TEACHER PREPARATION PROGRAM

Student Teaching Handbook and Evaluation Forms

School of Education
Elementary Education Initial Licensure (PreK-6)
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INTRODUCTION

This section of the Teacher Preparation Program handbook is to guide teacher candidates, cooperating teachers, school administrators, university supervisors and other personnel involved in the internship phase of teacher preparation.

Regent University recognizes that it is a collaborative team effort that provides the most beneficial experience in schools for teacher candidates. The contribution of all those who give their time and share their experience with our teacher candidates is warmly appreciated. The university is particularly grateful to all the cooperating teachers who welcome our teacher candidates into their classroom and share with them the wealth of their years of dedicated service to the nation's children.

You will find that several of the forms that comprise the appendix of this section are designed to provide feedback on the field experience in schools. Please do use them for that purpose, and if you have additional comments or suggestions relating to the internship process, please feel free to forward them to the Director of Internships at Regent University.

Thank you for supporting us as we prepare tomorrow's teachers!

Gail Derrick

Gail Derrick, Ed.D
Interim Dean
School of Education
OVERVIEW

This handbook is designed to as a resource to be used during internships. It provides guidance to each member of the team of people involved in helping to prepare each teacher candidate as fully as possible. The internship experience should be approached with a great deal of respect for the responsibilities involved and regarded as a very important experience for the teacher candidate. During the internship semester, the teacher candidate will assume an important role in terms of responsibilities and obligations to the school and the students where the teaching preparation is taking place. It is therefore imperative that the teacher candidate plans to arrange personal time schedules to allow proper attention to teaching preparations and all other school responsibilities.

Definition of Student Teaching

The purpose of the Student Teacher is to provide a mentoring situation, which allows for guided opportunities for teacher candidates to develop their competencies in their major areas of teaching.

The internship involves:

1. Developing an on-going personal philosophy of teaching
2. Learning about and developing teaching techniques
3. Teaching individuals, small groups, and whole classes
4. Evaluating students and their learning styles
5. Evaluating and tracking pupil progress
6. Diagnosing teaching difficulties; implementing changes as necessary
7. Assisting and individualizing instruction
8. Conferring with other teachers
9. Conferring with principals and supervisors
10. Collaborating as part of a team
11. Learning how to make a difference in the lives of students both academically and personally
12. Evaluating personal and professional growth as a teacher
13. Demonstration of reflective thinking and practice
14. Demonstration of professional and personal reflection through the development of a summative portfolio.
15. University seminar participation
The mentoring relationships and the internship experience form a critical part of the
teacher candidate’s program. This is where knowledge, theory and practical application
must combine into cohesive and successful classroom practices.

Each student will be charged an **additional fee ($200.00) at the time of course registration.**

**OBJECTIVES AND EXPECTED OUTCOMES**

Each teacher candidate will:

1. Complete 16 week experience with a minimum of 500 hours, at two different and
diverse setting placements in accredited schools (*upper and lower elementary grades and at least one placement in a diverse setting*).

2. Evaluate basic personal qualifications for teaching through interaction with
cooperating teacher, school administrators and university supervisor.

3. Apply and test professional knowledge, understanding and skill through a variety
of practical teaching experiences.

4. Participate in and assume responsibility for various teaching activities.

5. Have direct contact with as many major phases of a school’s operation as possible.

6. Observe other practicing teachers at the assigned school site.

7. Develop and display professionalism and readiness to enter the profession.

8. Documentation of program skill application through the development of the
Summative Portfolio.

**Resolving Conflicts**

Regent University and the School of Education is dedicated to providing quality programs
in a learning environment that promotes academic excellence in students, as well as
professionalism in faculty members. As in many universities, conflicts and
misunderstandings are bound to arise between students and faculty.

The School of Education and Administration recognizes the rights of both students and
faculty and strives to protect the rights of each group. To that end, the following steps are
to be employed to resolve all misunderstandings (based on Matt. 18):

1. The student shall attempt to resolve all misunderstandings with the faculty member
before taking his/her concern to the Chairperson of the Department.

2. If the student or faculty member believes that the misunderstandings have not been
resolved, either one may then take his concerns to the Chairperson.

3. The Chairperson shall provide a forum in which both the student and faculty
member will participate jointly in an attempt to resolve the misunderstandings.
4. If the misunderstandings cannot be satisfactorily resolved in Step 3, above, the student or faculty member may request, in writing, that the Chairperson take the problem for resolution to the Dean of the School of Education.

Methods of Evaluation during Student Teaching

During student teaching, assessment has formative and summative purposes. Formative assessment generates information that the student can use to improve performance during the student teaching experience. This information is provided to the student teacher by the cooperating teacher in the form of weekly evaluations (see page 46). Summative assessment is a final judgment on the student teacher’s performance and leads to either an A, B, or a C grade on the student’s transcript.

Effective assessment is characterized by the following principles:

- Assessment promotes growth by providing feedback that helps an individual develop strengths and minimize weaknesses.
- Assessment for developmental purposes is ongoing, cooperative, and centered on purposeful observation, reflection, and analysis.
- Identification of learning goals and objectives.
- Assessment can be focused on specific objectives or areas of concern or it can be comprehensive, utilizing various kinds of information pertinent to the question at hand.

There are three general categories of assessment conducted during the student teaching experience: regular conferences between the student teacher and the cooperating teacher which will include weekly assessments (formative), mid-term assessment (formative), and the final assessment (summative). Supervisors will provide formative feedback during announced and unannounced visits along with a mid-term and final assessment of the student teacher.

Grades for student teaching are comprised of three scores-attendance at the student teaching seminar sessions, overall scores on the final evaluations for placement 1 and 2, and final score on the portfolio. Grades will be assigned using the following rubric and the following point range:

A: 15-12
B: 11-9
C: 8-7
Below 7-Failing

A student teacher may fail student teaching if he or she does not meet the standards for a successful student teacher.

A successful student teacher will…….

- earn “Satisfactory” or better for all areas on the Student Teaching Final Evaluation.
- The following rubric will be used to determine grades during student teaching:
### Assignments

<table>
<thead>
<tr>
<th>Seminar Attendance</th>
<th>5</th>
<th>3</th>
<th>2</th>
<th>Needs to Repeat Student Teaching</th>
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<tbody>
<tr>
<td>Attended all seminars and participated.</td>
<td>Attended all but 1 seminar and participated.</td>
<td>Attended all but 2 seminars and participated.</td>
<td>Missed 3 seminars</td>
<td></td>
</tr>
<tr>
<td>Internship Evaluation</td>
<td>Received 3’s and above on Final evaluations for both placements</td>
<td>Received 3’s and above on final evaluation for one of the two placements</td>
<td>Received a mixture of 3’s and 2’s on midterm evaluation but pulled up ratings by end of final placement.</td>
<td>Did not pass one or both of the placements. Scores lower than 2’s in both placements.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Portfolio is of high quality, all artifacts turned in on time, evident feedback was used to modify artifacts.</td>
<td>Portfolio is of high quality, some artifacts turned in late, evident feedback was used sometimes to modify artifacts.</td>
<td>Portfolio is of good quality; more than 2 artifacts turned in late; not evident feedback provided was used to modify artifacts.</td>
<td>Portfolio is of poor quality.</td>
</tr>
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### Extending Student Teaching

A student teacher may receive an “Incomplete” after completing student teaching. In this case, the student teacher will be given the chance to extend student teaching rather than fail. A remediation plan will be implemented and must be strictly followed by the student teacher. If, after the extended time is completed, the student teacher is able to meet the standards for a successful student teacher, he or she will receive a grade based on evaluations from the experience.

“Incomplete” means that the student teacher has completed all of the requirements for student teaching, but needs more time to become “Successful” in one or more of the areas on the Student Teaching Final Evaluation. In addition, the student teacher has shown growth and perseverance in troublesome areas and only needs more time to become “Successful.” The decision to assign “Incomplete” to a student is an extremely rare occurrence and will be the decision of the Chair of the Department, the Director of Student Teaching, in collaboration with the student teacher’s Cooperating Teacher and University Supervisor.
**Termination of Student Teaching**

If a student teacher is asked to leave his or her student teaching assignment by the cooperating teacher or other school official, the student teaching experience will be immediately terminated.

A student who fails student teaching will be required to spend time in remediation as determined by Chair of the Department and the Director of Student Teaching. When the student has successfully completed remediation requirements, he or she may be allowed to repeat student teaching. If a second student teaching experience results in failing, the student will not be allowed to student teach again. Student teaching may only be repeated once. Students will then graduate with a degree but will not earn licensure status.

A teacher candidate who has been removed from student teaching may file an appeal with the Dean of Education.

The Dean will review the information from both the teacher candidate and the Director of Student Teaching. Based on that review, he/she will determine if the teacher candidate’s appeal should be granted. If granted, the candidate will be allowed to have a new student teaching placement the same semester. If the semester is close to the end, a new student teaching placement will be given the following semester, at no cost to the teacher candidate. If the appeal is denied, the candidate will be required to sit out one semester and adhere to a remediation plan set up by the Director of Student Teaching. The candidate will also register and reapply for the repeat student teaching semester.
ELIGIBILITY REQUIREMENTS

It is the teacher candidate’s responsibility to secure forms and materials necessary to apply for admission to the internship. The application is available in Appendix C of this handbook and must be returned by the established deadlines. The application deadlines for placement are August 6 for spring and February 26 for fall.

The application will contain the following items at the time of submission:

1. Cumulative GPA of 3.0.
2. Completion of ALL professional education course work the semester PRIOR to the internship.
3. Internship application sent to Trish Lyons (tlyons@regent.edu) by the required deadline—August 6 (for spring) and February 26 (for fall). The application can be found in Appendix C of the internship handbook found at http://www.regent.edu/acad/schedu/pdfs/intern_handbook.pdf.
4. Documentation of completed field placement final evaluations
5. Passing test scores: Praxis II Elementary Education (PreK-6) Content Knowledge #10014, Virginia Communications and Literacy Assessment (VCLA), and Virginia Reading Assessment Test (VRA). PLEASE CONFIRM REGISTRATION DEADLINES AT www.ets.org/praxis and www.va.nesinc.com/VA3_testdates.asp (for VRA and VCLA)
7. Notarized criminal background check (state police website: www.vatrooper.org)
8. Copy of child abuse training certificate (website training found at www.vcu.edu/vissta/training/va_teachers)
9. Proof of student professional educators’ protection liability insurance (policy cover page with name).
10. Must attend a mandatory meeting prior to beginning the internship. You will receive an email from the Director of Student Teaching.
11. Must have a copy of an unofficial transcript documenting good academic standing.
12. Must submit an Approved Degree Plan (ADP) SIGNED BY THE CURRENT ADVISOR indicating that all coursework, except EDIP 502/UIS 343 will be completed the SEMESTER PRIOR to starting the internship.

*****Please note that applications will only be reviewed ONCE per semester and if the application is NOT complete at the time of submission (for example, missing assessment
scores), then the Field Placement Coordinator will communicate that a decision will NOT be made for that semester.

**INSURANCE COVERAGE**

The School of Education requires that students enrolled in any license program acquire educator’s liability insurance prior to registration for the internship. This insurance is a safeguard for you and must be maintained throughout the duration of your program placement. This policy should name the student as insured, and Regent University as additional insured. A certificate of insurance must be provided to the SOE’s Coordinator of Licensure Programs before the semester’s registration takes place.

The required minimum amount of one hundred thousand dollars incidental coverage with a three hundred thousand dollar aggregate is needed for annual liability coverage ($100,000/$300,000). Rates for this coverage vary depending on the insurance company. Generally, premiums range from $20-$50 per year of coverage. Though membership in a professional organization is highly encouraged by the School of Education, it is not required. Total cost for insurance and a professional membership normally will be about $20- $120 per year. Students must show evidence of insurance liability coverage prior to registration of the student teaching experience; without it, he or she will not be permitted to begin the student teaching experience. The student is responsible for renewing this coverage each year in the program and for turning in a copy of the insurance face sheet to the Coordinator of Licensure Programs.

The School of Education recommends the following providers (Aug 05):

1. **Christian Educators Association International (CEAI)**
   P.O. Box 41300, Pasadena, CA 91114
   (888) 798-1124 > Fax (626) 798-2346
   Website: [www.ceai.org](http://www.ceai.org)
   For an annual student fee of $20, members of CEAI will automatically be insured up to $100,000 for legal actions filed against you arising out of your educational duties (in the United States only, no overseas coverage).

2. **Student Virginia Education Association (SVEA)**
   116 South Third Street, Richmond, VA 23219
   800-552-9554 or (804) 648-5801
   Website: [http://www.veaweteach.org/assoc_student.asp](http://www.veaweteach.org/assoc_student.asp)
   Students interested in joining the SVEA should contact the local chapter advisor (ODU) for an officer for a membership form.
   Students receive, as a benefit of student membership, a one million dollar liability policy during internship.

   95 Broadway, Amityville, N.Y. 11701
   800-421-6694 or (516) 691-6400
Website: www.americanprofessional.com
Limit of Coverage: $1,000,000 - $3,000,000 = $35.00 annually
Limit of Coverage: $2,000,000 - $4,000,000 = $41.00 annually

4. American Psychological Association, Membership Department
750 First Street, N.E., Washington, D.C. 20002-4242
800-477-1200
Website: www.apait.org (Select “Products”)
Limit of Coverage: $1,000,000 - $3,000,000 = $35 annually
There is a student membership required for obtaining this insurance policy. You can obtain both memberships for APA and insurance at the same time when applying for insurance.

5. Virginia Professional Educators
P.O. Box 885 Fredericksburg, VA 22404
888.873.9661
Website: www.VirginiaEducators.org
CRIMINAL BACKGROUND CHECK

The School of Education requires that any student enrolled in a program that requires an internship will also acquire a **notarized** State Criminal Background Check before beginning the internship. The State Criminal Background Check must be requested from all the states in which the student has resided for six (6) months or longer starting from age 18 or for the past ten (10) years, whichever is less. The results must be sent from the state agency directly to the SOE’s Coordinator of Licensure Programs for evaluation. Foreign students may use a copy of their visa to satisfy this requirement. (Some countries or territories do not require a visa; these situations will be dealt with on a case-by-case basis).

Students who do not comply with this requirement will not be allowed to enroll in the internship, and lack of the required teaching experience could delay a student’s graduation from his or her degree program.

If there are areas of concern surrounding a background check, a meeting will be arranged with the Director of Internships or with the Program Chair to discuss those concerns. Any needed response plan will be developed on an individual basis. If the student is not satisfied with the response plan, the student may appeal the decision in accordance with the procedure for Academic Appeals, found at [http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf](http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf) (page 23).

Areas of concern shall include but not be limited to: child abuse or neglect, felony convictions, especially those involving harm to others, theft or fraud convictions, drugs, sexual assault, and misdemeanors other than minor moving traffic violations.

To initiate a **state** criminal background check, call the state police department(s) where you live (or used to live) and ask them about the procedure for your area. The student will be responsible for the (minimal) costs involved. For those in the state of Virginia, request that form **SP-167** be completed for the background check.

All criminal background records will be retained by the Office of the Dean. All such records will be destroyed after ten years, unless their retention is required by accreditation agencies or by law.

Note: A criminal background check will be required before the internship.

Virginia State Police, CCRE P.O. Box 85076, Richmond VA 23261-5076 or [www.virginiatrooper.org](http://www.virginiatrooper.org) for more information.
Please call local police department for additional information.
ROLES AND RESPONSIBILITIES

The Cooperating Teacher
Cooperating teachers are asked to communicate with the university supervisor on the progress and performance of the teacher candidate during regular visits by the supervisor and at other times when necessary. Please do not hesitate to contact the university supervisor at any time should you have concerns regarding the teacher candidate's performance during the internship. Many of the activities below apply only to those doing traditional practical training experiences. Whenever possible, those doing an on-the-job internship will participate in as many of the following as allowed in their setting. However, those doing an on-the-job internship are employees of their district and should abide by all rules, regulations, and expectations of that district.

Cooperating teachers are selected by the school district and must be credentialed in specific endorsement to match the grade level assignment.

The following are suggestions designed to assist a cooperating teacher during the internship.

Preparation
1. Orient the teacher candidate to the building, school policies, rules of the school system, and the line of authority he/she is to follow when necessary.
2. Alert your students that a teacher candidate will soon begin to teach. Reassure them that no major changes will take place. Tell the students that the visit is temporary. Remind them that all current rules and regulations remain in place.
3. Notify the parents regarding the teacher candidate's involvement as a teacher in your class.
4. Provide an area with storage space that the teacher candidate can call his/her own.
5. Acquaint the teacher candidate with the curriculum, departments, grade, and building structure.

Communication
1. Provide the teacher candidate with copies of textbooks, guides, policy handbooks, class rolls and anything else you feel will be helpful for his/her internship.
2. Conduct conferences with the teacher candidate in anticipation of possible situations, such as discussions with students regarding academic progress and/or behavioral problems.
3. Indicate opportunities and encourage the teacher candidate to experience the whole school environment e.g., PTA meetings, faculty meetings, student assemblies, and related events.
**Instruction and Management**

1. Assist in the analysis and correction of problems encountered by the teacher candidate. Advise the teacher candidate in pre and post teaching conferences of the skills in planning, analyzing, and evaluating lesson plans and teaching effectiveness.

2. Consult with the teacher candidate and identify strengths and weaknesses of his/her clerical as well as teaching duties and keeping attendance registers, roll books, report cards, lunch money, field trip collections, and record-keeping procedures.

3. Direct the teacher candidate to appropriate techniques of student control and situation management by modeling as well as by discussing specific issues.

4. Help the teacher candidate analyze and evaluate alternate teaching styles and provide the teacher candidate with opportunities to try different teaching approaches.
   a. The teacher candidate will use a variety of techniques learned at Regent University.
   b. Application of these techniques should not be thought of as rigid, but as educational tools that are applied and modified through observing your techniques.
   c. Your evaluation will further guide his/her efforts.

5. As the teacher candidate's teaching experience nears the end, confer with him/her regarding a timetable for reducing their teaching responsibilities.

6. The cooperating teacher should review the teacher candidate's lesson plans and instructional materials.

7. At this time, discuss with him/her any unresolved problems.

8. Relevant topics for discussion could include, but are not limited to, the following:
   a. Lesson plan objectives not completely met or mastered.
   b. Classroom management duties not yet realized or completed.
   c. Student disciplinary issues not resolved.
   d. Projects that are incomplete.
Evaluation-

All evaluation forms can be found here: [http://www.regent.edu/acad/schedu/masters-elementary-education/cooperatingteachers.cfm](http://www.regent.edu/acad/schedu/masters-elementary-education/cooperatingteachers.cfm)

1. Guide the teacher candidate in the selection, development, administration, and interpretation of a variety of evaluation instruments.

2. Oversee the teacher candidate’s written assessments, students’ daily academic progress charts and anecdotal records. These are to aid decision making for instruction.

3. In relation to the evaluation of the total experience (forms are provided) the cooperating teacher should:
   a. Keep a daily dialogue journal to analyze and evaluate the teacher candidate's lesson plans, teaching responsibilities, and follow-up activities.
      i. Offer suggestions for improvement.
      ii. Complete the weekly evaluation form.
   b. As a cooperating teacher, your contributions are vital for making the internship a meaningful experience.
      i. Your daily involvement and constant evaluation are indispensable elements in the process of developing an educator.
      ii. Please provide regular feedback to the teacher candidate.
   c. Formally evaluate the teacher candidate's performance using the Internship Evaluation Midterm/Final form.
      i. Share results of the evaluations with the teacher candidate.
      ii. Kindly submit all evaluations to the university supervisor.
      iii. Make sure to provide feedback regarding student learning during the internships experience.
   d. Complete the Cooperating Teacher Feedback form- click on link to go to survey: [http://www.surveymonkey.com/s.aspx?sm=0i1M0PTAtA94hX7bfHcqGw_3d_3d](http://www.surveymonkey.com/s.aspx?sm=0i1M0PTAtA94hX7bfHcqGw_3d_3d)
   e. Assist the teacher candidate in the development of the summative portfolio with feedback and guidance.
Cooperating Teacher’s Checklist

To assist in planning for the teacher candidate, the following suggestions may be helpful.

A. Before the teacher candidate arrives
   _____ inform the students and parents
   _____ prepare relevant materials the teacher candidate might use
   _____ designate a desk, a nametag or plate, and storage space for the teacher candidate
   _____ outline the rules and consequences, discipline plan, organizational framework and routines
   _____ consider nametags for the students to wear during the first few days or make a seating chart to be presented to the teacher candidate during the initial observation

B. Welcome period
   _____ orient the teacher candidate to the school building, other teachers, staff, and students
   _____ arrange a meeting with the principal and the teacher candidate
   _____ discuss the expectations of the teacher candidate in regards to: confidentiality, attendance, personal property, procurement of supplies, and her/his responsibilities
   _____ arrange for observation of other teachers
   _____ allow the teacher candidate to examine samples of students’ work
   _____ provide opportunities for the teacher candidate to become comfortable being in front of the class
   _____ explain the methods of testing and grading, keeping records, and reporting to parents
   _____ help the teacher candidate become familiar with the location/operation of equipment
   _____ provide the opportunity for the teacher candidate to work with individual students

C. Observation and evaluation assistance
   _____ explain unique characteristics of the students, learning styles, work habits, etc.
   _____ permit the teacher candidate to accept more teaching responsibilities
   _____ provide the teacher candidate with opportunities to observe and assist in conferences

D. Pre-service training
   _____ provide opportunities for the teacher candidate to accept full responsibility for the class so s/he will be comfortable when the cooperating teacher is absent from the classroom
   _____ encourage the teacher candidate to develop lesson plans with less assistance
   _____ continue daily evaluations/feedback, noting strengths and areas for improvement
   _____ invite the principal to observe the teacher candidate
   _____ share with the teacher candidate ways to critique his/her own teaching
   _____ commend the teacher candidate for individual strengths
   _____ allow the teacher candidate freedom to try ideas and techniques; provide reassurance that a failed technique is not necessarily a poor judgment
   _____ demonstrate a technique to assist the teacher candidate to remediate areas for improvement
E. Evaluating the teacher candidate
   ____ develop an accepting and supporting relationship with the teacher candidate, cultivating a positive climate necessary for giving and accepting analysis of performance and growth-related suggestions
   ____ keep the principal and the university supervisor informed of the teacher candidate’s progress
   ____ schedule evaluation feedback conferences with the teacher candidate daily (use form found here: http://www.regent.edu/acad/schedu/pdfs/internship/weekly-evaluation.pdf)
   ____ assist the teacher candidate in developing appropriate objectives when preparing lesson plans
   ____ use the teacher candidate’s lesson plans (both before and after the lessons) to help her/him to teach successfully
   ____ make notes concerning areas of strength and areas for improvement while observing the teacher candidate
   ____ give attention to specifics when making suggestions; assist the teacher candidate to understand why a procedure is effective and one that is less effective and/or inappropriate
   ____ share performance highlights and areas of concerns with the university supervisor on a regular basis

F. Working with the university supervisor
   ____ read all the relevant sections for clinical experience placement
   ____ arrange for an inconspicuous place for the university supervisor to sit when s/he is visiting to observe the teacher candidate
   ____ coordinate an appropriate place for the university supervisor to meet with the teacher candidate immediately after the visit for a post conference
   ____ share any concerns, notes, and questions about the teacher candidate’s performance
   ____ share a summary of the teacher candidate’s performance, including strengths and areas for improvement
   ____ compare notes while simultaneously observing the teacher candidate with the university supervisor
   ____ leave the classroom when the university supervisor visits occasionally
   ____ inform and coordinate with the university supervisor in all matters regarding attendance, tardiness, behaviors, and suggestions

G. Reporting the teacher candidate’s performance
   ____ complete the evaluation of the teacher candidate using the online forms (click here to find forms: http://www.regent.edu/acad/schedu/masters-elementary-education/cooperatingteachers.cfm)
   ____ discuss evaluations with the teacher candidate before submitting

If the cooperating teacher or teacher candidate desires a copy print prior to submitting.
Schedule of Transition for Student Teacher to Take Over

FOUR STAGES OF STUDENT TEACHING
(adapted from http://www.rio.maricopa.edu/ci/visitors_center/education/pdfs/cooperating3.pdf)

Just as a child does not learn to run before walking or play an instrument on the first try, a student teacher does not learn full classroom responsibility instantaneously. This process is gradual, although it will be accomplished in a relatively short period of time.

According to Piland and Anglin (1993)*, student teachers progress through four stages during their teaching experience:

1. Fear/uncertainty (characterized by fear of the unknown and questions about “how to”)
2. Socialization (in which they begin to relate to their cooperating teacher, the staff at the school, and the students)
3. Autonomy (the time during which the student teachers want to take control)
4. Self-affirmation (attained by reaching personal goals and expectations)

In order for the student teachers to have a positive experience (in which they attain autonomy and self-affirmation), it is very important that the cooperating teacher assist the student teacher in the gradual taking over of full responsibility for the classroom, rather than taking full responsibility too quickly. Therefore, this portion of the handbook will describe a gradual four-phase process for accomplishing the incremental progress toward the goal of full classroom responsibility.

Stage One: Orientation and partial responsibility (weeks 1-2)

Student Teacher

- Becomes familiar with colleagues and school facility
- Learns names of pupils and becomes familiar with their unique needs
- Observes instruction using classroom observation and overview
- Begins teaching, following lesson plans prepared by cooperating teacher
- Observes classroom routines and procedures, and describes them in writing
- Participates in classroom routine, e.g., roll-taking, recording grades
- Participates in related activities, e.g., faculty meetings, athletic events
- Tutors individual students and small groups
- Becomes familiar with content to be taught later in the semester
- Begins to develop detailed unit/daily lesson plans
- Constructs teaching activities that motivate learning
- Keeps timecard
- Asks cooperating teacher and college supervisor for specific feedback on lesson plans, classroom management, and instructional performance
FOUR STAGES OF STUDENT TEACHING

Cooperating Teacher

- Maintains responsibility for planning and conducting class but involves student teacher in planning; shares long-range plans
- Involves student teacher in routine procedures, preparation of materials, and interaction with students, especially during the observation phases
- Incorporates state standards in initial lesson planning
- Sets aside a special time each day to review student teacher questions
- Provides specific feedback to student teacher frequently via weekly progress forms, etc.
- Submits all paperwork to university supervisor, e.g. progress reports and evaluations. Make sure to complete all questions on each form

University Supervisor

- Conducts introductory meeting with cooperating teacher and student teacher
- Observes and confers with teacher candidate and mentor
- Reinforces standards for initial lesson planning
- Discusses the first evaluation with teacher candidate and cooperating teacher

*Initial lesson plans should be quite detailed. As you become competent in carrying out plans, there may be less written detail. Generally, as you become more experienced, the amount of detail in lesson plans will decrease.

Stage Two: Partial to Full Responsibility (weeks 3-4)

Teacher Candidate

- Identifies special class characteristics and relates instruction to individual students.
- Manages all routine tasks and classroom procedures
- Gradually assumes full instructional responsibility for the school day, adding one subject, period or preparation every few days as teaching proficiency increases
- Develops all lesson plans with guidance from cooperating teacher
- Continues to develop instructional materials for lessons
- Participates in faculty meetings, parent/teacher conferences, PTA meetings, and staff development workshops offered through the district
Continues to maintain timecard

Asks cooperating teacher and university supervisor for specific feedback on lesson plans, classroom management, and instructional performance

**Cooperating Teacher**

- Plans instruction cooperatively with the teacher candidate
- Models a variety of instructional techniques so that student teacher develops a comfort level for a wide range of teaching activities
- Continuously assesses the teacher candidate’s level of competency in lesson planning, classroom management, and instructional delivery
- Completes and reviews weekly progress forms with teacher candidate

**University Supervisor**

- Conducts observations and confers with the teacher candidate and cooperating teacher
- Confers with teacher candidate and cooperating teacher about evaluations
- Advises and supports cooperating teacher and teacher candidate as required
- Provides university with results of student teaching evaluation results

**Stage Three: Full Responsibility (weeks 4-7)**

**Teacher Candidate**

- Sustains primary responsibility for lesson planning, preparing materials, delivering instruction, and monitoring student progress
- Implements and maintains an effective discipline plan
- Communicates with parents (via newsletters, personal notes, phone calls)
- Assumes primary responsibility for student assessment and recommends student grades to cooperating teacher
- Provides instruction that recognizes individual student needs
- Continues to maintain timecard
- Asks the school principal (or other building administrator, such as grade-level or department chair) to observe a lesson and provide feedback
**Cooperating Teacher**
- Examines, critiques, and approves teacher candidate’s plans for instruction and student assessment
- Assumes primary responsibility for students’ final grades
- Continues to observe and assess the student teacher’s instruction
- Occasionally models instructional strategies
- Completes and reviews weekly progress forms, midterm, and final evaluation forms with teacher candidate

**University Supervisor**
- Conducts observations and confers with cooperating teacher and teacher candidate
- Confers with teacher candidate and cooperating teacher about final evaluation
- Advises and supports the cooperating teacher and teacher candidate

**Stage Four: Giving Back the Classroom (week 8)**

**Teacher Candidate**
- Gradually returns the classroom to the cooperating teacher, teaching less and less over the period of a week
- Continues to prepare lesson plans and to grade students’ assignments
- Observes other teachers referred to by the cooperating teacher
- Continues to participate in classroom and school activities
- Continues to maintain timecard

**Cooperating Teacher**
- Gradually takes back the classroom, one class period or lesson at a time
- Refers the teacher candidate to other classrooms for observation
- Continues to model instructional strategies

**University Supervisor**
- Collects weekly progress reports, midterm and final evaluations, and evaluation from the principal (or assistant principal)
- Advises and supports the cooperating teacher and teacher candidate
The Teacher Candidate

The teacher candidate is expected to meet specific requirements established by the School of Education. The teacher candidate also has certain responsibilities to the cooperating school system, the cooperating teacher, the staff of which he/she is temporarily a part, and the students with whom he/she is involved. Three outcomes will be produced as a by-product of the experience: reflective journals, electronic portfolio, seminar attendance and participation.

Guiding Principles

1. The teacher candidate works primarily under the authority and guidance of the cooperating teacher to whom he/she is assigned, as well as being under the authority of the principal or administrative head of the school and the university supervisor.

2. During the semester in which the internship occurs, the teacher candidate is expected to be on duty in the assigned classroom every day that the school is in session unless excused by a responsible authority.

3. The teacher candidate is a guest of the cooperating school and will be recognized as a representative of Regent University by students, faculty, and the community. Therefore, as a member of the teaching profession, the teacher candidate needs to maintain the same professional standards expected of all teaching employees of the school.

4. The teacher candidate is expected to assist in extracurricular activities when possible but is not to be placed in charge of outside activities unless he/she is under the supervision of the cooperating teacher or another professional educator assigned to the authority position of the activity.

5. The cooperating teacher or administrator should emphasize the importance of professional ethics. The plan is to strengthen the teacher candidate's understanding of ethical obligations and accountability to the students in the classroom and to the participating school district.

6. When analyzing and discussing specific educational situations observed at the site, discretion is vital, and the teacher candidate should use caution to not reveal names of teacher, student, staff, or class observed. Students’ personal and academic files, which are privileged information, should always be treated as such.

7. The teacher candidate should establish personal guidelines that will support the cooperating school's policies and reflect support for the school system.

8. The teacher candidate must be sure the students understand all classroom rules and regulations and should encourage the good in students, praise appropriate behavior, and consistently reinforce the established classroom procedures.
9. The teacher candidate is urged to accept every task as a potential learning experience to fulfill as effectively as possible his/her role as teacher. The teacher candidate should develop his/her own educational philosophy consistent with the principles of Regent University.

10. School of Education policy prohibits the release of the teacher candidate to accept a teaching position prior to successful completion of the internship. Receiving compensation for interning is not appropriate.

11. The teacher candidate should not transport any school student(s) in any vehicle except in an emergency situation and as authorized by the cooperating school administration per the guidelines of the specific district. This prohibition extends to field trips and overnight trips that the teacher candidate should attend only if accompanied by the cooperating teacher or other responsible school representatives.

12. The field placement coordinator, in consultation with the district’s office, cooperating teacher, and university supervisor can change or terminate the teacher candidate's assignment if necessary.

Preparation

1. Complete the Teacher Candidate Personal Data Form and give to cooperating teacher.

2. Provide university supervisor with a schedule, map to school, and classroom location.

3. Observe at least 1 or 2 other teachers during the internship experience representing a variety of settings and teaching styles.

4. Write daily lesson plans for all lessons taught (follow university format).

5. Have copies of all lesson plans in notebook available for the university supervisor.

6. Submit lesson plans to the cooperating teacher at least two days prior to instruction so the cooperating teacher has the opportunity to make any needed corrections or suggestions.

7. In the critique section of each lesson plan, answer the following questions:
   a. Did your students meet the objective(s)?
   b. What part of the lesson would you change? Why?

8. Present assessments to the cooperating teacher for review two days prior to the day given. Follow-up should include administering and scoring any assessments.

9. Prepare selective teaching aids and use supplemental resources.
**Instruction**

1. Complete a 16 week, minimum of 500 hours, experience at two placements.
2. Utilize audiovisual equipment and computer technology.
3. Assume teaching responsibilities without assistance from the cooperating teacher.
4. Work with large and small groups as well as with individuals to become aware of the total range of student motivation levels and general academic abilities.

**Management**

1. Use positive verbal and non-verbal reinforcement for the tasks assigned within the classroom.
   a. Actively participate in team problem solving and planning.
   b. Maintain anecdotal records and monitor daily progress toward academic objectives.
2. Manage the instruction of the classroom including the start and end of each class period, subject lessons, the end of day dismissal, etc.
3. Handle discipline problems according to school and classroom guidelines.
4. Maintain grading standards and apply these standards during the grading period. In conjunction with the cooperating teacher, assume responsibility for recording grades and assisting in reporting student progress.

**Professional Interactions and Responsibilities**

It is important that your university supervisor and the school where the internship is being conducted are notified if you are going to be absent during the internship, e.g. due to illness.
The University Supervisor

The university supervisor is the official representative of the School of Education at Regent University and is assigned by the Dean to work with teacher candidates. University supervisors should meet the following criteria:

1. Must be a former or current licensed public or private school teacher or school administrator.

2. Must submit three letters of recommendation, and at least one recommendation should be from a recent supervisor.

3. Must demonstrate knowledge of current teaching methodologies and strategies as well as curriculum content.

4. Must be acquainted with current public school, state, and higher education practices, programs, standards, and responsibilities.

The School of Education adheres to a team approach in which the supervisor and the cooperating teacher provide continuity in guidance. This continues in the university classroom by relating the experience in the field to discussions with peers and university professors in appropriate seminars.

The university supervisor will evaluate the teacher candidate's performance, in the context of the total experience as it relates to the specific university program. In a similar manner, the cooperating teacher will evaluate the teacher candidate in the act of teaching and the preparation and presentation of material. Together they will act as a team for encouragement and support in evaluating the teacher candidate.

In the case of those doing on-the-job internships, the university supervisor will primarily utilize existing evaluations and communicate with school administration and supervisors in conjunction with goal setting activities with the teacher candidate. The university supervisor will conduct on-site visits as needed. The on-the-job intern will complete all assignments and seminar required for internship completion.

The university supervisor will:

1. Observe the teacher candidate by:
   a. Making periodic visits (some announced and some unannounced)
   b. Observing the teacher candidate in a variety of teaching situations
   c. Conferring with the teacher candidate and cooperating teacher
   d. Reviewing lesson plans maintained by the teacher candidate relating to the field experience
2. Evaluate the teacher candidate by:
   a. Having the teacher candidate self-evaluate during post-conference with the university supervisor
   b. Providing written evaluation with suggestions for improvement
   c. Reviewing the teacher candidate’s weekly journal entries and internship portfolio
   d. Recommending the final grade for the internship

3. Act as a resource by:
   a. Providing information on teaching resources and teaching procedures
   b. Contacting other university personnel to assist in any situation occurring at the site if needed
   c. Being available to advise, counsel and assist the teacher candidate throughout the internship
COMMON CONCERNS AND FREQUENTLY ASKED QUESTIONS

This section addresses the most common concerns confronting teacher candidates and answers some of the most frequently asked questions regarding practical training in schools.

Communication

Open communication is very important for the success of our partnerships. Your course professor, university supervisor, and your advisor may be contacted at the university via phone or email. These numbers and email addresses will be provided for you.

Schedule

All teacher candidates involved in the internship will follow Regent University’s calendar for starting and ending dates of each placement. Once started, however, the teacher candidate shall follow the calendar of the individual school to which he/she is assigned. This includes all holidays, spring/fall breaks, half-days, weather-related or any other called cancellation. Any loss of time would need to be accounted for and the teacher candidate’s schedule adjusted accordingly. This does not apply to those doing on-the-job experiences.

Personal Appearance

Professional dress is required during the practical training experiences. Jeans and casual attire are not acceptable except when appropriate for special activities (school spirit days, field trips, etc.). Dress for both men and women should be tasteful and modest.

Attendance

The teacher candidate should call both Regent University and the assigned school if he/she is going to miss a day for illness, a doctor’s appointment, etc. Missed days must be made up to ensure the correct clock hours necessary for state certification. This does not apply to those doing on-the-job experiences.

Professionalism

The teacher candidate should remember that he/she is a guest of both the school and school system. The teacher candidate is also the guest of the cooperating teacher whose classroom practices and procedures must continue smoothly throughout the teacher candidate’s placement. Professionalism is emphasized for all (including those doing on-the-job internship).
**COMMON CONCERNS AND FREQUENTLY ASKED QUESTIONS**

**Evaluation**

The teacher candidate is in a mentoring situation to learn, to experiment, to question, and to grow. The teacher preparation program experience should be viewed as an opportunity to serve the cooperating teacher and school community. It is imperative that the teacher candidate remains open to the suggestions, critiques, and evaluations of the cooperating teacher, course professors, and university supervisor. Remember, evaluation of teaching practices does not end at the conclusion of the experience; a veteran teacher of twenty years is still being evaluated.

**Outside Commitments**

Although in some cases it may be necessary for the teacher candidate to work part-time, teacher candidates are warned against trying to undertake too many commitments. The internship should be the top priority as it is the culmination of the teacher candidate’s program. (This does not apply to those doing on-the-job internships).

**Substitute Teaching during the Internship**

Regent University teacher candidates may NOT be used as substitutes. If the cooperating teacher is absent, the school division has the legal responsibility to hire a substitute for the purposes of liability. (This does not apply to those doing on-the-job internships).
SUMMATIVE E-PORTFOLIO INTRODUCTION AND GUIDELINES

The summative e-portfolio is a tool to appropriately showcase the work and growth of the teacher candidate during the final phases of the teacher preparation program. It is NOT simply a gathering of all the lesson plans, and assignments completed during a designated time period that has been placed in a notebook/scrapbook. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) defined a portfolio as being an organized goal-driven exhibit providing evidence of understanding and performance.

The e-portfolio you will develop as a candidate in Regent University School of Education’s teacher preparation program is an evolving structure that will help document growth over time. It promotes self-analysis and critical reflection in ways that help you understand the complexities of the teaching/learning process. Serving as a thread that weaves all parts of the teacher preparation program together, the portfolio helps you integrate knowledge and basic skills from across diverse courses and experiences during your years of study. The portfolio process allows you, as well as your instructors, to visualize the entire conceptual framework of teacher as Professional Educator with all the diverse theoretical and practical activities that shape learning.

From this summative e-portfolio, candidates may elect to create a tailored professional teaching portfolio. The professional teaching portfolio offers candidates a means of presenting their professional and personal accomplishments coherently to potential employers and administrators. It shows school officials why your candidacy is worthy of special notice, and gives them the opportunity to view materials beyond those in the resume submitted to a school division as part of an application for employment. Your portfolio design can showcase your strengths and abilities in a way that is both professional and unique.

Collection

The first step in e-portfolio preparation is collection. You may want to become a “pack rat”, collecting everything related to your work as a teacher. Other activities to collect include:

- Lesson plans
- Unit plans
- Journal reflections
- Curriculum materials
- Samples of peer, student, teacher, and supervisor feedback
- Field experience evaluation forms
- Samples of student work stemming from lessons you have taught
- Video and audio tapes
SUMMATIVE (PROGRAM) E-PORTFOLIO INTRODUCTION & GUIDELINES

- Curriculum maps
- Photographs
- Papers and/or reviews of professional readings
- Administrator feedback
- We letters of commendation and appreciation
- Activities in professional organizations
- Attendance of presentation conferences
- Certificates, addresses, or links to sites you have developed
- Newspaper articles
- Newsletter items
- Honors and awards
- Inspirational or general learning experiences
- Evidence of being a life-long learner
- Written reflections on the meaning of teaching

Final Note

Please note that since your e-portfolio is an evolving document, it is beneficial to select items that give evidence of growth and change in your philosophy and understanding of the interrelationships of the coursework and classroom experiences as you have progressed through the program. Since e-portfolio assessment for teachers as professionals is being endorsed at state and national levels in the United States, you will want to continue to develop your e-portfolio as you move through your teaching career.

While the process of developing an e-portfolio may seem like a daunting task at first, the key to making this task manageable is to follow the guidelines provided for developing the e-portfolio. These guidelines will define expectations for each section of your e-portfolio. They have been provided to help you as you begin your e-portfolio preparation and are required components of your e-portfolio; however, you are encouraged to extend beyond these requirements so that your e-portfolio becomes a document that reflects your creativity and individuality.
PREPARING THE E-PORTFOLIO: ASSIGNMENT GUIDELINES

Submit 2 Artifacts and an Artifact Reflection Paper for Each Program Competency

For nine out of the sixteen-week internship period, you will select one of the program competencies listed on p. 31 and submit two artifacts and an artifact reflection paper to your university supervisor. The artifact is to be a student work sample or a piece of evidence (see suggested list on pp. 27-28) that demonstrates how you have impacted student learning (relevant to each competency).

The artifact reflection paper should include a rationale and reflection in regard to each artifact and should also address the question of how faith has impacted each of the competencies (for example, how has faith impacted how you differentiate instruction, for competency A, and how faith has impacted your planning and preparation, for competency B).

Questions to address for the artifact rationale and reflection include:

- What is the artifact? (Describe or summarize the artifact)
- What are the key elements that made you select this artifact? (Provide an analysis of the essential elements of the artifact)
- What is your argument for the artifact based on professional knowledge? (Draw on professional literature and personal practical knowledge)
- What is (or are) the connection(s) to the outcomes of the program?
- What does the artifact indicate about your understanding and demonstration of the program outcome?
- What does the artifact say about the Pk-6 student’s understanding of the standard or content?
- Did your faith impact your performance or the performance of the student’s learning?
E-PORTFOLIO REQUIREMENTS, GUIDELINES, AND GRAPHIC PRESENTATION

Section I: E-Portfolio Organization and Introduction
Samples and additional resources can be found on the Internship Blackboard site.

Reminders

- **Required Electronic Format** (Blackboard or Other Outside System)
- Use the following sections to separate your portfolio:
  - INTRODUCTION
  - PROFESSIONAL PREPARATION
  - TEACHING COMPETENCY/APPENDIX
- All items in the e-portfolio should be clearly labeled
- Make sure to give e-portfolio review access to university supervisor and instructors
- Include a Title Page with the following information:
  - YOUR NAME
  - PROGRAM NAME
  - DEGREE TO WHICH YOU ARE WORKING TOWARDS

| A | Title Page | Should include your name, address, telephone number, email address, program name, and degree to which you are working towards. If your e-portfolio is available on the web, list its address |
| B | Table of Contents | Develop a list of the contents of your e-portfolio that is divided into the four major sections |
| C | Introductory Statement | Referencing the conceptual framework/program outcomes AND your own experiences in the program, write a one-two page discussion of your growth as a professional in terms of the conceptual framework and program outcomes (see appendices for Program Outcomes). A copy of the Department Conceptual Framework can be found in all course syllabi.  
In addition, submit a one page statement that provides an overview of your portfolio. In this overview, summarize YOUR GROWTH (including faith impact on professional skills) in sections II and III of your e-portfolio in reflection of the program and internship experiences |
Section II: Professional Preparation

Ensure that all copies included are professional in appearance; photocopies are acceptable.

A  Statement of Personal Teaching Philosophy (includes integration of faith)
B  Resume
C  Summary Observation Reports and Progress Reports (Teacher preparation program Only)
D  Licensure Assessment Score Copies* (PRAXIS I, II, VRA,VCLA)

Section III: Program Competencies

This is the section for your artifact reflection papers and should include a link to your 2 artifacts (for each competency).

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Student-centered and/or differentiated instruction providing for special needs students and individual learner needs (* address how your faith impacts decisions making and practice)</td>
</tr>
<tr>
<td>B</td>
<td>Planning, Preparation, Instruction and Assessment of learners - Teacher candidate must include an articulation of implementation of one pre-post assessment aligned with standards - Teacher candidate must include quantitative results of the pre and post assessments</td>
</tr>
<tr>
<td>C</td>
<td>Developmentally appropriate instruction</td>
</tr>
<tr>
<td>D</td>
<td>Effective communication and collaboration with students, parents, and community members to support student learning</td>
</tr>
<tr>
<td>E</td>
<td>Content Knowledge (standard based instruction)</td>
</tr>
<tr>
<td>F</td>
<td>Reflective Planning and Instruction (*section must address (1) how your faith impacts decision making and practice (2) impact of pre and post assessments on instruction and detailed analysis of quantitative results).</td>
</tr>
<tr>
<td>G</td>
<td>Interdisciplinary curriculum</td>
</tr>
<tr>
<td>H</td>
<td>Integration of technology and media resources for instruction, classroom organization, and student learning</td>
</tr>
<tr>
<td>I</td>
<td>Classroom and behavior management strategies that support a positive learning environment (* address how your faith impacts decision making and practice)</td>
</tr>
</tbody>
</table>

Ensure that all artifacts are clearly labeled to correspond to the appropriate reference in Section III (A-I).
PHONE NUMBERS AND EMAIL ADDRESSES

Following is an alphabetical list of phone numbers and email addresses that may be helpful.

<table>
<thead>
<tr>
<th>Contact</th>
<th>Title</th>
<th>Phone</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gail Derrick</td>
<td>Interim Dean, School of Education</td>
<td>757-352-4261</td>
<td><a href="mailto:gailder@regent.edu">gailder@regent.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>757-352-4090</td>
<td></td>
</tr>
<tr>
<td>Trish Lyons</td>
<td>Coordinator, Field Placements</td>
<td>888-713-1595</td>
<td><a href="mailto:tlyons@regent.edu">tlyons@regent.edu</a></td>
</tr>
<tr>
<td>Ms. Jackie Bruso</td>
<td>Coordinator, Distance Education</td>
<td>757-352-4259</td>
<td><a href="mailto:jacqbru@regent.edu">jacqbru@regent.edu</a></td>
</tr>
<tr>
<td>Mr. Lamont Sellers</td>
<td>Program Advisor (IDS)</td>
<td>757-352-4676</td>
<td><a href="mailto:lsellers@regent.edu">lsellers@regent.edu</a></td>
</tr>
<tr>
<td>Dr. Christy Schuette</td>
<td>Teacher Preparation Program</td>
<td>757-352-4477</td>
<td><a href="mailto:cschuette@regent.edu">cschuette@regent.edu</a></td>
</tr>
<tr>
<td>Dr. Jenny Sue</td>
<td>Department Chair, IDS</td>
<td>757-352-4123</td>
<td><a href="mailto:jennfla@regent.edu">jennfla@regent.edu</a></td>
</tr>
<tr>
<td>Regent Emergency</td>
<td>Update Hot Line</td>
<td>757-352-4777</td>
<td></td>
</tr>
<tr>
<td>School of Education</td>
<td>Admissions/Advising Office</td>
<td>888-713-1595</td>
<td></td>
</tr>
</tbody>
</table>
APPENDICES

Intern Forms
Appendix A: Teacher Candidate Personal Data Form
Appendix B: Internship Application
Appendix C: Teacher Candidate's Self-Evaluation
Appendix D: Cooperating Teacher Evaluation (Teacher Candidate’s Perspective)
Appendix E: University Supervisor Evaluation (Teacher Candidate’s Perspective)
Appendix F: Internship: Time Log
Appendix G: Lesson Plan Template

Cooperating Teacher Forms
Appendix H: Cooperating Teacher Checklist
Appendix I: Weekly Evaluation of Intern by Cooperating Teachers

**The following forms can be found at www.regent.edu/cooperatingteachers

Cooperating Teacher Forms –click on links below to go to form (ctr + click follow)

- [Cooperating Teacher Stipend Form](#)
  This form should be completed by the individual who is designated as the cooperating teacher.
- [Cooperating Teacher Resource](#)
  The form serves as a guide for insuring that the cooperating teacher has completed the activities necessary to assure a smooth beginning for a student teacher.
- [Cooperating Teacher Mid-term Evaluation-Site 1](#)
  This form is designed to allow the cooperating teacher to evaluate the teacher candidate in several areas at the mid-term point. The form is in an online survey format, which will be electronically transmitted to us.
- [Cooperating Teacher Mid-term Evaluation-Site 2](#)
  This form is designed to allow the cooperating teacher to evaluate the teacher candidate in several areas at the mid-term point. The form is in an online survey format, which will be electronically transmitted to us.
- [Cooperating Teacher Final Evaluation-Site 1](#)
  This form is designed to allow the cooperating teacher to evaluate the teacher candidate in several areas at the conclusion of the term. The form is in an online survey format, which will be electronically transmitted to us.
- [Cooperating Teacher Final Evaluation-Site 2](#)
  This form is designed to allow the cooperating teacher to evaluate the teacher candidate in several areas at the conclusion of the term. The form is in an online survey format, which will be electronically transmitted to us.
candidate in several areas at the conclusion of the term. The form is in an online survey format, which will be electronically transmitted to us.

- **Cooperating Teacher Feedback**
  This form is designed to allow the cooperating teacher to give us feedback that will help assess and improve the teacher preparation program at Regent University. Your input is of great value and we plan to take your recommendations into thoughtful consideration as we seek ways to improve our program. The form is in an online survey format, which will be electronically transmitted to us.

- **Weekly Evaluation of Student Teacher by Cooperating Teacher**
  This form is designed to help the cooperating teacher give the teacher candidate frequent specific feedback. After checking the applicable items in each area, continue with the successive sections and provide specific information regarding strengths and areas for improvement.

**School Administrator Forms**

- **Evaluation of Teacher Candidate by School Administrator-Site 1**
  This form should be completed by the individual who is designated as the school administrator.

- **Evaluation of Teacher Candidate by School Administrator-Site 2**
  This form should be completed by the individual who is designated as the school administrator.

**University Supervisors Forms**

- **Mid-term Evaluation by University Supervisor-Site 1**
  This form is designed to allow the university supervisor to evaluate the teacher candidate in several areas at the mid-term point. The form is in an online survey format, which will be electronically transmitted to us.

- **Mid-term Evaluation by University Supervisor-Site 2**
  This form is designed to allow the university supervisor to evaluate the teacher candidate in several areas at the mid-term point. The form is in an online survey format, which will be electronically transmitted to us.

- **Final Evaluation by University Supervisor-Site 1**
  This form is designed to allow the university supervisor to evaluate the teacher candidate in several areas at the conclusion of the term. The form is in an online survey format, which will be electronically transmitted to us.

- **Final Evaluation by University Supervisor-Site 2**
  This form is designed to allow the university supervisor to evaluate the teacher candidate in several areas at the conclusion of the term. The form is in an online survey format, which will be electronically transmitted to us.

- **University Supervisor Portfolio Evaluation Rubric**
  This rubric is provided to assist the University Supervisor in determining the level of readiness to teach as reflected not only in the guidelines for
development of the portfolio, but also, as described with the State Standards for Beginning Licensure.

- **Directors of Internship Portfolio Evaluation Rubric**
  Same as above.
- **Report of Observation and Conference by University Supervisor**
  This form is designed to allow the cooperating teacher to evaluate the teacher candidate in several areas. The form is in an online survey format, which will be electronically transmitted to us.
Name ___________________________________________ Date __________

Address ______________________________________

Home Phone No. ____________________ Emergency Phone No.______________

Email address ___________________________ (Cell) ____________________________

Regent University Program of Study __________________________________________

************************************************************************

Undergraduate College Major ______________________ Minor __________________

College/University _________________________________________________________

Degree Received ______________ Date Conferred _____________________________

************************************************************************

Awards, Achievement, Extra-curricular Activities That Have Contributed to Your
Preparation for Teaching:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Relevant Work Experience During the Last Five Years:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Brief Summary of Professional Goals:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

List Any Special Hobbies, Talents, Interests:

_____________________________________________________________________

_____________________________________________________________________
Deadline for Application: January 6 for fall term August 1 for Spring term

Personal and Professional Information (Please PRINT clearly) Use BLACK INK
Name ____________________________ SSN ____________________________
Address ____________________________ City/State/Zip ____________________________
Phone (home) __________________ work) __________________ (cell) __________________ Regent E-mail __________________

Student Teaching Information
Preferred School District & School Name (1st 8 week placement) ____________________________
Preferred School District & School Name (2nd 8 week placement) ____________________________
Period of semester: Semester __________________ Year __________________
Grade-Level Preference (rank 1-3): PreK-3 Elementary _____ 4-5 Elementary _____ 6 Middle _____

Program completion date ____________________________

A Placement WILL NOT be processed until the following items are on file in the Coordinator of Licensure Programs office:
Have you obtained Liability Insurance? __________________ Please provide copy of policy.
Have you completed a background check? __________________ Please provide notarized verification.
Have you obtained a TB test? __________________ Please provide verification.
Passing Scores on Praxis I _______________________ Praxis II _______________________
Passing VCLA scores ___________________________ Passing VRA scores ___________________
Teacher Candidate’s Signature ____________________________ Date __________________

For Administrative Use ONLY:
School Division ____________________________ School Name ____________________________ Grades _____
Cooperating teacher Name(s) ____________________________ Dates of Internship __________________
Verification of all required documentation _____________

Deadline for Application: January 6 for Fall, August 1 for Spring
Complete the evaluation of your field experience. Specifically, one form must be completed after each placement location. The intent of this evaluation is to serve both as a self-examination of your growth and also as a means of helping faculty members improve the teacher preparation program at Regent University. Return your completed evaluation form to your university supervisor.

<table>
<thead>
<tr>
<th>During this field experience, my performance in each of the following areas was …</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance and Dress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort and Initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperativeness and Flexibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to Student Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to a Positive Learning Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport with Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport with Parents and Other Community Members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport with Faculty and Other School Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Demeanor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection upon Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential for Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on your experiences and coursework to date, please provide a written evaluation of your strengths, weaknesses and development in becoming an effective teacher. (Attach a separate sheet, if necessary).
Cooperating Teacher’s Name ___________________________ Semester/Year ____________

Teacher Candidate’s Name __________________________________________________________

Please indicate to what degree your cooperating teacher performed the listed activities by circling the appropriate number using the following scale:

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquainted you with the school, staff, students, teachers, parents and community</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Oriented you to classroom rules, organization, and management</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Supported you by providing a strong professional relationship with you the teacher candidate</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Provided a positive learning environment</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Provided a desk or work place, necessary instructional materials resources, supplies and equipment</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Guided you with initial lesson plans and material development</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Modeled how to maintain grades, lesson plans, and assess students</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Acquainted you with routine tasks</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Provided opportunities for observation/participation in related school events</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Analyzed and critiqued teaching technique regularly</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Provided continuous support, conferences, and feedback (written and verbal)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Identified specific areas of strength and weakness</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________


SCHOOL OF EDUCATION
UNIVERSITY SUPERVISOR EVALUATION
(Teacher Candidate’s Perspective)

University Supervisor’s Name ___________________________ Semester/Year ___________

Teacher Candidate’s Name ________________________________

Please indicate to what degree your university supervisor performed the listed activities by circling the appropriate number using the following scale:

<table>
<thead>
<tr>
<th>Activity</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised you of the requirements at the beginning of the semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was accessible by phone and/or email</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Agreed to visit you when assistance was needed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Derived a workable solution if difficulties occurred</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Provided relevant information through seminars, workshops, counseling, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewed weekly journal and provided feedback when needed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Discussed development and implementation of lesson plans</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Reviewed your portfolio and provided feedback on a regular basis</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

II. SUPERVISION/ASSESSMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinated visit dates/times with cooperating teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spent ample time (50-60 minutes) for observation/assessment</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Analyzed and critiqued teaching technique soon after observation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Helped you to identify specific areas of strength and weakness</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Previewed and discussed the purposes of each evaluation form</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Reviewed with you the results of each evaluation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Conducted all conferences in a positive and constructive manner</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Conducted a three way conference with teacher candidate intern and cooperating teacher</td>
<td></td>
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</tr>
</tbody>
</table>

Number of visits per placement: _______________________________________

Comments: ____________________________________________________________
Teacher Candidate ____________________________ (First and Last Name) (Semester/Year)

#1 Cooperating Teacher ____________________________ (First and Last Name)
(School Name)

#2 Cooperating Teacher ____________________________ (First and Last Name)
(School Name)

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Direct Teaching Contact (300 min)</th>
<th>Non-Student Contact</th>
<th>Total</th>
<th>Cooperating teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Week of</td>
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<tr>
<td>Week of</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Teacher Candidate ____________________________ (First and Last Name) (Semester/Year)

#1 Cooperating Teacher ____________________________ (First and Last Name)
(School Name)

#2 Cooperating Teacher ____________________________ (First and Last Name)
(School Name)

#1 Cooperating Teacher ____________________________ (Signature) (Date)

#2 Cooperating Teacher ____________________________ (Signature) (Date)

Teacher Candidate ____________________________ (Signature) (Date)
LESSON PLAN TEMPLATE

Subject: ___________________________ Date ___________________________

Teacher: __________________________ Grade: __________ Attendance: __________

Topic: ________________________________

Objective(s): _________________________

SOLs: __________________________________

Essential Questions: __________________________

Materials/Technology: __________________________

Per Student: __________________________ Group: __________________________

Differentiation: __________________________

Strategy: __________________________

Procedure: (Complete, Correct, Discuss)

Engage: __________________________

Explore: (Motivator, Connector, Relevancy) __________________________

Explain/Direct Instruction: __________________________

Extend: __________________________

Evaluate: __________________________

Closure: __________________________

Homework: __________________________

Assessment (Informal): __________________________

Assessment (Formal): __________________________

Teacher Reflection:

Sampling, signaling, responses, probing, discussion, visual representation, analogy prompt, index card summaries and questions, 3-2-1, ABC summary, inside-outside circles, thinking cubes, etc. [See Teaching In the Block (Prentice Hall) and Understanding by Design (Wiggins/ McTighe)] It is on-going throughout a lesson, too.
WEEKLY EVALUATION OF TEACHER CANDIDATE BY COOPERATING TEACHER

Teacher Candidate's Name: __________________________ Date: ______________

Cooperating Teacher: __________________________ School: ______________

This form has been designed to help cooperating teacher give the teacher candidate frequent specific feedback. After checking the applicable items in each area, continue with the successive sections and provide specific information regarding strengths and areas for improvement. *As you rate our students, please consider how they rank compared to other teacher candidates that you have had in your classroom.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently absent</td>
<td>Frequently late</td>
<td>Makes frequent</td>
</tr>
<tr>
<td>Rarely absent</td>
<td>Generally punctual</td>
<td>usage/grammatical errors</td>
</tr>
<tr>
<td>Exemplary attendance</td>
<td>Always on time</td>
<td>Inarticulate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articulate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressive, animated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written works</td>
<td>Thoughtless:</td>
<td>Sometimes fails to complete</td>
</tr>
<tr>
<td>demonstrate</td>
<td>Insensitive to</td>
<td>assigned tasks and duties</td>
</tr>
<tr>
<td>frequent</td>
<td>others' feelings</td>
<td>Sometimes needs to be</td>
</tr>
<tr>
<td>misspelling</td>
<td>and opinions</td>
<td>reminded to attend</td>
</tr>
<tr>
<td>and/or</td>
<td>Limited sensitivity and diplomacy</td>
<td>assigned tasks or duties</td>
</tr>
<tr>
<td>grammatical errors</td>
<td>Perceives what to do or say in</td>
<td>Responsible: Attends to</td>
</tr>
<tr>
<td></td>
<td>order to maintain good relations</td>
<td>assigned tasks or duties</td>
</tr>
<tr>
<td></td>
<td>with others and responds</td>
<td>Self-starter: Perceives needs</td>
</tr>
<tr>
<td></td>
<td>accordingly</td>
<td>and attends to them</td>
</tr>
<tr>
<td></td>
<td>Highly sensitive to others' feelings and opinions: Diplomatic</td>
<td>immediately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive: Depends on others for</td>
<td>Prefers to work in isolation</td>
<td>No evidence of implementing</td>
</tr>
<tr>
<td>direction, ideas and guidance</td>
<td>Reluctant to share ideas and materials</td>
<td>pedagogical theories</td>
</tr>
<tr>
<td>Has good ideas, works</td>
<td>Prefers being part of a team</td>
<td>Sometimes relates theory to</td>
</tr>
<tr>
<td>effectively with limited</td>
<td>Willingly shares ideas and materials</td>
<td>practice</td>
</tr>
<tr>
<td>supervision</td>
<td></td>
<td>Frequently bases practical work</td>
</tr>
<tr>
<td>Creative and resourceful:</td>
<td></td>
<td>on sound pedagogical theory</td>
</tr>
<tr>
<td>Independently implements plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Response to Feedback</th>
<th>11. Interaction with Students</th>
<th>12. Interaction with Faculty/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unreceptive to feedback</td>
<td>Sometimes antagonistic towards student</td>
<td>Is sometimes antagonistic</td>
</tr>
<tr>
<td>Receptive - BUT doesn't</td>
<td>Shy: Hesitant to work with students</td>
<td>Shy: Hesitant to work with school personnel</td>
</tr>
<tr>
<td>implement suggestions</td>
<td>Relates easily and positively with students</td>
<td>Relates easily and positively</td>
</tr>
<tr>
<td>Receptive - AND adjusts</td>
<td>Outgoing: Actively seeks opportunities to work with</td>
<td>Outgoing: Actively seeks</td>
</tr>
<tr>
<td>performance accordingly</td>
<td>opportunities to work with students</td>
<td>opportunities to work with school personnel</td>
</tr>
<tr>
<td>Solicits suggestions and feedback from others</td>
<td>Accepts responsibility for student learning</td>
<td></td>
</tr>
</tbody>
</table>
Summarize the proficiency level for each area listed. Identify at least two areas of instructional strength your teacher candidate demonstrated this week (Indicate with a "+"). Then identify at least two areas that the teacher candidate needs to focus on for the following week (Indicate with a "√"). After checking items in each area, please turn the page and provide more specific information.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Plan has objectives for current lesson</td>
<td>____ Provides behavioral expectations at beginning of lesson</td>
</tr>
<tr>
<td>____ Plan has objectives related to appropriate SOL (if applicable)</td>
<td>____ Reinforces appropriate student behavior</td>
</tr>
<tr>
<td>____ Plan is suitable for diverse learners</td>
<td>____ Demonstrates enthusiasm for teaching</td>
</tr>
<tr>
<td>____ Plan has procedures for regularly assessing student progress and making adjustments</td>
<td>____ Provides feedback to students about behavior</td>
</tr>
<tr>
<td>____ Plans are given to cooperating teacher in advance</td>
<td>____ Maintains positive classroom behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Classroom Instructional Practice and Content Knowledge</th>
<th>4. Impact on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Starts lesson from a point of engagement</td>
<td>____ Student learning is evidenced by frequent work samples</td>
</tr>
<tr>
<td>____ Provides objectives and establishes student's prior knowledge</td>
<td>____ Student learning is evidenced by active engagement in class</td>
</tr>
<tr>
<td>____ Provides opportunities for students to be actively engaged</td>
<td>____ Student learning is evidenced by positive social interactions with peers and school personnel</td>
</tr>
<tr>
<td>____ Provides opportunities for students to be actively engaged</td>
<td>____ Student learning is evidenced by high rate of correct responses and successful performance on quizzes and tests</td>
</tr>
<tr>
<td>____ Collects, reviews, and grades homework, and links to classroom instruction</td>
<td>* Make sure to complete this section each week if appropriate.</td>
</tr>
<tr>
<td>____ Begins lesson on schedule</td>
<td></td>
</tr>
<tr>
<td>____ Uses student responses and questions in teaching</td>
<td></td>
</tr>
<tr>
<td>____ Uses appropriate wait time for students after asking questions</td>
<td></td>
</tr>
<tr>
<td>____ Uses effective closure or summarization techniques</td>
<td></td>
</tr>
<tr>
<td>____ Uses instructional time effectively</td>
<td></td>
</tr>
<tr>
<td>____ Content information is accurate and current</td>
<td></td>
</tr>
<tr>
<td>____ Students are asked higher order questions</td>
<td></td>
</tr>
<tr>
<td>____ Effectively incorporates technology into instruction</td>
<td></td>
</tr>
</tbody>
</table>
If there are elements of professional development or instructional development competencies that need more attention, please provide specific examples of how the teacher candidate may strengthen these areas.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In the space below, please describe how the Regent University teacher candidate ranks compared to other interns that you had observed. You may use the criteria assessed in the final evaluation to highlight strength or weakness.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

Cooperating Teacher Signature ______________________ Date __________

In the space below, the teacher candidate will briefly outline plans to strengthen or improve areas noted above by the cooperating teacher.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

Teacher Candidate Signature ______________________ Date __________
University Supervisor Evaluation of Teacher Candidate

Teacher Candidate ___________________________ (First and Last Name) ___________ (Date of Visit) ___________ (Time of Visit)

Cooperating Teacher ___________________________ (First and Last Name) ___________ (School) ___________ (Grade)

Next Visit ___________ (Date) ___________ Next Visit ___________ (Time)

Lesson Plan Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Weekly Journal Review

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Observations

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Went Well:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do Differently:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Strengths:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Refinement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Focus for next observation: _____

Teacher Candidate ___________________________ (Signature) ___________ (Date)

University Supervisor ___________________________ (Date)
**SCHOOL OF EDUCATION**

**E-PORTFOLIO EVALUATION RUBRIC**

**Purpose:** The electronic portfolio provides an organized system for each teacher candidate to: (1) To document the completion of program outcomes; (2) To document working with students in a variety of settings and content.

**Teacher Candidate ________________________________ ________________________**

<table>
<thead>
<tr>
<th>Criteria/Point Value (3 – 0 Points)</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Satisfactory (1)</th>
<th>Marginal (0)</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Statement</td>
<td>References the conceptual framework; discusses growth; well-written</td>
<td>No reference to the conceptual framework and/or personal growth (just discusses one or the other); just a basic introduction</td>
<td>Poorly written; no discussion of either conceptual framework or growth</td>
<td>Unsatisfactory Submission on all criteria</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>Includes personal statement of philosophy of education; reflects EVOLUTION OF BELIEFS (the paper should not be the one that they submitted for a course requirement); includes statement of goals &amp; integration of faith; well-written</td>
<td>Missing one of the above elements.</td>
<td>Includes the philosophy paper from early in the program with no changes; missing 2 or more elements given above</td>
<td>Unsatisfactory Submission on all criteria</td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>Acceptable format; well-written, includes all relevant professional experience; of a quality that would be appropriate for job interviews</td>
<td>Not well organized; too much extraneous, irrelevant information</td>
<td>Does not highlight relevant experience; poor quality</td>
<td>Unsatisfactory Submission on all criteria</td>
<td></td>
</tr>
<tr>
<td>Professionalism and Professional Development</td>
<td>Submits a SAMPLING of observation reports from cooperating teacher, principals and university supervisor (Teacher Preparedness Program Experience Only); includes test scores</td>
<td>Includes all of the evaluations or too few</td>
<td>Missing key pieces, such as test scores, or principal’s evaluation</td>
<td>Unsatisfactory Submission on all criteria</td>
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<tr>
<td>Class</td>
<td>Description</td>
<td>Unsatisfactory Submission on all criteria</td>
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<tr>
<td><strong>Classroom Environment</strong> (Student-centered and/or differentiated instruction)</td>
<td>Demonstrates support for learners of many styles and needs; careful thought in lesson planning; evidence of differentiation; good selection of artifacts</td>
<td>Missing one of the above components; artifacts are questionable</td>
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<tr>
<td><strong>Planning, Preparation, Instruction and Assessment Strategies</strong></td>
<td>Evidence of all 4 components (planning, preparation, instruction, and assessment); evidence provided for adaptations and accommodation for different learner needs; reflects intern’s philosophy, good selection of artifacts. Pre-Post assessment implemented in alignment with SOL.</td>
<td>Evidence is not complete; does not reflect intern’s philosophy; artifacts are questionable. Pre-Post assessment completed but not aligned with SOL.</td>
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<tr>
<td><strong>Developmentally Appropriate Instruction</strong></td>
<td>Demonstrates evidence of hands-on teaching techniques and multiculturalism; good selection of artifacts; developmentally appropriate content</td>
<td>Evidence is not complete; does not include multiculturalism; artifacts are questionable</td>
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<tr>
<td><strong>Family and Community Involvement (Effective communication and collaboration)</strong></td>
<td>Evidence of communication/collaboration with parents and families and/or other professionals in the school and community; good selection of artifacts</td>
<td>Evidence does not show an understanding of DAP; poor choice of artifacts; missing artifact(s)</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td>Provides strong content knowledge (math, Science, English/grammar, history, etc) and standards based instruction in use of materials and lesson delivery; good selection of artifacts</td>
<td>Evidence is not balanced (does not show content knowledge across subject areas); artifacts are questionable</td>
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</tr>
</tbody>
</table>

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### Reflective Statements (Reflective Planning and Instruction)

<table>
<thead>
<tr>
<th>Evidence of continuous reflective planning and instruction; provides evidence of intern’s awareness of strengths and weaknesses during the teaching internship; good selection of artifacts; <strong>addresses impact of faith on development; analysis of pre-post assessment</strong></th>
<th>Evidence does not demonstrate reflection; no discussion of strengths and/or weaknesses; artifacts are questionable</th>
<th>Elements given above are missing; poor choice of artifacts; missing artifact(s)</th>
<th>Unsatisfactory Submission on all criteria</th>
</tr>
</thead>
</table>


### Rubric for Evaluating Student Teacher

<table>
<thead>
<tr>
<th>I. INSTRUCTIONAL PLANNING AND DELIVERY</th>
<th>5 outstanding (present in every lesson)</th>
<th>4 Above Average (present in almost all)</th>
<th>3 Satisfactory (present in some)</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses formal and informal assessment data to make instructional decisions.</td>
<td>CONSISTENTLY uses a variety of assessment tools to guide instruction (readiness, interest, learning modality)</td>
<td>REGULARLY uses assessments to guide instruction</td>
<td>OCCASIONALLY uses assessments to guide instruction</td>
<td>RARELY uses assessments to guide instruction</td>
<td>NEVER uses assessments to guide instruction</td>
<td>NA</td>
</tr>
<tr>
<td>2. Plans instruction based on objectives and core curriculum demands.</td>
<td>CONSISTENTLY states learning outcomes that reflect key concepts of the discipline and are aligned to local and state standards</td>
<td>REGULARLY states learning outcomes that reflect topics of the discipline and are aligned to local and state standards</td>
<td>OCCASIONALLY states learning outcomes that reflect topics of the discipline and are aligned to local and state standards</td>
<td>RARELY uses outcomes that are topical-based may be loosely aligned to local and state standards</td>
<td>NEVER uses outcomes that are topical-based may be loosely aligned to local and state standards</td>
<td>NA</td>
</tr>
<tr>
<td>3. Designs instruction that academically addresses learning style and motivation, as well as behavioral and academic needs.</td>
<td>CONSISTENTLY Uses multiple instructional strategies, activities, or adaptations that do not include higher levels of learning or thinking.</td>
<td>REGULARLY Uses instructional strategies, activities, or adaptations that do not include higher levels of learning or thinking.</td>
<td>OCCASIONALLY Uses instructional strategies, activities, or adaptations that do not include higher levels of learning or thinking.</td>
<td>RARELY uses instructional strategies, activities, or adaptations that do not include higher levels of learning or thinking</td>
<td>NEVER uses instructional strategies, activities, or adaptations that do not include higher levels of learning or thinking</td>
<td>NA</td>
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<tr>
<td>4. Plans instruction based on diagnostic teaching</td>
<td>CONSISTENTLY designs lessons that show a clear understanding of student needs-i.e. readiness, interest, or learning profile; student adjust lesson plans based on exit tickets consistently. Flexible groupings are used consistently.</td>
<td>REGULARLY designs lessons that take into account two forms of student need (readiness, interest, learning profile); flexible groups occur</td>
<td>OCCASIONALLY designs lessons that meet student needs; tend to always focus on one form-i.e. Learning profile (visual); some flexible grouping is used</td>
<td>RARELY designs lessons that meet needs of students. Whole group instruction is used consistently</td>
<td>NEVER designs lessons that meet needs of students. Teacher centered lesson plans are always in place</td>
<td>NA</td>
</tr>
<tr>
<td>5. Designs instruction that includes review, teacher presentation, guided and independent practice, immediate feedback and delayed testing</td>
<td>CONSISTENTLY and uses a variety of methods (Madeline hunter or the 5 E method) depending on subject being taught.</td>
<td>REGULARLY</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
<td>NA</td>
</tr>
<tr>
<td>6. Designs and implements instruction that facilitates retention</td>
<td>CONSISTENTLY divides key concepts into key points; reviews key concepts throughout lesson; clearly links new information with previously learned material; clearly provides a description of what students will know and do as a result of the lesson; explains briefly the link between new concepts and previously learned material</td>
<td>REGULARLY</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
<td>NA</td>
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<tr>
<td>Rubric for Evaluating Student Teacher</td>
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<tr>
<td><strong>and transfer.</strong></td>
<td>explains to students what they will be expected to know, do and understand as a result of the lesson.</td>
<td>information and old information; discusses concepts of lessons; provides summary of lesson.</td>
<td>not as clear as it could be; discusses topic of lessons</td>
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<tr>
<td>7. Involves students with daily visual charting of academic and behavioral performance.</td>
<td>CONSISTENTLY</td>
<td>REGULARLY</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
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<tr>
<td>8. Demonstrates effective use of instructional time.</td>
<td>CONSISTENTLY uses time to maximize learning and there is no time lost in transitions. Students are learning more than 85%.</td>
<td>REGULARLY Uses time to maximize learning. Some time is lost in transitions. Students are actively learning more than 70%.</td>
<td>OCCASIONALLY loses time during transitions; procedural tasks take up time, and students are actively learning at least 70% of the time</td>
<td>RARELY uses time effectively. Lessons are somewhat organized; however instructional time is lost. Students are actively learning less than 70% of time.</td>
<td>NEVER uses time effectively; lessons are not organized thus contributing to loss of instructional time</td>
<td></td>
</tr>
<tr>
<td>9. Uses relevant example and demonstration to illustrate concepts and skills.</td>
<td>CONSISTENTLY uses multiple and effective demonstrations, examples, or models to enhance learning</td>
<td>REGULARLY uses effective demonstrations, examples, or models to enhance learning</td>
<td>OCCASIONALLY uses some demonstrations or examples are used and somewhat enhances learning.</td>
<td>RARELY uses demonstrations or examples; when used they are not as clear as they could be.</td>
<td>NEVER uses demonstration or examples</td>
<td></td>
</tr>
<tr>
<td>10. Makes efficient transitions between instructional activities.</td>
<td>CONSISTENTLY uses time wisely and well during transitions; seamless flow throughout lesson</td>
<td>REGULARLY uses time wisely and transitions are minimal for most of the lessons</td>
<td>OCCASIONALLY uses time well; transitions are minimal for some of the lesson</td>
<td>RARELY uses transitional time well. Excessive between activities</td>
<td>NEVER manages transition time well</td>
<td></td>
</tr>
<tr>
<td>11. Summarizes the main points at the end of the lesson.</td>
<td>CONSISTENTLY summarizes the main points and link these to enduring understandings and essential questions of the lesson</td>
<td>REGULARLY summarizes the main points of the lesson and links to essential questions.</td>
<td>OCCASIONALLY summarizes the main points of the lesson.</td>
<td>RARELY summarizes the lesson.</td>
<td>NEVER summarizes the lesson.</td>
<td></td>
</tr>
<tr>
<td>12. Incorporates all language modes in instructional planning and delivery.</td>
<td>CONSISTENTLY and uses multiple modes in lessons</td>
<td>REGULARLY</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
<td></td>
</tr>
<tr>
<td>13. Uses signals, cues, and questioning</td>
<td>CONSISTENTLY uses higher order questions that have been planned before lesson was delivered; are asked throughout lesson</td>
<td>REGULARLY uses higher order questions throughout lesson</td>
<td>OCCASIONALLY uses some questions that require one or two word answers, but questions involving higher thinking questions. Questions tend to be yes/no only</td>
<td>RARELY uses higher thinking questions. Questions tend to be yes/no only</td>
<td>NEVER uses questions in lessons.</td>
<td></td>
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</tbody>
</table>
# Rubric for Evaluating Student Teacher

<table>
<thead>
<tr>
<th>14. Conducts and uses task analysis.</th>
<th>CONSISTENTLY and uses with multiple lessons</th>
<th>REGULARLY</th>
<th>OCCASIONALLY</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Integrates effective social skills, as well as career and vocational skills with academic curricula</td>
<td>CONSISTENTLY connects lessons to the real world and to important fields of study (STEM)</td>
<td>REGULARLY makes connections to career</td>
<td>OCCASIONALLY makes connections</td>
<td>RARELY makes connections</td>
<td>NEVER</td>
</tr>
<tr>
<td>16. Uses computer technology when appropriate.</td>
<td>CONSISTENTLY uses media and technology effectively; multiple forms of technology are used; students use technology frequently</td>
<td>REGULARLY uses media and technology to enhance student learning. Technology is shared between students and teacher</td>
<td>OCCASIONALLY uses media and technology appropriately; tends to use one form of technology; technology tends to be used more by the teacher than students</td>
<td>RARELY uses media and technology appropriately and effectively in lessons</td>
<td>NEVER</td>
</tr>
<tr>
<td>17. Uses research-based instructional approaches and techniques.</td>
<td>CONSISTENTLY uses a variety of instructional and cooperative learning structures to enhance learning.</td>
<td>REGULARLY uses a some instructional/and or cooperative learning strategies based on the nature of the lesson (i.e. if reading is involved-a reading strategy is used)</td>
<td>OCCASIONALLY uses either cooperative or instructional strategies in lessons; could be used more frequently given the nature of the lesson</td>
<td>RARELY uses any strategies</td>
<td>NEVER</td>
</tr>
</tbody>
</table>
# Rubric for Evaluating Student Teacher

## II. PART A. MANAGEMENT – BEHAVIOR

<table>
<thead>
<tr>
<th>1. Utilizes a predetermined set of behavior management rules and procedures.</th>
<th>5 outstanding (present in every lesson)</th>
<th>4 Above Average (present in almost all)</th>
<th>3 Satisfactory (present in some)</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSISTENTLY circulates throughout room; uses same stop signal; safety concerns are addressed in multiple methods; teacher is leader in the class consistently</td>
<td>REGULARLY circulates throughout room; uses several stop signals; safety concerns are addressed; teacher is leader for 85% of the time</td>
<td>OCCASIONALLY circulates throughout room but occurs more when students are misbehaving; uses multiple stop signals; safety concerns are addressed; teacher is able to control class</td>
<td>RARELY circulates throughout room; tends to stand at front</td>
<td>NEVER</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Anticipates behavior problems (signals, behavioral indicators) and responds.</th>
<th>5 outstanding</th>
<th>4 Above Average</th>
<th>3 Satisfactory</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSISTENTLY uses only signals or cues to alert students of behavior issues</td>
<td>REGULARLY uses signals/cues and verbal crutches to alert students of behavior issues; verbal crutches less than 4 times in a 30 minute lesson</td>
<td>OCCASIONALLY uses signals/cues and verbal crutches to alert students of behavior issues; verbal crutches occur less than 5-9 times during a 30 minute lesson</td>
<td>RARELY uses signals/cues; relies mainly on verbal crutches which disrupts the lesson</td>
<td>NEVER</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Designs and implements appropriate behavior intervention plans.</th>
<th>5 outstanding</th>
<th>4 Above Average</th>
<th>3 Satisfactory</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSISTENTLY Changes plans based on needs of the students and the situation. Students are given clear choices and repercussions</td>
<td>REGULARLY modifies plan based on situation</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Designs and implements strategies for social skill instruction.</th>
<th>5 outstanding</th>
<th>4 Above Average</th>
<th>3 Satisfactory</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSISTENTLY uses a variety of cooperative learning strategies to manage social interactions</td>
<td>REGULARLY uses cooperative learning strategies in lessons; tend to be the same structures used frequently (i.e. think, pair, share)</td>
<td>OCCASIONALLY uses one-three difference cooperative learning structures</td>
<td>RARELY uses cooperative learning structures</td>
<td>NEVER</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Uses knowledge about students to prevent behavior problems.</th>
<th>5 outstanding</th>
<th>4 Above Average</th>
<th>3 Satisfactory</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSISTENTLY</td>
<td>REGULARLY</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
<td></td>
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</table>
### Rubric for Evaluating Student Teacher

<table>
<thead>
<tr>
<th>III COMMUNICATION</th>
<th>5 Outstanding (present in every lesson)</th>
<th>4 Above Average (present in almost all)</th>
<th>3 Satisfactory (present in some)</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses voice tone and facial expressions for emphasis, management, and expression.</td>
<td>CONSISTENTLY uses voice levels so all can hear instruction</td>
<td>REGULARLY uses voice levels so almost all of the students can hear instruction</td>
<td>OCCASIONALLY uses voice levels so most students can hear instruction</td>
<td>RARELY uses voice levels that allow students to hear instructions</td>
<td>NEVER</td>
<td></td>
</tr>
<tr>
<td>2. Actively listens and appropriately responds to students, parents, teachers, administrators, and other school personnel.</td>
<td>CONSISTENTLY in all situations</td>
<td>REGULARLY in most situations</td>
<td>OCCASIONALLY in almost all situations</td>
<td>RARELY</td>
<td>NEVER</td>
<td></td>
</tr>
<tr>
<td>3. Collaborates with parents, classroom teachers, and other school/community personnel.</td>
<td>CONSISTENTLY and initiates collaboration</td>
<td>REGULARLY collaborates and is easy to work with</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
<td></td>
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</tbody>
</table>