

Preservice Teaching - A Definition

Preservice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the preservice teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The preservice teacher begins as an observer and finishes the preservice teaching experience as a competent professional.

Goals and Objectives for Preservice Teaching

Preservice teaching is an essential experience in the professional education program. Although other college courses, activities, and practica contribute knowledge and experience to the prospective teacher, preservice teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities.

The preservice teaching experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned in the Virginia Wesleyan College Teacher Education Program. The ultimate goal is for the preservice teacher to achieve competency in entry level skills in the teaching profession.

Evaluation Forms and Requirements

Evaluation is an essential part of the preservice teaching experience. Responsibilities for evaluation are divided among the college supervisor, the cooperating teacher, and the building administrator.

College Supervisor:

Formative evaluations are part of every observation visit by the college supervisor. They identify strengths and areas for change and are designed to assist preservice teachers in achieving competence. Formative evaluations are not part of the permanent record.

A mid-term evaluation is completed half way through the placement. The summative checklist is used as the basis for the mid-term evaluation. It is not part of the permanent record.

Summative evaluations are completed at the end of each preservice teaching experience. They represent a concluding assessment of the preservice teacher in that particular experience and are part of the permanent record. They are in narrative form. Some supervisors may wish to substitute a check list (like the one used by the cooperating teacher) for a narrative.

Cooperating Teacher:

Formative evaluation is completed in the first week of the placement to help provide discussion topics for conferencing that is done with the preservice teacher. They identify strengths and areas for change. They are not part of the permanent record.

Lesson Observations are completed on three lessons during the experience. The information helps the preservice teacher identify strengths and areas for change. The observations should be discussed with the preservice teacher and shared with the college supervisor.

A mid-term evaluation is completed half way through the placement. The summative checklist is used as the basis for the mid-term evaluation. It is not part of the permanent record.

The summative evaluation is completed at the end of the placement. It is a part of the preservice teacher's permanent record. The cooperating teacher is encouraged to attach a narrative to the summative evaluation.

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 preservice teacher. The Administrator's Evaluation Form is a part of the preservice teacher's permanent record.

College Grades:

Grades for the preservice teaching experiences are assigned by the members of the Virginia Wesleyan College Education Department. The preservice teacher earns a grade for each placement. Grades are based on the following:

- Satisfactory completion of the preservice teaching placement based on the evaluation of the field experience by the college supervisor, the cooperating teacher, and the building administrator
- Completion of all seminar requirements