TEACHER PREPARATION PROGRAM
INTERNSHIP
Handbook and Evaluation Forms

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

August 10, 2009
Table of Contents

INTRODUCTION ........................................................................................................ 4
OVERVIEW ............................................................................................................... 5
Definition of Internship ............................................................................................... 5
OBJECTIVES AND EXPECTED OUTCOMES ..................................................... 7
Methods of Evaluation: .......................................................................................... 7
Grading Scale for Course ......................................................................................... 7
ELIGIBILITY REQUIREMENTS ............................................................................ 8
INSURANCE COVERAGE ...................................................................................... 9
CRIMINAL BACKGROUND CHECK ..................................................................... 11
ROLES AND RESPONSIBILITIES ..................................................................... 12
The Cooperating Teacher ....................................................................................... 12
The Teacher Candidate ......................................................................................... 15
The University Supervisor ...................................................................................... 18
FOUR STAGES OF STUDENT TEACHING .................................................... 20
COMMON CONCERNS AND FREQUENTLY ASKED QUESTIONS ................. 24
SUMMATIVE E-PORTFOLIO INTRODUCTION AND GUIDELINES .......... 26
Collection ............................................................................................................. 26
PREPARING THE E-PORTFOLIO: ASSIGNMENT GUIDELINES ................. 28
PORTFOLIO REQUIREMENTS, GUIDELINES, AND GRAPHIC PRESENTATION .................................................................................................................. 29
PHONE NUMBERS AND EMAIL ADDRESSES ............................................. 31
APPENDICES ....................................................................................................... 32

Intern Forms

Teacher Candidate Personal Data Form (A) .......................................................... 33
Tuberculosis Certificate (B) .................................................................................. 34
Internship Application (C) ................................................................................... 35
Teacher Candidate’s Self-Evaluation (D) ............................................................ 36
Cooperating Teacher Evaluation (E) .................................................................... 38
University Supervisor Evaluation (F) ................................................................. 39
Time Log (G) ....................................................................................................... 40
Lesson Plan Template (H) .................................................................................. 41
Licensure Application (I) .................................................................................... 42

Cooperating Teacher Forms

Cooperating Teacher Stipend Form (J) ............................................................... 44
Cooperating Teacher Checklist (K) ...................................................................... 45
Weekly Evaluation of Teacher Candidate (L) .................................................... 47
Midterm/ Final Eval of Teacher Candidate (M) .................................................. 50
Cooperating Teacher Feedback (N) .................................................................... 55

Principal/Assistant Principal Forms

Administrator Evaluation Form (O) ................................................................. 56
University Supervisor Forms

Intern Observation/Evaluation Form (P) .................................................................57
Portfolio Evaluation Rubric (Q) ...........................................................................58
Evaluation Midterm and Final (R) .......................................................................67
Intern Grade Form (S) .........................................................................................70
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!

Alan A. Arroyo

Alan A. Arroyo, Ed.D.
Dean
School of Education
OVERVIEW

This handbook is designed to be 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 Internship

The purpose of the internship 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 that will be used as a token of appreciation for the cooperating teacher’s service, travel of the university supervisor, as well as the copying fees associated with the production of the internship handbook for intern, cooperating teacher and school administrator.
OBJECTIVES AND EXPECTED OUTCOMES

Each teacher candidate should have the opportunity to:

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

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.

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>200 Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Attendance</td>
<td>35 points</td>
</tr>
<tr>
<td>Internship Evaluation</td>
<td>100 points</td>
</tr>
<tr>
<td>Portfolio</td>
<td>65 Points</td>
</tr>
</tbody>
</table>

Grading Scale for Course

| P: Passing Scale       | 90 to 100% of all points possible |
| Percent Passing        |                                 |
| NP: Not Passing        | 89 and below % of all points possible |
| Percent Passing        | 89%-100%                         |
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 the appendix 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 Dr. Bergdoll (cbergdoll@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 briefing prior to beginning the internship.
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-rationing 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 should 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 (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, 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.virgiiniatrooper.org for more information.
Please call local police department for additional information or visit
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.
ROLES AND RESPONSIBILITIES

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

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 and return to the university supervisor.
   e. Assist the teacher candidate in the development of the summative portfolio with feedback and guidance.
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 other 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.

N.B. This guidance may not apply in full to those teacher candidates who are conducting their internship "on-the-job" (i.e. already hired in some capacity by a school district).

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 their instruction so that 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.
ROLES AND RESPONSIBILITIES

Instruction
1. Complete a 16 weeks, 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.
   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.
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 – eight weeks.

According to Piland and Anglin (1993)*, student teachers progress through four stages during their teaching experience: fear/uncertainty (characterized by fear of the unknown and questions about “how to”), socialization (in which they begin to relate to their cooperating teacher, the staff at the school, and the students), autonomy (the time during which the student teachers want to take control), and 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, i.e., roll-taking, recording grades.
- Instructs entire class with intense supervision.
- Participates in related activities, i.e., 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, i.e. 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 student teacher and mentor.
- Reinforces standards for initial lesson planning.
- Discusses the first evaluation with student teacher 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)

Student Teacher

- 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.
FOUR STAGES OF STUDENT TEACHING

- Continues to maintain timecard.
- Asks cooperating teacher and college supervisor for specific feedback on lesson plans, classroom management, and instructional performance.

Cooperating Teacher

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

University Supervisor

- Conducts observations and confers with the student teacher and mentor.
- Confers with student teacher and mentor about evaluations.
- Advises and supports mentor and/or student teacher as required.
- Provides college with results of student teaching evaluation results.

Stage Three: Full Responsibility (weeks 4-7)

Student Teacher

- 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 student teacher’s plans for instruction and student assessment.
FOUR STAGES OF STUDENT TEACHING

- Assumes primary responsibility for pupils’ final grades.
- Continues to observe and assess the student teacher’s instruction.
- Occasionally models instructional strategies.
- Completes and reviews weekly progress forms and midterm and final evaluation forms with student teacher.

University Supervisor

- Conducts observations and confers with cooperating teacher and studentteacher.
- Confers with student teacher and cooperating teacher about final evaluation.
- Advises and supports the cooperating teacher and student teacher.

Stage Four: Giving Back the Classroom (week 8)

Student Teacher

- 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 student teacher 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 student teacher
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 individual’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).
**Evaluation**

The teacher candidate is in a mentoring situation to learn, to experiment, to question, and to grow. The internship 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 the on-the-job internship).

**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 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 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 portfolio preparation is collection. You may well 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) PORTFOLIO INTRODUCTION AND GUIDELINES

- Curriculum maps
- Photographs
- Papers and/or reviews of professional readings
- Administrator feedback
- 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 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 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 portfolio as you move through your teaching career.

While the process of developing a 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 portfolio. These guidelines will define expectations for each section of your portfolio. They have been provided to help you as you begin your portfolio preparation and are required to components of your portfolio; however, you are encouraged to extend beyond these requirements so that your 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. 34 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. 23-24) 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 article 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 Standards or Program Outcome?
- What does the illustration say about your understanding and demonstration of the Standards?
- What does the illustration say about the Pk-6 student’s understanding of the standard or content?
- Did you faith impact your performance or the performance of the student’s learning?
PORTFOLIO REQUIREMENTS, GUIDELINES, AND GRAPHIC PRESENTATION

Section I: 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 portfolio should be clearly labeled
- Make sure to give portfolio review access to Internship Supervisor and Instructors
- Include a Title Page with the following information:
  
  YOUR NAME
  PROGRAM NAME
  DEGREE TO WHICH YOU ARE WORKING TOWARDS

<table>
<thead>
<tr>
<th>A</th>
<th>Title Page</th>
<th>should include your name, address, telephone number, email address, program name, and degree to which you are working towards. If your portfolio is available on the web, list its address</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Table of Contents</td>
<td>develop a list of the contents of your portfolio that is divided into the four major sections</td>
</tr>
<tr>
<td>C</td>
<td>Introductory Statement</td>
<td>Referencing the conceptual framework/program outcomes AND your own experiences in the program, write a 1-2 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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 portfolio in reflection of the program and internship experiences</td>
</tr>
</tbody>
</table>
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 (Internship 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>
<th></th>
<th></th>
</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>
</tbody>
</table>
| B | Planning, Preparation, Instruction and Assessment of learners  
Intern must include an articulation of implementation of one pre-post assessment aligned with standards  
Intern must include quantitative results of the pre-post assessment |
| C | Developmentally appropriate instruction |
| D | Effective communication and collaboration with students, parents, and community members to support student learning |
| E | Content Knowledge (standard based instruction) |
| F | Reflective Planning and Instruction (*section must address {I} how your faith impacts decision making and practice {II} impact of pre-post assessment on instruction and detailed analysis of quantitative results) |
| G | Interdisciplinary curriculum |
| H | Integration of technology and media resources for instruction, classroom organization, and student learning |
| I | Classroom and behavior management strategies that support a positive learning environment (* address how your faith impacts decision making and practice) |

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. Alan Arroyo</td>
<td>Dean, School of Education</td>
<td>757-352-4261</td>
<td><a href="mailto:alanarr@regent.edu">alanarr@regent.edu</a></td>
</tr>
<tr>
<td>Dr. Carla Bergdoll</td>
<td>Coordinator, Field Placements</td>
<td>757-352-4090</td>
<td><a href="mailto:cbergdoll@regent.edu">cbergdoll@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>Dr. Joan Johnson Hoskins</td>
<td>Department Chair, Elementary Education</td>
<td>888-342-6580</td>
<td><a href="mailto:joanjoh@regent.edu">joanjoh@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>Internship Director</td>
<td>757-352-4477</td>
<td><a href="mailto:cschuette@regent.edu">cschuette@regent.edu</a></td>
</tr>
<tr>
<td>Dr. Judi Ink</td>
<td>Department Chair, IDS</td>
<td>757-352-4029</td>
<td><a href="mailto:jink@regent.edu">jink@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: Tuberculosis Certificate
Appendix C: Internship Application
Appendix D: Teacher Candidate's Self-Evaluation
Appendix E: Cooperating Teacher Evaluation
Appendix F: University Supervisor Evaluation (Teacher Candidate’s Perspective)
Appendix G: Internship: Time Log
Appendix H: Lesson Plan Template
Appendix I: Virginia Licensure Application Procedure

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

Cooperating Teacher Forms
Appendix J: Cooperating Teacher Stipend Form
Appendix K: Cooperating Teacher Checklist
Appendix L: Weekly Evaluation of Intern by Cooperating Teachers
Appendix M: Evaluation - Midterm / Final by Cooperating Teacher
Appendix N: Cooperating Teacher Feedback

School Administrator Forms
Appendix O: Evaluation of Teacher Candidate by School Administrator

University Supervisor Forms
Appendix P: Report of University Supervisor's Observation and Conference
Appendix Q: University Supervisor’s Portfolio Evaluation Rubric Form
Appendix R: Evaluation-Midterm/Final by University Supervisor
Appendix R: University Supervisor’s Intern Grade from Portfolio Evaluation
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:
________________________________________________________________________
________________________________________________________________________
As a condition of acceptance, every student will submit this form signed by a licensed physician, or registered nurse, stating said student is free from tuberculosis. The certificate is to be based on recorded results of x-rays, skin tests, and other examinations, singly or in combination, as deemed necessary by the physician that have been performed.

To be completed by student:

Name ________________________________

Address ________________________________

Phone Number ________________________________

Signature __________________________ Date __________________

To be completed by Physician:

I hereby certify that on the basis of skin tests, x-rays, and other examination, singly or in combination, the above named person appears to be free of communicable tuberculosis.

Dates of skin tests, x-rays, and other examinations __________________

____________________________________________

Signature ________________________________

Printed Name ________________________________

Address ________________________________

____________________________________________

______ I am a licensed Physician in __________________________ (state)

______ I am a Registered Nurse licensed pursuant to Virginia’s Board of Nursing.

Please return this form to the Coordinator of Licensure Programs

FAX: (757) 266.4147
**Deadline for Application:**  
*February 26 for fall term*  
*August 6 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 __________

**Internship Information**

**DO NOT REQUEST A PLACEMENT AT YOUR CHILD’S SCHOOL.**

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:**  
*February 26 for Fall, August 6 for Spring*
Teknical Candidate's Name: ___________________ Dates of Placement: ____________

Cooperating Teacher's Name: _________________ School: ______________________
Supervisor: ____________________
Course/Semester: ______________________

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>

Appendix D 36
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>Activity</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>I. SUPPORT/COMMUNICATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquainted you with the school, staff, students, teachers, parents and</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>the teacher candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. INSTRUCTIONAL GUIDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>resources, supplies and equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>III. PROFESSIONAL GROWTH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided opportunities for observation/participation in related school</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. SUPERVISION/ASSESSMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>verbal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Appendix E 38
<table>
<thead>
<tr>
<th>Activity</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>Advised you of the requirements at the beginning of the semester</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</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>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</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

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

Number of visits per placement: _________________________________________

Comments:

Appendix F
### SCHOOL OF EDUCATION
### INTERNSHIP TIME LOG

**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>
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<td>Week of</td>
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<td>Week of</td>
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</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)

---

**Appendix G**
LESSON PLAN TEMPLATE—APPENDIX H

Subject: ___________________________ Date ___________________
Teacher: ___________________________ Grade: ___________ Attendance: ___________
Topic: _______________________________________________________________________
Objective(s): __________________________________________________________________
SOLs: _______________________________________________________________________

Essential Questions: __________________________________________________________________

Materials/Technology:
   Per Student: ___________________________________________________________________
   Group: _______________________________________________________________________

Differentiation: __________________________________________________________________

Strategy: _______________________________________________________________________

Procedure: (Complete, Correct, Discuss)
   Warm-Up: ____________________________________________________________________
   ______________________________________________________________________________

   Anticipatory Set: (Motivator, Connector, Relevancy) ________________________________
   ______________________________________________________________________________

   Direct Instruction: __________________________________________________________________
   ______________________________________________________________________________

   Guided Practice: ___________________________________________________________________
   ______________________________________________________________________________

   Independent Practice: __________________________________________________________________
   ______________________________________________________________________________

   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.
VIRGINIA LICENSURE APPLICATION PROCEDURE—APPENDIX I

The Collegiate Professional License is a five-year renewable license available to an individual who has satisfied all requirements for Licensure, including the professional teacher's assessment prescribed by the Board of Education.

Students are responsible for submitting the materials that make up the licensure application packet to Kenyetta Veal, Certification Officer in the School of Education. When the packet is complete, she will sign the college verification form and forward it to the Virginia State Department of Education. In order to complete the packet, students must do the following:

1. Attend the meeting on licensure procedures held at the end of the academic semester.

2. Complete the application for Virginia Licensure required by the Virginia State Department of Education. These forms can be obtained from http://www.pen.k12.va.us/VDOE/newvdoe/Application.pdf.

3. Please include all OFFICIAL transcripts from all colleges and universities in your packet that you send to the School of Education (Please remember: official transcripts MUST remain sealed). This includes an official Regent University transcript. All transcripts must show the grades for your final semester of classes and the awarding of your degree. Submit request to the registrar for final transcript from Regent University following degree clearance for graduation.*

4. Documentation of official passing scores of Praxis I and II as well as documentation of completion of Virginia Reading Assessment must be sent to the School of Education.

5. Send Kenyetta Veal a certified check, money order, or cashier’s check made payable to the Treasure of Virginia. The in-state fee is $50 and the out-of-state fee is $75. Note: The fee is determined by the address on your application. A $25 processing fee is assessed for a returned check.
VIRGINIA LICENSURE APPLICATION PROCEDURE—APPENDIX I

<table>
<thead>
<tr>
<th>Initial Licensure</th>
<th>Fees</th>
</tr>
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<tbody>
<tr>
<td>In-state</td>
<td>$50</td>
</tr>
<tr>
<td>Out-of-state (based on address on application)</td>
<td>$75</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent Licensure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>In-state</td>
<td>$100</td>
</tr>
<tr>
<td>Out-of-state (based on address on application)</td>
<td>$150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>License Renewal</td>
<td>$25</td>
</tr>
<tr>
<td>Add or Evaluate for an additional endorsement</td>
<td>$25</td>
</tr>
<tr>
<td>Other actions on licenses (add a degree/duplicate license)</td>
<td>$25</td>
</tr>
</tbody>
</table>

If a name change is the only request, a $25 fee for duplicating the license will be assessed. A cap of $50 will be assessed for a request for multiple actions on a license.

All materials must be submitted to Kenyetta Veal by the following deadlines:

<table>
<thead>
<tr>
<th>Degree Completion Date</th>
<th>Materials Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>31-Dec</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>15-May</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>15-Aug</td>
</tr>
</tbody>
</table>

Mail all components of the application and fee to:

Regent University  
School of Education  
ATTN: Kenyetta Veal  
1000 University Drive ADM 266  
Virginia Beach, VA 23464

You may also hand-deliver your packet to:

Administration Building  
Suite 266  
(See campus map)

Should you have any questions about the application process, please contact Kenyetta Veal at 757.352.4479 or kenyvea@regent.edu.

For any additional information, please visit the Virginia Department of Education.

http://www.pen.k12.va.us/VDOE/newvdoe/teached.html
COOPERATING TEACHER STIPEND FORM—APPENDIX J

This form should be completed by the individual who is designated as the cooperating teacher.

Please return the form to: Regent University, School of Education
ATT: Katie Goldman, SOE Dean’s Office
1000 Regent University Drive
Virginia Beach, VA 23464-9800

(Cooperating Teacher Last Name) (First Name) (Middle Name/Initial)

(Cooperative Teacher Street Address) (City) (State) (Zip)

Social Security Number

Home Phone Number (Include Area Code) Work Phone Number (Include Area Code)

Email Address

School Division

School Name

School Address (Street) (City) (State) (Zip)

School Administrator (Last) (First)

Name of Teacher Candidate

(Cooperating Teacher Signature) (Date)

FAX: (757) 352.4318
APPENDIX K

The list below may serve as a guide for insuring that a cooperating teacher has completed the activities necessary to assure a smooth beginning for a student teacher.

1. Prepare the pupils for a student teacher’s arrival.
   ____ Inform pupils of the impending arrival.
   ____ Tell pupils something about the student teacher.
   ____ Create a feeling of anticipation for a student teacher’s arrival.
   ____ Other

2. Learn about the student teacher’s background.
   ____ Subject knowledge.
   ____ Pre-student teaching field experiences.
   ____ Special interests or skills.
   ____ Other

3. Read the university student teaching handbook.
   ____ Understand basic responsibilities.
   ____ Review requirements and expectations for cooperating teachers
       (administrative and mentor role).
   ____ Other

4. Become aware of the legal status of student teachers.
   ____ Responsibility of cooperating teacher when a student teacher covers the
       class.
   ____ Rights and responsibilities of the student teacher.
   ____ Other

5. Become familiar with school policy concerning student teacher responsibilities.
   ____ Reporting to school.
   ____ Absences.
   ____ Attendance at faculty meetings.
   ____ Supervisory activities.
   ____ Other.
6. Make a pre-teaching contact with the student teacher.
   _____ Letter of introduction.
   _____ Student introduction.
   _____ Encourage pre-teaching visit.
   _____ Other

7. Secure copies of materials to be used in orienting the student teacher.
   _____ School handbook.
   _____ Daily schedule.
   _____ Class Rosters.
   _____ Seating charts.
   _____ Other

8. Make necessary arrangements for the student teacher to be comfortable in the classroom.
   _____ Arrange for a desk or table.
   _____ Have necessary supplies.
   _____ Prepare a file of necessary and informative materials.
   _____ Other

9. Secure teaching resources for the student teacher.
   _____ Textbooks.
   _____ Curriculum guides.
   _____ Resources books.
   _____ Computer availability.
   _____ Other

10. Develop a plan for the student teacher’s entry into teaching.
    _____ Introduction to the class.
    _____ Introduction to the faculty and support staff.
    _____ Initial teaching activities.
    _____ Other
### APPENDIX L

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 interns that you have had in your classroom.*

<table>
<thead>
<tr>
<th></th>
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</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Written works demonstrate frequent misspelling and/or grammatical errors ___</td>
<td>__ Thoughtless: Insensitive to others' feelings and opinions ___</td>
<td>__ Sometimes fails to complete assigned tasks and duties ___</td>
</tr>
<tr>
<td>__ Writing is often unclear or disorganized ___</td>
<td>__ Limited sensitivity and diplomacy ___</td>
<td>__ Sometimes needs to be reminded to attend to assigned tasks or duties ___</td>
</tr>
<tr>
<td>__ Organizes and clearly expresses ideas ___</td>
<td>__ Perceives what to do or say in order to maintain good relations with others and responds accordingly ___</td>
<td>__ Responsible: Attends to assigned tasks or duties ___</td>
</tr>
<tr>
<td>__ Frequently and effectively communicates with parents and/or administrators ___</td>
<td>__ Highly sensitive to others' feelings and opinions: Diplomatic ___</td>
<td>__ Self-starter: Perceives needs and attends to them immediately ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>__ Passive: Depends on others for direction, ideas and guidance ___</td>
<td>__ Prefers to work in isolation ___</td>
<td>__ No evidence of implementing pedagogical theories ___</td>
</tr>
<tr>
<td>__ Has good ideas, works effectively with limited supervision ___</td>
<td>__ Reluctant to share ideas and materials ___</td>
<td>__ Sometimes relates theory to practice ___</td>
</tr>
<tr>
<td>__ Creative and resourceful: Independently implements plans ___</td>
<td>__ Prefers being part of a team ___</td>
<td>__ Frequently bases theory practical work on sound pedagogical theory ___</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 implement suggestions ___</td>
<td>__ Shy: Hesitant to work with students ___</td>
<td>__ Shy: Hesitant to work with school personnel ___</td>
</tr>
<tr>
<td>__ Receptive - AND adjusts performance accordingly ___</td>
<td>__ Relates easily and positively with students ___</td>
<td>__ Relates easily and positively ___</td>
</tr>
<tr>
<td>__ Solicits suggestions and feedback from others ___</td>
<td>__ Outgoing: Actively seeks opportunities to work with students ___</td>
<td>__ Outgoing: Actively seeks opportunities to work with school personnel ___</td>
</tr>
</tbody>
</table>

PROFESSIONAL ATTRIBUTE SCALE
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>
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<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>__ Collects, reviews, and grades homework, and links to classroom instruction</td>
<td>__ Student learning is evidenced by high rate of correct responses and successful performance on quizzes and tests</td>
</tr>
<tr>
<td>__ Begins lesson on schedule</td>
<td>* Make sure to complete this section each week if appropriate.</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>
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</tr>
<tr>
<td>__ Uses effective closure or summarization techniques</td>
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</tr>
<tr>
<td>__ Uses instructional time effectively</td>
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<tr>
<td>__ Content information is accurate and current</td>
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<tr>
<td>__ Students are asked higher order questions</td>
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<tr>
<td>__ Effectively incorporates technology into instruction</td>
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</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
Name of Teacher Candidate

Endorsement Area ___________________________ Age/Grade _________ Level ____________

Internship Dates: Began __________________________ Concluded ______________

School __________________________ District _________________________ State _____

Evaluator’s Name __________________________ Evaluator’s Position _______________________

Please rate the teacher candidate’s performance according to the following rubric:

1. INSTRUCTIONAL PLANNING AND DELIVERY

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
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<td>1</td>
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<td>4</td>
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</table>

Comments on effectiveness of overall instruction and use of developmentally appropriate strategies:

51
II. PART A. MANAGEMENT – BEHAVIOR

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilizes a predetermined set of behavior management rules and procedures.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Anticipates behavior problems (signals, behavioral indicators) and responds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Designs and implements appropriate behavior intervention plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses knowledge about students to prevent behavior problems.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Comments on teacher candidate’s impact on student discipline:

Comments on teacher candidate’s ability to lead the class:
### III. COMMUNICATION

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses voice tone and facial expressions for emphasis, management, and expression.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Actively listens and appropriately responds to students, parents, teachers, administrators, and other school personnel.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Collaborates with parents, classroom teachers, and other school/community personnel.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Communicates specific information on student performance to teachers, administrators, parents, and other school professionals.</td>
<td>5 4 3 2 1 0</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Chooses language appropriate to learner needs.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Builds an interactive learning community with students</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Demonstrates ability to problem solve as well as manage resistance and conflict in interactions with students and professionals.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Writes appropriate goals and objectives.</td>
<td>5 4 3 2 1 0</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9. Understands and respects individual differences</td>
<td>5 4 3 2 1 0</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments on teacher candidate’s ability to lead the class:**
## IV. EVALUATION AND ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examines student educational files and understands and utilizes assessment data.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Conducts and analyzes functional assessment of behavior.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Uses direct observation techniques to gather data and design behavioral interventions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Conducts diagnostic assessment for instructional purposes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Monitors daily academic progress.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Provides immediate feedback.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Sequences, implements, and evaluates individual learning objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Critiques daily performance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. Keeps anecdotal record of student behavior.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on teacher candidate’s development and implementation of student assessments and evaluations:
INTERN EVALUATION: MIDTERM AND FINAL BY CT / US (CONT.)

V. PROFESSIONAL AND ETHICAL BEHAVIOR

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and directs activities of classroom assistants including paraprofessionals, volunteers, and tutor.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Modifies performance based on personal and professional critiques.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Demonstrates flexibility.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Demonstrates initiative in planning, management and professional interactions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Maintains confidentiality.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Demonstrates effective collaboration in one-to-one and small group interactions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Fosters trust in relationships with students, families and colleagues.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Receives and responds to constructive feedback.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on teacher candidate’s professionalism, attitudes, and demeanor throughout the period of observation:

Summary:

(Signature of Evaluator) (Date)

(Signature of Teacher Candidate) (Date)
COOPERATING TEACHER FEEDBACK FORM—APPENDIX N

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

Please answer the following questions so that we can 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.

1. Was our teacher candidate adequately prepared for the placement?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   a. In what areas was the teacher candidate sufficiently prepared?
      ____________________________________________________________
      ____________________________________________________________
   b. In what areas could he/she have been better prepared?
      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________

2. Was the university supervisor sufficiently involved in the internship experience?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Would you be willing to serve again as a cooperating teacher?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Do you have any other comments or recommendations?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Cooperating Teacher ____________________________ (First and Last Name) ___________ (Date)

School ____________________________

Thank you once again for your time and your input.
APPENDIX O

Teacher Candidate _______________________________ (First and Last Name) _______________________________ (Semester)

School Administrator _______________________________ (First and Last Name) _______________________________ (Date)

School Division _______________________________ School _______________________________ (Name) _______________________________ (Name)

School Description: (1) Urban _______________________________ (2) Suburban _______________________________ (3) Rural _______________________________

Please rate the teacher candidate on each item using the following scale:

<table>
<thead>
<tr>
<th>Personal Characteristics and Professional Attitudes</th>
<th>E</th>
<th>S</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Subject Matter</td>
<td>E</td>
<td>S</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>Planning</td>
<td>E</td>
<td>S</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>Instruction</td>
<td>E</td>
<td>S</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>Management and Control</td>
<td>E</td>
<td>S</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>Team Interaction</td>
<td>E</td>
<td>S</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>Assessments</td>
<td>E</td>
<td>S</td>
<td>N</td>
<td>NA</td>
</tr>
</tbody>
</table>

Areas of Strength:

________________________________________________________________________________________

________________________________________________________________________________________

Areas for Refinement:

________________________________________________________________________________________

________________________________________________________________________________________

School Administrator _______________________________ (Signature) _______________________________ (Date)

Teacher Candidate _______________________________ (Signature) _______________________________ (Date)
APPENDIX P—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 __________________________ Next Visit __________________________
(Date) (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)
APPENDIX Q

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 ___________________________  ___________________________ (First and Last Name)  (Date)

University Supervisor ___________________________  ___________________________ (First and Last Name)  (Semester)

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 (highlighted below). Additionally, the items below can serve as a checklist for the development of the teacher candidate’s portfolio.

<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><strong>Introductory Statement</strong></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><strong>Philosophy of Education</strong></td>
<td>Includes personal statement of philosophy of education; reflects EVOLUTION OF BELIEFS (e.g., the paper should not be the one that they submitted for a course requirement); includes statement of goals &amp;</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>
</tbody>
</table>
# SCHOOL OF EDUCATION
UNIVERSITY SUPERVISOR PORTFOLIO EVALUATION RUBRIC

<table>
<thead>
<tr>
<th><strong>Integration of Faith:</strong> well-written/.</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resume</strong></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>
</tr>
<tr>
<td><strong>Professionalism and Professional Development</strong></td>
<td>Submits a SAMPLING of observation reports from cooperating teacher, principals and university supervisor (Internship 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>
</tr>
<tr>
<td>Criteria/Point Value (3 – 0 Points)</td>
<td>Excellent (3)</td>
<td>Good (2)</td>
<td>Satisfactory (1)</td>
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<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Classroom Environment (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>
<td>Missing more than one of the above components; poor choice of artifacts; missing artifact (s)</td>
</tr>
<tr>
<td>Planning, Preparation, Instruction and Assessment Strategies</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>
<td>Missing more than one of the above components; poor choice of artifacts; missing artifact (s)</td>
</tr>
<tr>
<td>Developmentally Appropriate Instruction</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>
<td>Evidence does not show an understanding of DAP; poor choice of artifacts; missing artifact (s)</td>
</tr>
<tr>
<td>Family and Community Involvement (Effective communication and collaboration)</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 is not complete; artifacts are questionable</td>
<td>Evidence does not show an understanding of the importance of family and community involvement; missing artifact (s)</td>
</tr>
<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>
<td>Evidence does not demonstrate strong content knowledge; poor choice of artifacts; missing artifact (s)</td>
</tr>
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<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Reflective Statements (Reflective Planning and Instruction)</strong></td>
<td>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></td>
<td>Evidence does not demonstrate reflection; no discussion of strengths and/or weaknesses; artifacts are questionable</td>
<td>Elements given above are missing; poor choice of artifacts; missing artifact (s)</td>
</tr>
<tr>
<td>Criteria/Point Value</td>
<td>Excellent (3)</td>
<td>Good (2)</td>
<td>Satisfactory (1)</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td><strong>Implementation of Professional Studies</strong></td>
<td>Evidence must highlight application of knowledge and skills gained through coursework; evidence should directly link the evidence to the relevant course or courses but include ALL 7 core courses (evidence can relate to more than one course); good selection of artifacts</td>
<td>Evidence is missing for two or three of the courses; artifacts are questionable</td>
<td>Elements given above are missing; poor choice of artifacts; missing artifact(s)</td>
</tr>
<tr>
<td><strong>Core Courses Overall:</strong></td>
<td></td>
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<tr>
<td>- Foundations (ETLC 542/UED 442)</td>
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<tr>
<td>- Class Management and Instruction (EFND 506/UED 406)</td>
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<tr>
<td>- Reading in Elementary (EFND 508/UED 408)</td>
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<tr>
<td>- Teaching Reading &amp; Lang. Across the Curriculum (EFND 505/UED 405)</td>
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<tr>
<td>- Curriculum Design &amp; Assessment (ECUR 500/UED 400)</td>
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<tr>
<td>- Adolescent Development (ETLC 541/UED 441)</td>
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<tr>
<td>- Characteristics of Students w/ Disabilities (ETS 551/UED 453)</td>
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<tr>
<td><strong>Technology in Classroom</strong></td>
<td>Provides examples / evidence of the use of technology in the classroom; good selection of artifacts</td>
<td>Artifacts are questionable</td>
<td>Poor choice of artifacts; missing artifact(s)</td>
</tr>
<tr>
<td><strong>Classroom and behavior management strategies</strong></td>
<td>Provides examples / evidence of effective and positive classroom and behavior management strategies</td>
<td>Artifacts are questionable and/or do not demonstrate the effectiveness of the strategies</td>
<td>Poor choice of artifacts; missing artifact(s)</td>
</tr>
<tr>
<td>OVERALL Organization and Appearance of Portfolio</td>
<td></td>
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<tr>
<td>------------------------------------------------</td>
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<table>
<thead>
<tr>
<th>OVERALL Evaluation of the Professional Development Portfolio</th>
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<tbody>
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Continued
SCHOOL OF EDUCATION
INTERN EVALUATION: MIDTERM /FINAL UNIVERSITY SUPERVISOR
APPENDIX R

Name of Teacher Candidate ____________________________
Endorsement Area ____________________________ Age/Grade _______ Level _______
Internship Dates: Began ____________________________ Concluded ___________________
School ____________________________ District ____________________________ State _______
Evaluator’s Name ____________________________ Evaluator’s Position ____________________________

Please rate the teacher candidate’s performance according to the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses formal and informal assessment data to make instructional decisions.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Plans instruction based on objectives and core curriculum demands.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Designs instruction that academically addresses learning style and motivation, as well as behavioral and academic needs.</td>
<td>5 4 3 2 1 0</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Plans instruction based on diagnostic teaching</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Designs instruction that includes review, teacher presentation, guided and independent practice, immediate feedback and delayed testing</td>
<td>5 4 3 2 1 0</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Designs and implements instruction that facilitates retention and transfer.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Involves students with daily visual charting of academic and behavioral performance.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Demonstrates effective use of instructional time.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Uses relevant example and demonstration to illustrate concepts and skills.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Makes efficient transitions between instructional activities.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Summarizes the main points at the end of the lesson.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Incorporates all language modes in instructional planning and delivery.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Uses signals, cues, and questioning appropriately.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Conducts and uses task analysis.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Integrates effective social skills, as well as career and vocational skills with academic curricula</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Uses computer technology when appropriate.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Uses research-based instructional approaches and techniques.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Comments on effectiveness of overall instruction and use of developmentally appropriate strategies.

67
### II. COMMUNICATION

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses voice tone and facial expressions for emphasis, management, and expression.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Actively listens and appropriately responds to students, parents, teachers, administrators, and other school personnel.</td>
<td>5 4 3 2 1 0</td>
<td></td>
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<td></td>
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<tr>
<td>3. Collaborates with parents, classroom teachers, and other school/community personnel.</td>
<td>5 4 3 2 1 0</td>
<td></td>
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</tr>
<tr>
<td>4. Communicates specific information on student performance to teachers, administrators, parents, and other school professionals.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Chooses language appropriate to learner needs.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Builds an interactive learning community with students</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Demonstrates ability to problem solve as well as manage resistance and conflict in interactions with students and professionals.</td>
<td>5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>8. Writes appropriate goals and objectives.</td>
<td>5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>9. Understands and respects individual differences</td>
<td>5 4 3 2 1 0</td>
<td></td>
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Comments on teacher candidate’s ability to lead the class:
INTERN EVALUATION: MIDTERM AND FINAL BY CT / US (CONT.)

III. PROFESSIONAL AND ETHICAL BEHAVIOR

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and directs activities of classroom assistants including paraprofessionals, volunteers, and tutor.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Modifies performance based on personal and professional critiques.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>3. Demonstrates flexibility.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Demonstrates initiative in planning, management and professional interactions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Maintains confidentiality.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Demonstrates effective collaboration in one-to-one and small group interactions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Fosters trust in relationships with students, families and colleagues.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Receives and responds to constructive feedback.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on teacher candidate’s professionalism, attitudes, and demeanor throughout the period of observation:

Summary:

(Signature of Evaluator)  (Date)

(Signature of Teacher Candidate)  (Date)
UNIVERSITY SUPERVISOR’S ASSIGNMENT OF INTERN GRADE

APPENDIX S

<table>
<thead>
<tr>
<th>Placement 1</th>
<th>Placement 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Mid Term Evaluation</td>
<td>*Mid Term Evaluation</td>
</tr>
<tr>
<td>*Final Evaluation</td>
<td>*Final Evaluation</td>
</tr>
<tr>
<td>*Administrator's Evaluation</td>
<td>*Administrator's Evaluation</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Portfolio</td>
</tr>
<tr>
<td>*Time Log</td>
<td>*Time Log</td>
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</tbody>
</table>

* Cooperating Teacher Evaluation

*Please attach copies of this form.

It is recommended that this teacher candidate has ☐ Passed ☐ Failed

<table>
<thead>
<tr>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Signature)</td>
</tr>
<tr>
<td>(Date)</td>
</tr>
</tbody>
</table>

University Supervisors, please return this form with all attachments to the Internship Director on conclusion of the internship.