Specialist (Secondary and PreK-12)

- A lesson observation (appendix C) is completed on one lesson during the second placement experience. The observation helps the student teacher identify strengths and areas for improvement.
- A conference is held with the student teacher following the observed lesson.

Cooperating Teacher

- Formative evaluation (appendix E) of the student teacher occurs during weeks 1, 2, and 3 to ensure the student teacher is meeting the goals and requirements of the host school, school division, and WVU. The cooperating teacher shares each formative evaluation with the student teacher and the university supervisor. The cooperating teacher should request a conference with the university supervisor as needed. Formative evaluations become a part of the student teacher's permanent record.
- Lesson observations (appendix C) are completed for two lessons during the experience. The information helps the student teacher identify strengths and areas for improvement.
- Lesson observations should be discussed with the student teacher and shared with the university supervisor.
- The summative evaluation (appendix D) is completed at the end of the placement. It is a part of the student teacher's permanent record. The cooperating teacher is encouraged to attach a narrative to the summative evaluation.

Student Teacher

- Post-lesson reflections are to be completed on each lesson observed by the university supervisor.
- A secondary or preK-12 student teacher should contact a professor in their major field for the purpose of conducting a content area evaluation. This evaluation should be completed near the end of the second placement.
- An Exit Survey is to be completed at the final seminar hosted by the Coordinator of Clinical Experiences.
- Complete an Impact Study to determine the effectiveness of his/her teaching during each experience.
- Produce a portfolio of professional evidence and artifacts selected during their pre-service tenure.

Host or other School Administrator

- In accordance with the Commonwealth of Virginia's requirements for approved teacher preparation programs, evaluation by a school administrator is required for each student teacher. The Administrator's Evaluation Form (appendix F) is a part of the student teacher's permanent record.

GRADES FOR STUDENT TEACHING

Grades for the student teaching experiences are assigned by the Coordinator of Clinical Experiences in collaboration with the university supervisor. The student teacher earns a grade for each placement. The grade for each placement is based on the following:

- Successful completion of the student teaching placement; this portion of the grade is based on the evaluations by the university supervisor, the cooperating teacher, and the host administrator
- Successful completion of all integrated seminar assignments during each placement
- Attendance and active participation at all integrated seminars during each placement
- Successful completion of the Professional Portfolio and Impact Study during the second placement.

ASSESSMENT SYSTEM DESCRIPTION

Because student teaching is the capstone experience of the Teacher Education Program, it is important that evaluations are ongoing and occur at regular intervals. The evaluation scale indicates a student teacher's performance and personal attributes that are identified as being essential for effective student teaching. A four-tiered scale on the *Lesson Observation Form for Clinical Experience* guides the assessment of the student teacher. The system is designed to determine whether the student teacher's performance is *exemplary* (already shows many attributes of accomplished practice), *proficient* (meets the expectations of a beginning teacher, and shows some attributes at a high level), *developing* (moving toward, but not yet consistently demonstrating the expectations of a beginning teacher), and *unsatisfactory* (struggling to meet many of the expectations). The measure for success is to score at the proficient level or higher on all competencies for the final lesson observation, but more importantly on the cooperating teacher's and supervisors' summative evaluations, indicating readiness for teaching and employment. The above system should indicate accurate information regarding the student teacher's performance.

If a student teacher's work is unsatisfactory at any point during student teaching and fails to improve, the student teacher faces the prospect of not passing pre-service teaching. Depending on the circumstances related to the problem, the following options may be considered by the Coordinator of Clinical Experiences with input from the university supervisor and the cooperating teacher, and approval by the Director of the Education Program:

- withdraw the student teacher from pre-service teaching
- extend the student teaching experience,
- repeat the experience (re-register for student teaching in another term)
- provide a new placement with a different cooperating teacher (only under unique circumstances)
- suggest a change in career path.

At the end of each student teaching experience both the cooperating teacher and the university supervisor will complete the *Summative Evaluation for Clinical Experience*, which will provide additional information for determining the student's grade in this culminating activity. This form uses the same four-tiered scale as that used for the *Lesson Observation Form for Clinical Experience*.

FORMS and SUPPLEMENTAL MATERIALS**Appendix A**

TEACHER EDUCATION PROGRAM

UNDERGRADUATE STUDENT TEACHING APPLICATION**Deadlines****Fall Student Teachers: March 15****Spring Student Teachers: October 31**

Name: _____

Email: _____ Cell phone #: _____

Endorsement (Licensure) Area: _____

Grade Level: ___ preK-6 ___ Special Education K-12 ___ Secondary 6-12 ___ preK-12

Major: _____

Major Advisor: _____ Education Advisor: _____

Anticipated Year of Graduation: _____

Year of Pre-service Teaching: _____ Semester: FALL ___ SPRING ___

Mailing Address:

Alternate Email: _____

Admission and Professional Teachers' (Licensure) Assessments:

Assessment	Assessment Score(s)				Status (Pass, Pending, Fail)	Plan of Action (retake mm/20yy)
	Reading	Writing	Math			
Praxis Core ASE or SAT equivalent						
VCLA	Reading	Writing				
RVE (Elem and SPED)						
Praxis Multiple Subjects (Elem and SPED)	Lang Arts	Math	Science	Soc Studies		
Praxis Subject Area (6-12 and preK-12)						

Current Cumulative GPA: _____

Major GPA: _____

Field Experience Data:

Practicum Course	School	Grade Level/ Content Area (if applicable)	Cooperating Teacher's Full Name
EDUC 230 (if needed)			
EDUC 330 (Elem)			
EDUC 340 (Sec)			
SPED 385			
Other:			

Requests for School System:

1st Placement: ___ Chesapeake ___ Norfolk ___ Portsmouth ___ Virginia Beach
 ___ Other _____

2nd Placement: ___ Chesapeake ___ Norfolk ___ Portsmouth ___ Virginia Beach
 ___ Other _____

TB Test Result: (Attach form) _____

The Virginia Wesleyan University Teacher Education Program places candidates in area schools within a 30-mile radius (one way) from the Virginia Wesleyan campus. I understand that I am responsible for my own transportation during student teaching. YES _____ (please initial)

I will be a resident student (on campus) during pre-service teaching: ___ Yes ___ No

If no, where will you be residing? (Please provide address below)

I attest that the information provided above is, to the best of my knowledge, true and accurate.

Signature: _____

Appendix B
TB Test Form to be completed prior to Practicum



TEACHER EDUCATION PROGRAM

Please complete prior to starting practicum.
Results expire after one year.

This is to certify that

Candidate Name

is free from active tuberculosis as shown by a negative tuberculin test (PPD) and/or a negative chest x-ray.

Date of test: _____

Signed: _____

Address: _____

Date: _____

Please return this form to:
Coordinator of Clinical Experiences & Partnerships
Education Department
Virginia Wesleyan University
5817 Wesleyan Drive
Virginia Beach, VA 23455

Appendix C

LESSON OBSERVATION FORM

Lesson Observation Forms will be furnished by VWU to university supervisors, and to student teachers for distribution to the cooperating teachers and host administrators.



TEACHER EDUCATION PROGRAM

Lesson Observation Form for Clinical Experience

Candidate _____

Date _____

School Division _____

School _____

Grade/Subject _____

Experience _____

Completed by _____ University Supervisor Cooperating Teacher Content Specialist

The main purpose of the Lesson Observation Form is to encourage open dialogue and reflection related to specific aspects of candidates' teaching performance. It is important to note that in many cases an effective lesson may not include certain criterion. In that case, "Unable to Observe" is considered appropriate for the lesson. Your professor or supervisor will review all criteria before the observation and will meet with you after the observation. If you have any questions regarding this instrument, please do not hesitate to ask your professor or supervisor.

Rating Scales

4-Exemplary 3- Proficient 2- Developing 1-Unsatisfactory 0-Unable to Observe

Exemplary: Exceeds expectation in demonstration of each competency (performance standard)

Proficient: Measurable (consistent) demonstration of each competency (performance standard) – meets expectation

Developing: Emerging demonstration of each competency (performance standard) – not consistent

Unsatisfactory: Lack of measurable and/or emerging demonstration of each competency (performance standard)

Performance Standard #1- Professional Knowledge Competencies

Demonstrates accurate knowledge of content	4	3	2	1	0
Integrates present content with...					
past learning experiences	4	3	2	1	0
other content areas	4	3	2	1	0

real-world applications	4	3	2	1	0
forthcoming content	4	3	2	1	0
Demonstrates understanding of the role of language in student learning	4	3	2	1	0
Demonstrates understanding of the role of literacy in student learning	4	3	2	1	0
Demonstrates understanding of the...					
physical development of the age group	4	3	2	1	0
intellectual development of the age group	4	3	2	1	0
emotional development of the age group	4	3	2	1	0
social development of the age group	4	3	2	1	0
Articulates content clearly	4	3	2	1	0
Checks for understanding of content	4	3	2	1	0

Performance Standard #2 - Instructional Planning Competencies

Plans lesson that aligns with...					
local standards	4	3	2	1	0
state standards	4	3	2	1	0
Creates/Adapts lesson plans	4	3	2	1	0
Selects instructional strategies/activities that are...					
aligned to instructional goals	4	3	2	1	0
responsive to diverse student needs	4	3	2	1	0

Performance Standard #3 - Instructional Delivery

Maintains appropriate lesson tempo/pacing	4	3	2	1	0
Teaches based on planned lesson	4	3	2	1	0
Differentiates instruction based on students' needs	4	3	2	1	0
Uses motivational strategies to promote learning for all students	4	3	2	1	0
Engages students by asking questions to stimulate deeper understanding	4	3	2	1	0
Uses effective instructional strategies/resources to meet learners' diverse needs	4	3	2	1	0
Uses a variety of activities/techniques to stimulate interest	4	3	2	1	0
Uses instructional technology to enhance student learning where appropriate	4	3	2	1	0
Effectively monitors student learning of content	4	3	2	1	0
Adjusts instruction according to class learning needs	4	3	2	1	0

Performance Standard #4 - Assessment of and for Student Learning

Creates/Selects appropriate assessments of content taught	4	3	2	1	0
Uses formative assessment...					
to support student learning	4	3	2	1	0
to document student learning	4	3	2	1	0
Uses summative assessments...					
to support student learning	4	3	2	1	0
to document student learning	4	3	2	1	0
Returns graded student work with useful feedback in a timely fashion	4	3	2	1	0
Uses assessment data to make instructional decisions	4	3	2	1	0

Performance Standard #5 - Learning Environment Competencies

Builds positive rapport with students	4	3	2	1	0
Promotes positive rapport among students	4	3	2	1	0
Creates a physically safe learning environment	4	3	2	1	0
Creates a positive learning environment	4	3	2	1	0
Creates a learning environment					
that encourages collaboration	4	3	2	1	0
that supports diversity	4	3	2	1	0
Organizes/Manages the learning environment to actively engage learners	4	3	2	1	0
Responds appropriately to student behaviors	4	3	2	1	0

Performance Standard #6 - Professionalism Competencies

Demonstrates professional demeanor in the classroom	4	3	2	1	0
Demonstrates ethical behavior in the classroom	4	3	2	1	0
Communicates effectively...					
with cooperating teacher, faculty, and staff	4	3	2	1	0
with supervisors	4	3	2	1	0
Collaborates effectively					
with cooperating teacher, faculty, and staff	4	3	2	1	0
with supervisors	4	3	2	1	0
Demonstrates effective oral communication	4	3	2	1	0
Demonstrates effective written communication	4	3	2	1	0
Demonstrates reflection on practice that leads to enhanced teaching	4	3	2	1	0
Demonstrates a high level of initiative	4	3	2	1	0
Demonstrates potential for teacher leadership	4	3	2	1	0

Recommendations and Commendations

Signature of Observer _____ Date _____

Signature of Student Teacher _____

Appendix D SUMMATIVE EVALUATION FORM

Summative Evaluation Forms will be furnished by VWU to university supervisors, and to student teachers for distribution to the cooperating teachers.



TEACHER EDUCATION PROGRAM

Summative Evaluation Form for Clinical Experience

Candidate _____

Date _____

School Division _____

School _____

Grade/Subject _____

Experience _____

Completed by: _____ University Supervisor Cooperating Teacher Content Specialist

4-Exemplary 3- Proficient 2- Developing 1-Unsatisfactory 0-Unable to Observe

Exemplary: Exceeds expectation in demonstration of the competency and performance indicators.

Proficient: Consistent and acceptable demonstration of the competency and most performance indicators.

Developing: Demonstrating progress toward competency but not yet consistently proficient.

Unsatisfactory: Inconsistent and/or poor performance of the competency and/ or one or more indicators.

Performance Standard #1- Professional Knowledge

Demonstrates accurate knowledge of subject matter					
Links present content with past and future learning experiences, other subject areas, and real world experiences and applications.					
Demonstrates understanding of the role of language and literacy in student learning					
Demonstrates understanding of the intellectual, social, emotional, and physical development of the age group.					
Communicates clearly and checks for understanding.					
Summative Rating	4	3	2	1	0

Performance Standard #2- Instructional Planning

Plans lessons that align with local, state and national standards					
Selects appropriate instructional strategies/activities aligned to instructional goals and responsive to diverse student needs					
Selects appropriate materials/resources aligned to instructional goals and reflective of diverse perspectives					
Summative Rating	4	3	2	1	0

Performance Standard #3-Instructional Delivery

Teaches based on planned lessons					
Provides for individual differences					
Uses motivational strategies to promote learning for all students					
Engages students actively in learning					
Uses a variety of effective teaching strategies					
Helps students develop thinking skills that promote learning					
Monitors student learning					
Summative Rating	4	3	2	1	0

Performance Standard #4- Assessment of and for Student Learning

Creates and selects appropriate assessments for learning					
Implements assessments for learning					
Interprets/uses assessment results to make instructional decisions					
Summative Evaluation	4	3	2	1	0

Performance Standard #5- Learning Environment

Builds positive rapport with and among students fostering an environment that values and encourages respect for diversity					
Organizes for effective teaching to maximize instructional time and minimize disruptions					
Uses effective routines and procedures					
Maintains a physically and emotionally safe learning environment for all students					
Responds appropriately and equitably to student behavior					
Summative Rating	4	3	2	1	0

Performance Standard #6- Professionalism

Demonstrates professional demeanor and ethical behavior					
Communicates effectively with peers and instructional personnel					
Demonstrates effective oral communication					
Demonstrates effective written communication					
Demonstrates professionalism when communicating with external stakeholders					
Demonstrates courtesy when communicating with school stakeholders					
Reflects actively and continuously upon practice to enhance teaching and learning for students					
Demonstrates potential teacher leadership					
Summative Rating	4	3	2	1	0

____ Student teaching 1st Placement

____ Student teaching 2nd Placement

Recommendations and Commendations:

Signature of Observer _____

Date _____

Signature of Student Teacher _____

Student _____

Date _____

Appendix E

To be completed by Cooperating Teacher



TEACHER EDUCATION PROGRAM

Formative Evaluation of Student Teacher

Cooperating Teacher circles as appropriate: Week 1 2 3

Student Teacher _____

Date _____

Cooperating Teacher _____

Grade/Subject _____

School _____

System _____

1. Areas of teaching and instruction in which you performed well were...

2. Areas of teaching and instruction that need improvement are...

3. Your goals for next week should be...

4. There is a need for a conference with the university supervisor: ___ Yes ___ No

Signature of Cooperating Teacher

Signature of Student Teacher

Appendix F

To be completed by the Host Administrator or Designee



TEACHER EDUCATION PROGRAM

Administrator Evaluation of Student Teacher

Student Teacher _____

School _____ School Division _____

Grade/Subject _____ Date _____

Administrator _____ Position _____
(please print)

3- Exceeds Criteria 2- Meets Criteria 1-Below Expectations 0-Not Observed

	3	2	1	0
Communication Skills				
Lesson Planning				
Knowledge of Content				
Teaching Performance				
Classroom Management				
Rapport with Students				
Professional Attitudes and Behaviors				

Please comment on strengths, areas for improvement, and potential as an educator.

 (Signature)

 (Position)

Appendix G
CONTENT SPECIALIST OBSERVATION FORM
To be completed by a VWU Content Specialist



TEACHER EDUCATION PROGRAM

Student Teacher Content Observation Form for Secondary/PreK-12 Candidates

Student Teacher _____

Date _____

Content Area Observer _____

Length of Observation _____

Cooperating Teacher _____

Grade _____

School _____

School Division _____

I. Content Area _____

Time	Lesson Description

Appendix H

PROCEDURE FOR SECURING A CONTENT-AREA EVALUATION

For student teachers seeking secondary and preK-12 endorsements, it is a collaborative policy of the Teacher Education Program that a content-area specialist from VWU observe a lesson taught by a student teacher. Student teachers are asked to please follow steps below to request this observation:

1. Contact a VWU professor who is a content specialist in the appropriate endorsement/major area EARLY in the semester via email to schedule a meeting to discuss, plan, and schedule the observation.
 - a. Be aware that professors will need at least two weeks to schedule the visit as they are busy with teaching and faculty-related responsibilities. Do not wait until the last minute to schedule!
 - b. Be aware that some departments designate a professor to be responsible for this task each semester.
 - c. The observation should occur near the end of the second placement, but should be scheduled *well before* the mid-point of the second placement.
2. During the planning meeting with the professor, be prepared to discuss the content being addressed and presented during the lesson.
3. Schedule the observation during a time (class period) that you and the professor can meet to debrief immediately following the lesson.
4. *Please* be aware of your tone, demeanor, and professionalism throughout the entire process. Be respectful of the professor's time and responsibilities, as well as their concerns and questions.
5. If the professor of your choice becomes unavailable to complete the observation, ask him or her to recommend another professor and repeat the process above.
6. If you have questions or concerns about the process, please contact the Coordinator of Clinical Experiences or the Director of the Education Program for assistance.

Appendix I

STUDENT TEACHING IMPACT STUDY

All student teachers must demonstrate to the cooperating teacher, university supervisor, and the Coordinator of Clinical Experiences that they are having a positive impact on learning for all PreK-12 students.

A pre-test and post-test must be administered by student teachers as a way of collecting student performance data for analysis and evaluation purposes. These assessments should be part of a unit prepared by each student teacher. To showcase this impact on students' learning in a formal way, student teachers will present their Impact Study as a poster session during Port Day. Electronic copies of impact studies and presentations will be collected and saved for purposes of internal and external evaluations of the VWU Teacher Education Program.

Additional instructions and directions for this study and presentation will be provided by the Coordinator of Clinical Experiences during the Integrated Seminar.

Appendix J

DEMOGRAPHIC CONTEXT OF SCHOOL ENVIRONMENT FOR IMPACT STUDY AND PORTFOLIO

Use the following criteria to prepare this assignment the first week you are in each placement:
(Effective Spring 2018)

A. Description of School Division

1. Town/location
2. Number of students
3. Assessments used (formal and informal; please describe)
4. Assessments utilized by the school division at the grade level of your placement

B. Description of Classroom

1. Number of students
2. Racial/Ethnic disaggregation of students
3. Socio-economic status (e.g., percentage students receiving free or reduced lunch)
4. Disaggregation by exceptionalities
5. Gender disaggregation
6. Number of English Language Learners

C. Policy for discipline as stated in the school's handbook

- D. Is there anything unique about this placement that will impact the learning of the students in your classroom?

Appendix K

EVALUATION OF STUDENT TEACHING

A grade recommendation from Virginia Wesleyan University is an assessment of the student teacher's overall performance. The final decision of a grade for the student teaching semester is made by the Coordinator of Clinical Experience. The grade will be determined with consideration of the following:

1. Attendance and participation in all student teaching seminars
2. Cooperating Teacher's final evaluation rating
3. University Supervisor's final evaluation rating
4. Presentation of an Impact Study, and
5. Presentation of a Professional Portfolio

A final grade of "A" indicates the student teacher:

- is ready for full-time teaching and is expected to succeed independently,
- is able to teach well in all content/grade levels observed,
- interacts with both students and colleagues in an effective and professional manner,
- is recommended for any teaching vacancy in his/her field without reservation, and
- has received an acceptable overall rating on the Impact Study and Professional Portfolio.

A final grade of "B" indicates the student teacher:

- has potential to succeed in teaching with continued growth,
- demonstrates evidence of independent teaching ability in some content/grade levels, at a consistent level of quality by the end of student teaching,
- should be considered among a group of other candidates for any teaching vacancy in his/her teaching field, and
- received an acceptable overall rating on the Impact Study and Professional Portfolio.

A final grade of "C" indicates the student teacher:

- is questionable in the ability to perform in the classroom independently, even with continued growth, and is expected to need additional support,
- is able to provide quality teaching but not on a regular basis, or in some but not all applicable content/grade levels,
- received an acceptable overall rating on the Impact Study and Professional Portfolio, and would only be recommended for a teaching vacancy with substantial reservations.

A final grade of "F" indicates the student teacher:

- is not yet ready to perform in the classroom independently,
- has two conceptual framework areas rated as "1- Unacceptable" on a summative evaluation,
- is not yet able to provide quality teaching on a regular basis,
- would not be recommended for a teaching vacancy,
- did not complete or pass the Impact Study and /or Professional Portfolio