



**REGENT  
UNIVERSITY**

**College of Arts  
& Sciences**

## **Student Teaching Handbook**

for  
Teacher Candidates and  
Other Professionals Involved in the  
Teacher Education and Interdisciplinary Studies Internship

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## Table of Contents

Introduction	3
Overview	4
Definition of Student Teaching	4
Objectives and Expected Outcomes	5
Methods of Evaluation	6
Grading Scale for Course	7
Eligibility Requirements	9
Insurance Coverage	9
Criminal Background Check	12
Four Stages of Student Teaching	13
Roles and Responsibilities for Cooperating Teacher	17
Cooperating Teacher's Checklist	20
The Teacher Candidate	23
The Director of Student Teaching	27
Common Concerns and Frequently Asked Questions	28
Summative ePortfolio Introduction and Guidelines	30
Preparing the ePortfolio	32
Phone Numbers and E-mail Addresses	35
Crisis Response	36
<b>Appendices</b>	
A. Online Forms	37
B. Personal Data Form	39
C. Student Teacher Self-Evaluation	40
D. Cooperating Teacher Evaluation, Teacher Candidate Perspective	41
E. Director of Student Teaching Evaluation, Teacher Candidate Perspective	42
F. Student Teaching Log Sheet	43
G. Lesson Plan Template	44
H. Weekly Evaluation of Student Teacher by Cooperating Teacher	46
I. Description of Regent University CAS Student Teacher Evaluation and Rubric	48
J. Director of Student Teaching Report of Observation/Conference	50
K. Agenda for Student Teaching Seminars	51
L. E-Portfolio Evaluation Rubric	52

## INTRODUCTION

The Regent University Department of Interdisciplinary Studies is committed to providing teacher candidates with practical experiences that will challenge and reward students. University faculty, staff, and cooperating teachers will work with teacher candidates to provide support and expertise while he/she is immersed in a local school using research-based best practices, exhibiting growth in interpersonal relationships, and demonstrating progress in classroom leadership. The teacher education program at Regent University has been developed in accordance with the framework of nationally recognized professional organizations and is accredited by the Council for the Accreditation of Teacher Preparation (CAEP).

This handbook is a guide for teacher candidates and other professionals involved in the teacher candidate internship. This handbook provides policies, requirements, and guidelines for those involved in teacher candidate internship. Each participant is expected to familiarize themselves with the content of the handbook.

The teacher education program at Regent University recognizes the cooperating teacher as an invaluable educational partner who has lasting effects on shaping future teachers. School leaders and university faculty also serve a critical role in the success of the teacher candidate. The heart of mentorship comes from “a commitment to education, a hope for its future, and a respect for those who enter into its community” (Shadio, 1996). We extend our sincere appreciation for those willing to share in the growth of our students in this challenging and collaborative endeavor.

Thank you for working as a team to ensure the success of our teacher candidates.

Cheryl Gould, Ed.D.  
Chair, Interdisciplinary Studies & Teacher Education Department  
Regent University

## OVERVIEW

This handbook is designed as a resource to be used during internships. It provides guidance to each member of the team involved in helping to prepare each teacher candidate. The teacher candidate, cooperating teacher, and principal shall have access to this handbook via [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher) in digital format for viewing online or printing. The internship experience should be approached with a great deal of respect for the responsibilities involved and be regarded as an important experience for the teacher candidate. During the internship semester, the teacher candidate assumes an important role in terms of responsibilities and obligations to the students and the school where the teaching preparation is taking place. It is imperative that the teacher candidate arranges personal time schedules to allow proper attention to teaching preparations and other school responsibilities.

### **Definition of Student Teaching**

The purpose of student teaching is to provide a mentoring relationship that allows for guided opportunities for teacher candidates to develop their competencies in 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. Demonstrating reflective thinking and practice.
14. Demonstrating professional and personal reflection through the development of a summative portfolio.
15. Participating in University seminars.

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.

## **OBJECTIVES AND EXPECTED OUTCOMES**

Each teacher candidate will:

1. Complete a 15-week experience, with a minimum of 500 hours, at two different placements in accredited schools. Each student will have
  - an upper and lower elementary grade placement
  - at least one placement in a diverse setting
  - at least one placement in a public school. Regent partners with Chesapeake and Virginia Beach for public school placements and Atlantic Shores Christian Schools for private Christian school placements.
2. Evaluate basic personal qualifications for teaching through interaction with the cooperating teacher, school administrators, and the Director of Student Teaching or assigned 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. Document program skill application through the development of the e-portfolio.

### **Resolving Conflicts**

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

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

1. The student shall attempt to resolve all misunderstandings with the faculty member before taking his/her concern to the Teacher Education and IDS Chairperson.
2. If the student or faculty member believes that the misunderstandings have not been resolved, either may then take his/her concerns to the Teacher Education and IDS

Chairperson.

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

### **Methods of Evaluation during Student Teaching**

During student teaching, assessment has formative and summative purposes. Formative assessment generates information that the student can use to improve performance during the student teaching experience. This information is provided to the teacher candidate by the cooperating teacher in the form of bi-weekly (p. 46) and mid-term evaluations (p. 35). Summative assessment is a final judgment on the teacher candidate's performance and leads to the final grade on the student's transcript.

Effective assessment is characterized by the following principles:

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

There are three general categories of assessment conducted during the student teaching experience: regular conferences between the teacher candidate and the cooperating teacher which will include bi-weekly assessments (formative), mid-term assessment (formative), and the final assessment (summative). The Director of Student Teaching or assigned university supervisor will provide formative feedback following announced and unannounced observations and via a mid-term and final assessment of the teacher candidate for each placement.

The Director of Student Teaching or assigned university supervisor will conduct five teaching observations during the student teaching experience: four on-site observations and one virtual observation. The on-site observations will occur during weeks 2 -6 for each placement, with two observations per placement. Following each observation, the director or university supervisor will conduct a conference with the teacher candidate and cooperating teacher within 24 hours of each observation. The virtual observation consists of a 30-minute unedited video and lesson plan of the candidate's teaching. The teacher candidate will submit the video via Blackboard in the second placement. The director, supervisor, or both will view the video and provide observation feedback via Blackboard within one week of submission. Other teacher

education faculty may view candidate videos for purposes of determining evaluator reliability. The teaching video also serves as a self-evaluation tool. Details are provided in the UED 496 ePortfolio course.

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

A: 15-14    A-: 13-12    B: 11-10    B-: 9    C: 8-7    Below 7-Failing

A teacher candidate may fail student teaching if he or she does not meet the standards for a successful teacher candidate. A successful teacher candidate will earn “Proficient” or better for all areas on the final evaluation per the Regent University CAS Student Teacher Evaluation Form.

### Grading Scale for Course

The following rubric will be used to determine grades during student teaching:

Assignments	5	3	2	Faculty committee confers to determine if candidate needs to repeat student teaching
Seminar Attendance	Attended all seminars and participated.	Attended all but 1 seminar and participated.	Attended all but 2 seminars and participated.	Missed 3 or more seminars
Internship Evaluation	Received <i>Proficient</i> and above on final evaluations for both placements	Received <i>Proficient</i> and above on final evaluation for one of the two placements	Received a mixture of <i>Proficient</i> and <i>Developing</i> on midterm evaluation but pulled up ratings by end of final placement.	Did not pass one or both of the placements. Ratings of <i>Developing</i> and lower in both placements.
Portfolio	Portfolio is of high quality, all artifacts turned in on time, evident feedback was used to modify artifacts.	Portfolio is of high quality, some artifacts turned in late, evident feedback was used sometimes	Portfolio is of good quality; more than 2 artifacts turned in late; not evident feedback provided was	Portfolio is of poor quality.

		to modify artifacts.	used to modify artifacts.	
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Extending Student Teaching

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

“Incomplete” means that the teacher candidate has completed all of the requirements for student teaching, but needs more time to become “Successful” in one or more of the areas on the student teaching final evaluation. In addition, the teacher candidate has shown growth and perseverance in troublesome areas and only needs more time to become “Successful.” The decision to assign “Incomplete” to a student is an extremely rare occurrence and will be the decision of the Teacher Education and IDS Chairperson and the Director of Student Teaching in collaboration with the teacher candidate’s Cooperating Teacher and assigned supervisor if applicable.



### Termination of Student Teaching

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

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

A teacher candidate who has been removed from student teaching may file an appeal with the Dean of the College of Arts and Sciences.

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

## INTERNSHIP ELIGIBILITY REQUIREMENTS

It is the teacher candidate's responsibility to secure forms and materials necessary to apply for admission to the Internship. The Teacher Education and IDS student teaching internship application is available online using the link below and must be completed by the established deadlines.

[http://www.regent.edu/acad/undergrad/academics/departments/ids/student\\_teaching\\_app.cfm](http://www.regent.edu/acad/undergrad/academics/departments/ids/student_teaching_app.cfm)

To be eligible for the student teaching internship, students must complete the following criteria:

- Cumulative GPA of at least a 3.0 in major coursework.
- Be in good academic standing as indicated on the unofficial transcript in Genisys.
- Successfully complete all coursework, except UED 495 and UED 496, with a grade of C or better, the semester PRIOR to the internship.
- Pass required licensure assessments PRIOR to applying for internship: Praxis Subject Assessments, Virginia Communication and Literacy Assessment (VCLA), and, for primary and elementary education majors, the Reading for Virginia Educators (RVE) assessment. Review the "Licensure Assessments" panel on the Teacher Education Resources website at [www.regent.edu/studentteaching](http://www.regent.edu/studentteaching) for more details.
- Documentation of completed field placement final evaluations.
- Completed background check through CastleBranch.com – Package Code RQ14.
- Proof of current negative tuberculosis (TB) test results.
- Proof of current First Aid/CPR/AED certification.
- Proof of current professional educator's liability insurance.
- Copy of child abuse training certificate (website training link found at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>)
- Copy of dyslexia awareness training certificate (website training link found at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>)
- Complete a degree plan with your current academic advisor indicating that all coursework will be completed the SEMESTER PRIOR to starting the internship.
- Submit the online student teaching application by the required deadline outlined on Teacher Education Resources webpage at [www.regent.edu/studentteaching](http://www.regent.edu/studentteaching).

## INSURANCE COVERAGE

The College of Arts and Sciences requires that students enrolled in any license granting program acquire Educators Professional Protection liability insurance prior to registration for placement and 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 CAS's Senior Academic Advisor 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 College of Arts and Sciences, 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 Field Placements for Licensure Programs.

The College of Arts and Sciences recommends the following providers:

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.
3. The American Professional Agency, Inc. (American Home Assurance Company)  
95 Broadway, Amityville, N.Y. 11701  
800-421-6694 or (516) 691-6400 Website: [www.americanprofessional.com](http://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](http://www.apait.org)(Select "Products")  
Limit of Coverage: \$1,000,000 - \$3,000,000 = \$35 annually
5. Virginia Professional Educators  
P.O. Box 885 Fredericksburg, VA 22404  
888.873.9661  
Website: [www.VirginiaEducators.org](http://www.VirginiaEducators.org)

## CRIMINAL BACKGROUND CHECK

The College of Arts and Sciences requires that any student enrolled in a program that requires an internship will also complete a background check through CastleBranch.com – Package Code RQ14 before beginning the internship. 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 Teacher Education and IDS Chairperson 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 in the Regent University College of Arts and Sciences handbook.

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

To initiate a state criminal background check, view the [Student Instruction Form](#) and then complete the form at <https://portal.castlebranch.com/RQ14>. Cost of \$52. The student is responsible for the (minimal) costs involved.

All criminal background records will be retained by the College of Arts and Sciences. 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.

## FOUR STAGES OF STUDENT TEACHING

(Adapted from [http://www.rio.maricopa.edu/ci/visitors\\_center/education/pdfs/cooperating3.pdf](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 – seven weeks.

According to Piland and Anglin (1993)\*, student teachers progress through four stages during their teaching experience: (a) fear/uncertainty - characterized by fear of the unknown and “how to” questions, (b) socialization - they begin to relate to their cooperating teacher, the staff at the school, and the students, (c) autonomy - student teachers want to take control, and (d) 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)**

#### **Teacher Candidate**

- Becomes familiar with colleagues and school facility
- Learns names of pupils and becomes familiar with their unique needs
- Observes instruction using classroom observation and overview
- Begins teaching, following lesson plans prepared by cooperating teacher
- Observes classroom routines and procedures, and describes them in writing
- Participates in classroom routine (e.g. roll-taking or recording grades)
- Participates in related activities (e.g. faculty meetings or 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 student teaching time log
- Begins a reflective journal on a bi-weekly basis in Blackboard
- Asks cooperating teacher and Director of Student Teaching or assigned supervisor for specific feedback on lesson plans, classroom management, and instructional performance

### **Cooperating Teacher**

- Maintains responsibility for planning and conducting class but involves teacher candidate 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 teacher candidate questions
- Provides specific feedback to teacher candidate frequently via daily conversations and bi-weekly progress forms, etc.
- Submits all paperwork (e.g. progress reports and evaluations) to the Director of Student Teaching. Makes sure to complete all questions on each form.

### **Director of Student Teaching or Assigned Supervisor**

- Conducts orientation with cooperating teacher and teacher candidate
- Reinforces standards for initial lesson planning
- Discusses the first evaluation with teacher candidate and cooperating teacher

### **Stage Two: Partial to Full Responsibility (weeks 2-4)**

#### **Teacher Candidate**

- Identifies special class characteristics and relates instruction to individual students.
- Manages all routine tasks and classroom procedures.
- Assumes full instructional responsibility for the school day, adding one subject, period or preparation every few days as teaching proficiency increases.
- Increasingly develops daily lesson plans with guidance from cooperating teacher.
- Continues to develop instructional materials for lessons.
- Participates in faculty meetings, parent/teacher conferences, PTA meetings, and staff development workshops offered through the district.
- Continues to maintain student teaching time log.
- Continues to journal on a bi-weekly basis in Blackboard.
- Asks cooperating teacher and Director of Student Teaching or assigned supervisor for specific feedback on lesson plans, classroom management, and instructional performance.

#### **Cooperating Teacher**

- Plans instruction cooperatively with the teacher candidate.
- Models a variety of instructional techniques so that student teacher develops a comfort level for a wide range of teaching activities.
- Assesses the teacher candidate's level of competency in lesson planning, classroom

management, and instructional delivery.

- Completes and reviews bi-weekly progress and mid-term forms with teacher candidate.

### **Director of Student Teaching or Assigned University Supervisor**

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

### **Stage Three: Full Responsibility (weeks 4-6)**

#### **Teacher Candidate**

- Sustains primary responsibility for lesson planning, preparing materials, delivering instruction, and monitoring student progress.
- Implements and maintains an effective discipline plan.
- Communicates with parents (via newsletters, personal notes, phone calls).  
Assumes primary responsibility for student assessment and recommends student grades to cooperating teacher.
- Provides instruction that recognizes individual student needs.
- Continues to maintain student teaching time log.
- Continues with reflective journaling on a bi-weekly basis in Blackboard.
- Asks the school principal (or other building administrator, such as grade-level or department chair) to observe a lesson and provide feedback.
- Second Placement Only – Creates and submits a 30-minute video of candidate's teaching for a virtual observation and evaluation. See Methods of Evaluation during Student Teaching section.

#### **Cooperating Teacher**

- Examines, critiques, and approves teacher candidate's plans for instruction and student assessment.
- Assumes primary responsibility for students' final grades.
- Continues to observe and assess the teacher candidate's instruction.
- Occasionally models instructional strategies.
- Completes and reviews bi-weekly progress and midterm evaluation forms with teacher candidate.
- Second placement only. May assist student teacher with creating a 30-minute teaching video to be submitted for virtual observation and evaluation.

### **Director of Student Teaching or Assigned Supervisor**

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

### **Teacher Education and IDS Chairperson**

- The Teacher Education and IDS Chairperson will conduct exit interviews with all teacher candidate candidates for program evaluation purposes.

### **Stage Four: Giving Back the Classroom (week 7/8)**

#### **Teacher Candidate**

- 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 student teaching time log.
- Returns the classroom to the cooperating teacher, teaching less and less over the period of a week.

#### **Cooperating Teacher**

- Gradually takes back the classroom, one class period or lesson at a time.
- Refers the teacher candidate to other classrooms for observation.
- Continues to model instructional strategies.
- Completes and reviews the final evaluation form with teacher candidate.

#### **Director of Student Teaching**

- Collects and processes final evaluations and evaluation from the principal (or assistant principal).
- Advises and supports the cooperating teacher, teacher candidate, and assigned supervisor if applicable.



## **ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER**

### **The Cooperating Teacher**

Cooperating teachers are asked to communicate with the Director of Student Teaching or assigned 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 Director of Student Teaching 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. Teacher candidates will participate in as many of the following as allowed in their setting. Teacher candidates 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**

- Orient the teacher candidate to the building, school policies, rules of the school system, and line of authority he/she is to follow when necessary.
- 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.
- Notify the parents regarding the teacher candidate's involvement as a teacher in your class.
- Provide an area with work and storage space that the teacher candidate can call his/her own.
- Acquaint the teacher candidate with the curriculum, departments, grade, and building structure.

### **Communication**

- 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.
- Conduct conferences with the teacher candidate in anticipation of possible situations, such as discussions with students regarding academic progress and/or behavioral problems.
- Indicate opportunities and encourage the teacher candidate to experience the whole school environment such as PTA meetings, faculty meetings, student assemblies, and related events.

## **Instruction and Management**

- Assist in the analysis and correction of problems encountered by the teacher candidate. Advise the student candidate in conferences about planning, analyzing, and evaluating lesson plans and teaching effectiveness.
- Consult with the teacher candidate and identify strengths and weaknesses of his/her clerical duties such as taking attendance, recording grades, taking the lunch count, and collecting field trip money, and other teacher administration duties.
- Direct the teacher candidate to appropriate techniques of student control and situation management by modeling them as well as by discussing solutions to specific issues.
- Help the teacher candidate analyze and evaluate alternate teaching styles, and provide the teacher candidate with opportunities to try different teaching approaches.
  - The teacher candidate will use a variety of techniques learned at Regent University.
  - Application of these techniques should not be thought of as rigid, but as educational tools that are applied and modified through observing your techniques.
  - Your evaluation will further guide his/her efforts.
- Assist the student teacher in analyzing formative and summative student assessments.
  - Encourage the student teacher to investigate why student(s) were not successful on an assessment and begin to remediate the area of need.
  - Explain to the student teacher how to triage student assessment scores into remediation groups based on area need and how to conduct remediation groups and reassessment strategies.
- Confer with him/her regarding a timetable for increasing his/her teaching responsibilities at the beginning of student teaching and reducing instruction as the student teaching experience comes to an end.
- Review the teacher candidate's lesson plans and instructional materials. Provide guidance on needed revisions to ensure student success.
- Discuss and assist the teacher candidate with any unresolved problems. Discuss topics related to the following:
  - Lesson plan objectives not completely met or mastered.
  - Lack of student academic progress.
  - Classroom management duties not yet realized or completed.
  - Student disciplinary issues not resolved.
  - Professional responsibilities not realized or completed.
  - Incomplete projects.

## Evaluation

- Guide the teacher candidate in the selection, development, administration, and interpretation of a variety of classroom evaluation instruments.
- Oversee the teacher candidate's written assessments, students' daily academic progress charts, and anecdotal records. These are to aid decision making for instruction.
- Evaluate the total experience (forms are provided). The cooperating teacher should contribute to making the internship a meaningful experience through continued involvement, evaluation, and feedback. These are indispensable elements in the process of developing an educator. Provide regular feedback to the teacher candidate through the following methods:
  - Keep a daily dialogue journal to analyze and evaluate the teacher candidate's lesson plans, teaching responsibilities, and follow-up activities. Offer suggestions for improvement.
  - Complete the bi-weekly evaluation form online in weeks two and six.
  - Evaluate the teacher candidate's performance using the Regent University CAS Student Teaching Evaluation for the midterm in week four and final in week seven/eight.
  - Share results of the evaluations with the teacher candidate.
  - Submit all evaluations online to the Director of Student Teaching.
- Make sure to provide feedback regarding student academic progress during the internship experience.
- Complete the Cooperating Teacher Feedback form
- Second placement only. Assists the teacher candidate with filming one 30-minute teaching session to be submitted for virtual observation and evaluation. See Methods of Evaluating during Student Teaching section.
- Assist the teacher candidate in the development of the summative portfolio with feedback and guidance.

## Cooperating Teacher's Checklist

To assist in planning for the teacher candidate, Regent University recommends these actions below. Checklist may be printed for easy reference.

### A. Before the teacher candidate (student teacher) arrives

- \_\_\_\_\_ Review responsibilities, requirements, and expectations for cooperating teachers outlined in the Student Teaching Handbook and in your school's policy.
- \_\_\_\_\_ Make pre-teaching contact with the student teacher via email or phone. Encourage a pre-teaching visit. Learn about the teacher candidate's background: subject knowledge, pre-student teaching field experiences, and special skills and interests.
- \_\_\_\_\_ Inform the students and parents of the teacher candidate's arrival.
- \_\_\_\_\_ Create a positive feeling of anticipation about the student teacher's arrival, if after the start of school. Tell students something about the teacher candidate. Explain his or her role in the classroom.
- \_\_\_\_\_ Prepare relevant curriculum and other materials the teacher candidate might use.
- \_\_\_\_\_ Designate a desk, a nametag or plate, and storage space for the teacher candidate.
- \_\_\_\_\_ Provide the teacher candidate and Director of Student Teaching with a class schedule.
- \_\_\_\_\_ Gather or prepare copies of school and classroom rules and consequences, discipline plan, organizational framework and routines. Review key points together as early as possible in the internship.
- \_\_\_\_\_ Consider nametags for the students to wear during the first few days or make a seating chart to be presented to the teacher candidate during the initial observation. Consider having the student teacher create these things during week one to become better acquainted with students.

### B. Welcome period

- \_\_\_\_\_ Orient the teacher candidate to the school building, other teachers, staff, and students.
- \_\_\_\_\_ Arrange a meeting with the principal and the teacher candidate.
- \_\_\_\_\_ Discuss the expectations of the teacher candidate in regards to: confidentiality, attendance, personal property, procurement of supplies, and her/his responsibilities.
- \_\_\_\_\_ Provide student teacher with copies of school and classroom rules and consequences, discipline plan, organizational framework and routines. Review key points together.
- \_\_\_\_\_ Arrange introductions of other teachers.
- \_\_\_\_\_ Allow the teacher candidate to examine samples of students' work.
- \_\_\_\_\_ Provide opportunities for the teacher candidate to become comfortable being in front of the class.
- \_\_\_\_\_ Explain the methods of testing and grading, keeping records, and reporting to parents.
- \_\_\_\_\_ Help the teacher candidate become familiar with the location/operation of equipment.
- \_\_\_\_\_ Provide the opportunity for the teacher candidate to work with individual students.

### C. Observation and evaluation assistance

- \_\_\_\_\_ Explain unique characteristics of the students, learning styles, and work habits.

- \_\_\_ Permit the teacher candidate to accept increasing teaching responsibilities.
- \_\_\_ Provide the teacher candidate with opportunities to observe and assist in conferences.

#### **D. Pre-service training**

- \_\_\_ Provide opportunities for the teacher candidate to accept full responsibility for the class so he/she will be comfortable when the cooperating teacher is absent from the classroom.
- \_\_\_ Encourage the teacher candidate to develop lesson plans with less assistance.
- \_\_\_ Continue daily evaluations/feedback, noting strengths and areas for improvement.
- \_\_\_ Invite the principal to observe the teacher candidate.
- \_\_\_ Share with the teacher candidate ways to critique his/her own teaching.
- \_\_\_ Commend the teacher candidate for individual strengths.
- \_\_\_ Allow the teacher candidate freedom to try ideas and techniques; provide reassurance that a failed technique is not necessarily a poor judgment.
- \_\_\_ Demonstrate a technique to assist the teacher candidate to remediate areas for improvement.
- \_\_\_ Share teaching resources, methods, and ideas with the candidate to ensure instructional continuity and quality.

#### **E. Evaluating the teacher candidate**

- \_\_\_ Develop an accepting and supporting relationship with the teacher candidate. Cultivate a positive climate necessary for giving and accepting analysis of performance and growth-related suggestions.
- \_\_\_ Keep the principal and the Director of Student Teaching or assigned supervisor informed of the teacher candidate's progress.
- \_\_\_ Schedule evaluation feedback conferences with the teacher candidate daily
- \_\_\_ Assist the teacher candidate in developing appropriate objectives when preparing lesson plans.
- \_\_\_ Use the teacher candidate's lesson plans (both before and after the lessons) to help her/him to teach successfully.
- \_\_\_ Make notes concerning areas of strength and areas for improvement while observing the teacher candidate.
- \_\_\_ Give attention to specifics when making suggestions; assist the teacher candidate to understand why a procedure is effective and one that is less effective and/or inappropriate.
- \_\_\_ Share performance highlights and areas of concerns with the Director of Student Teaching on a regular basis.

#### **F. Working with the Director of Student Teaching**

- \_\_\_ View the Student Teaching Orientation Video Series. Attend and meet the director at the school division's scheduled session for cooperating teacher orientation.
- \_\_\_ Arrange, in advance of school visits, for an inconspicuous place for the Director of Student Teaching or assigned supervisor to sit. Provide a writing surface and adult-sized chair.

- \_\_\_\_\_ Coordinate an appropriate place for the supervisor to meet with the teacher candidate immediately after the visit for a post conference. Join the post conference, or a portion, when possible.
- \_\_\_\_\_ Share any concerns, notes, and questions about the teacher candidate's performance.
- \_\_\_\_\_ Share a summary of the teacher candidate's performance, including strengths and areas for improvement.
- \_\_\_\_\_ Compare notes while simultaneously observing the teacher candidate with the supervisor.
- \_\_\_\_\_ Leave the classroom occasionally when the supervisor visits.
- \_\_\_\_\_ Inform and coordinate with the supervisor in all matters regarding attendance, tardiness, behaviors, and suggestions.

**G. Reporting the teacher candidate's performance**

- \_\_\_\_\_ Complete and submit bi-weekly evaluation forms (weeks 2 & 6) via the online form.
- \_\_\_\_\_ Complete the mid-term (week 4) and final evaluation (week 7/8) of the teacher candidate via the appropriate online forms.
- \_\_\_\_\_ Discuss evaluations with the teacher candidate before submitting.

All evaluation forms can be found at **[www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)**. The cooperating teacher and student teacher will receive a copy of all submitted reports for record keeping purposes.

**Allow one week for processing of submitted forms.**

## **The Teacher Candidate**

The teacher candidate is expected to meet specific requirements established by the College of Arts and Sciences. 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 Director of Student Teaching or assigned supervisor.
2. During the semester in which the internship occurs, the teacher candidate is expected to be on duty in the assigned classroom every day that the school is in session unless excused by a responsible authority.
3. The teacher candidate is a guest of the cooperating school and will be recognized as a representative of Regent University by students, faculty, and the community. Therefore, as a member of the teaching profession, the teacher candidate needs to maintain the same professional standards expected of all teaching employees of the school.
4. The teacher candidate is expected to assist in extracurricular activities when possible but is not to be placed in charge of outside activities unless he/she is under the supervision of the cooperating teacher or another professional educator assigned to the authority position of the activity.
5. The cooperating teacher or administrator should emphasize the importance of professional ethics. The plan is to strengthen the teacher candidate's understanding of ethical obligations and accountability to the students in the classroom and to the participating school district.
6. When analyzing and discussing specific educational situations observed at the site, discretion is vital, and the teacher candidate should use caution to not reveal names of teacher, student, staff, or class observed. Students' personal and academic files, which are privileged information, should always be treated as such.
7. The teacher candidate should establish personal guidelines that will support the cooperating school's policies and reflect support for the school system.
8. The teacher candidate must be sure the students understand all classroom rules and regulations and should encourage the good in students, praise appropriate behavior, and consistently reinforce the established classroom procedures.
9. The teacher candidate is urged to accept every task as a potential learning experience to fulfill as effectively as possible his/her role as teacher. The teacher candidate should develop his/her own educational philosophy consistent with the principles of Regent University.

10. College of Arts and Sciences policy prohibits the release of the teacher candidate to accept a teaching position prior to successful completion of the internship. Receiving compensation for the student teaching field experience 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 Teacher Education and IDS Chairperson, in consultation with the district's office, cooperating teacher, and Director of Student Teaching, can change or terminate the teacher candidate's assignment if necessary. The decision to change or terminate an assignment is an extremely rare occurrence.



## Preparation

- During the first week of the semester, complete the Teacher Candidate Personal Data Form via Bb. The Director of Student teaching will provide copies of the form to the cooperating teacher and student teacher.
- On the first day of student teaching, provide the Director of Student Teaching with a schedule and classroom location in digital format (pdf) via email, if the cooperating teacher has not already done so.
- Maintain a reflective journal on bi-weekly basis via Blackboard. The journal may include but is not limited to the student teacher's reflections on classroom instruction, management, assessment, collaboration, and daily interpersonal interactions in the school environment. Journal entries should include not only facts about the experience but provide evidence of reflection and how the teacher candidate will use the experiences to grow professionally. The journal will also provide evidence of intern's awareness of strengths and weaknesses during the teaching internship and address the impact of faith on teacher candidate and student development.
- Maintain a Student Teaching Log Sheet (see p.44). Direct Teaching Contact Hours include instructional hours when children/teens are required to be in school. Non Student Contact Hours include all other times before- or after-school hours spent planning and preparing for instruction as well as attending school-related events or meetings. Student teachers may count school-related professional development days and time spent at their e-Portfolio Presentation and Exit Conference (1/2 day) as Non Student Contact hours.
- Have copies of all lesson plans and related materials, student teaching time log sheet, copies of evaluations, and the class schedule in a notebook available for the Director of Student Teaching or assigned supervisor during school visits. Journal reflections will be submitted bi-weekly via Blackboard.
- Write lesson plans for all lessons taught.
- Submit lesson plans to the cooperating teacher at least two days prior to instruction so the cooperating teacher has the opportunity to make any needed corrections or suggestions.
- In the critique section of each lesson plan, answer the following questions:
  - Did your students meet the objective(s)?
  - What part of the lesson would you change? Why?
- Present assessments to the cooperating teacher for review two days prior to the day given. Follow-up should include administering and scoring any assessments.
- Prepare selective teaching aids and use supplemental resources.
- Observe at least two (2) other teachers during the internship experience representing a variety of settings and teaching styles.

## **Instruction**

- Complete a 15 week, minimum of 500 hours, experience at two placements.
- Utilize audiovisual equipment and computer/instructional/learning technology.
- Assume increasing teaching responsibilities until teaching without assistance from the cooperating teacher.
- 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.
- Gather and present classroom-level data. Use data for instructional decision-making.

## **Management**

- Use positive verbal and non-verbal reinforcement for the tasks assigned within the classroom.
  - Actively participate in team problem solving and planning.
  - Maintain anecdotal records and monitor daily progress toward academic objectives.
- Manage the instruction of the classroom including the start and end of each class period, subject lessons, the end of day dismissal, etc.
- Handle discipline problems according to school and classroom guidelines.
- 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**

The teacher candidate should meet the professional standards as outlined in the *Virginia Standards for the Professional Practice of Teachers* (2011). You should “maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning (p. 5). The Director of Student Teaching or assigned supervisor and the Cooperating Teacher must be notified if you are going to be absent during the internship (see Attendance section).

## **The Director of Student Teaching or Assigned Supervisor**

The Director of Student Teaching or assigned supervisor is the official representative of the College of Arts and Sciences at Regent University and is assigned by the Dean to work with teacher candidates. The Director of Student Teaching or supervisor 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 College of Arts and Sciences adheres to a team approach in which the Director of Student Teaching or assigned 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 Director of Student Teaching or assigned supervisor will:

1. Observe the teacher candidate by:
  - a. Making periodic visits (some announced and some unannounced).
  - b. Observing the teacher candidate in a variety of teaching situations.
  - c. Conferring with the teacher candidate and cooperating teacher.
  - d. Reviewing lesson plans maintained by the teacher candidate relating to the field experience.
2. Evaluate the teacher candidate by:
  - a. Having the teacher candidate self-evaluate during post-conference with the Director of Student Teaching or assigned supervisor.
  - b. Providing written formative evaluation with recognition of strengths and suggestions for improvement.
  - c. Reviewing the teacher candidate's bi-weekly journal entries and internship portfolio.
  - d. Providing written summative evaluation with description of teacher candidate's area of strength and areas for further growth.
  - e. Calculating the final grade for the ePortfolio and internship.
3. Act as a resource by:
  - a. Providing information on teaching resources and teaching procedures.
  - b. Contacting other university personnel to assist in any situation occurring at the site, if needed.
  - c. Being available to advise, counsel, and assist the teacher candidate throughout the internship.

## **COMMON CONCERNS AND FREQUENTLY ASKED QUESTIONS**

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

### **Communication**

Open communication is very important for the success of our partnerships. You may contact the Director of Student Teaching or Department Chair at the university via phone or email. Contact information is provided at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher).

### **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 schedule and calendar of the individual school to which he/she is assigned. This includes following the teacher's required arrival and departure times, all holidays, spring/fall breaks, half-days, weather-related or any other called cancellation. Any loss of time would need to be accounted for and the teacher candidate's schedule adjusted accordingly (see Attendance).

### **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, modest, and follow the assigned school's dress code.

### **Attendance**

The teacher candidate must notify both the Director of Student Teaching or assigned supervisor and the assigned school if he/she is going to miss a day of school. Missed days must be made up to ensure the correct clock hours necessary for state certification. Student teachers who have missed more than 2 school days during their student teaching semester must make up the missed days (1 day absent = one make-up school day) at the end of the student teaching experience, regardless of the hours noted on their logs.

### **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. The teacher candidate should assume the role of humble servant-apprentice in the teacher candidate-cooperating teacher relationship. The teacher candidate should exhibit assertive and authoritative instruction and classroom management as necessary for

effective instruction but should yield to the authority of the cooperating teacher at all times.

### **Evaluation**

The teacher candidate is in a mentoring situation to learn, to experiment, to question, and to grow. The teacher preparation program experience should be viewed as an opportunity to serve the cooperating teacher and school community. It is imperative that the teacher candidate remains open to the suggestions, critiques, and evaluations of the cooperating teacher, Director of Student Teaching, and other professionals involved in the internship. 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**

The internship is demanding and constitutes a full-time workload. It is strongly recommended that the student teacher focus solely on the internship. 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.

### **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 because of liability. The student teacher should yield to the authority of the substitute teacher when the teacher is absent. The classroom teacher must provide specific instructions to the substitute if the teacher desires the student teacher to provide some or all of the day's instruction.

## SUMMATIVE E-PORTFOLIO INTRODUCTION AND GUIDELINES

The summative e-portfolio is a tool to appropriately showcase the work and growth of the teacher candidate during the final phases of the teacher preparation program. It is NOT simply a gathering of all the lesson plans, and assignments completed during a designated time period that has been placed in a notebook/scrapbook.

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

### Collection

The first step in e-portfolio preparation is collection. You may want to collect everything related to your work as a teacher. Below is a list of materials to collect. (\*) denotes mandatory artifacts that must be included in the ePortfolio.

- Lesson plans\*
- Unit plans\*
- Pre and post assessments of student learning with evidence of data analysis\*
- Video of candidate instruction\*
- Class profile\* Use the Student Teaching Diversity Report provided on the Teacher Education Resources page located at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher). At the end of the internship, you are required to submit this data for both placements via online forms.
- Survey of K-6 students on candidate performance\* Copy of survey and table of student results.
- Field experience evaluation forms\*
- Samples of student work stemming from lessons you have taught\*
- Administrator feedback\*
- Candidate reflections\*

- Curriculum materials
- Samples of peer, student, teacher, and supervisor feedback
- Curriculum maps
- Photographs
- Papers and/or reviews of professional readings
- 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

### **Final Note**

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

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

## PREPARING THE E-PORTFOLIO: ASSIGNMENT GUIDELINES

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

*For seven out of the fifteen-week internship period, you will select one of the program competencies (p. 29) and **submit two artifacts along with a two- to three-page rationale and reflection paper per competency to your Director of Student Teaching.** The artifact is to be a student work sample or a piece of evidence that demonstrates how you have impacted student learning (relevant to each competency). The paper is to be written in APA (6<sup>th</sup> edition) writing style. A template and student exemplars for the paper are provided in Blackboard.*

## E-PORTFOLIO REQUIREMENTS, GUIDELINES, AND GRAPHIC PRESENTATION

### **E-Portfolio Organization**

**Samples and additional resources can be found on the UED 496 Blackboard site.**

Reminders

- Required Electronic Format (Outside web-based system –Weebly)
- Use the following sections to separate your portfolio with sub-sections as needed:
  - I. INTRODUCTION
  - II. PROFESSIONAL PREPARATION
  - III. TEACHING COMPETENCY
  - IV. APPENDIX (optional)
- All items in the e-portfolio should be clearly labeled.
- Make sure to give e-portfolio review access to Director of Student Teaching and instructors.

### **Section I: E-Portfolio Introduction**

References the conceptual framework and discusses growth. Should be well-written.

- A. **Title Page.** Should include your name, address (city & state), email address, program name, and degree to which you are working towards. If you are blogging your journal reflections, list the blog address.
- B. **Site Map.** Develop a list of the contents of your e-portfolio that is divided into the four major sections. Create hyperlinks to pages.
- C. **Introductory Statement.** Referencing program objectives (page 30) and your own experiences in the program, write a one- to two-page discussion of your growth as a professional.
- D. **Student Teaching Diversity Report.** Upload a completed Student Teaching Diversity Report (class profile) for each student teaching placement. The report template is located at [www.regent.edu/studentteacherunder](http://www.regent.edu/studentteacherunder) Student Teaching Forms.



Regent program objectives. Regent students will:

- Identify and effectively implement research-based best teaching practices.
- Exhibit moral and ethical behavior in student, parent, and stakeholder interactions.
- Be knowledgeable of and appropriately apply adolescent growth and development theory and concepts.
- Demonstrate effective use of oral and written communication.
- Demonstrate the effective use of classroom management techniques to foster effective learning environments.
- Integrate student-centered technology into their teachings.
- Identify learning areas of need for student(s) and adjust instruction to meet the need of student(s).
- Apply knowledge of scientific and mathematical concepts taught in the elementary grades to positively impact student academic growth.
- Be familiar with and utilize Virginia Department of Education (VDOE) instructional resources. Demonstrate competency on national assessments (PRAXIS I/II) and Virginia teacher licensure assessments (RVE/VCLA).

## **Section II: Professional Preparation**

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

- A. Statement of Personal Teaching Philosophy.** Will include a personal statement of philosophy of education, reflect an *evolution of beliefs*, include a statement of goals, and integrate faith in a substantial and meaningful way. You may reference a paper written for a previous course, as a starting point, but this paper must reflect how your beliefs have changed with time and experience. Must be well-written in APA (6<sup>th</sup> edition) writing style.
- B. Resume.** Will be in an acceptable professional format and include all relevant professional experience in a quality appropriate for job interviews.
- C. Summary Observation Reports and Progress Reports** (Teacher preparation program only). The final ePortfolio will include a *sampling* of observation reports from the cooperating teachers, principals, and Director of Student Teaching.
- D. Licensure Assessment Score Copies\*** (Praxis I, II, VRE, VCLA)

### **Section III: Program Teaching Competencies**

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

- A. **Student-centered and/or differentiated instruction.** Will demonstrate support for learners of many styles and needs, careful thought in lesson planning, and provide evidence of differentiation. This section must *substantially* address how your faith impacts decision making and practice.
- B. **Planning, preparation, instruction, and assessment** of learners. Will provide evidence of the following:
- Implementation of one pre- and post-assessment that aligns with Virginia SOLs and evaluates the same content. Attach actual assessment tool.
  - Quantitative results and analysis of the pre- and post-assessment in the form of a table or spreadsheet.
  - How the resulting data was used to drive instructional planning, including adaptations and accommodations for different learner needs.
  - Related lesson preparation.

Overall, this section will include evidence of all 4 components: planning, preparation, instruction, and assessment and will reflect the intern's teaching philosophy.

- C. **Developmentally-appropriate instruction.** Will demonstrate evidence of hands-on, developmentally-appropriate teaching techniques. Will also demonstrate cultural awareness.
- D. **Effective communication and collaboration.** Will provide evidence of communication and collaboration with students, parents, families and/or other professionals in the school and community.
- E. **Content knowledge in interdisciplinary curriculum** (standard based instruction). Will provide evidence of strong content knowledge of standards-based instruction through the integration of two or more content areas (i.e. science and math, English and social studies) into one high-quality lesson in order to support student academic achievement.
- F. **Integration of technology and media resources** for instruction, classroom organization, and student learning. Will provide evidence of student-centered integration of technology and media resources to foster student growth and understanding. Will demonstrate that instruction includes high-quality use these elements.
- G. **Classroom and behavior management.** Will provide evidence that classroom and behavior management strategies support a positive learning environment. Substantially addresses how faith impacts decision making and practice in this area.

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

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**PHONE NUMBERS AND EMAIL ADDRESSES**

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

<b>Contact</b>	<b>Title</b>	<b>Phone</b>	<b>E-Mail</b>
<b>Dr. Josh McMullen</b>	Interim Dean, College of Arts and Sciences	757-352-4500	<a href="mailto:jmcmullen@regent.edu">jmcmullen@regent.edu</a>
<b>Dr. Cheryl Gould</b>	Teacher Education and IDS Department Chair	757-352-4029	<a href="mailto:chergou@regent.edu">chergou@regent.edu</a>
<b>Dr. Jenny Sue Flannagan</b>	Director of Student Teaching	757-352-4123	<a href="mailto:jennfla@regent.edu">jennfla@regent.edu</a>

## **Crisis Response**

To assist school divisions in promulgating safe school cultures and climates, Regent University Teacher Education and Interdisciplinary Studies (IDS) faculty imparts safe school best practices to all Student Teachers. Faculty and staff developed crisis response protocols in the event of an emergency or crisis at a school where a Student Teacher is placed.

What is a school crisis? A circumstance or event that is a surprise to school personnel and evokes a sense of threat.

Who determines an event as a crisis? Participating school division personnel and/or Regent University faculty and administration.

Immediately following a crisis event, Teacher Education and IDS faculty will (in cooperation with school division personnel):

1. Immediately ascertain the effect of the crisis (proximity, intensity, relation, etc.) on the Student Teacher.
  - a. Interview Student Teacher (academic advisor and Teacher Education and IDS chair).
  - b. Refer Student Teacher to Regent University Psychological Services.
  - c. Consider recommendations from school personnel.
  
2. The Teacher Education and IDS chair will take one of three actions contingent on the outcome of the effect of the crisis on the Student Teacher:
  - a. Remove Student Teacher from current school assignment and assign different school.
  - b. Remove the Student Teacher from the current Cooperating Teacher and assign different Cooperating Teacher in same school.
  - c. Remove Student Teacher from Teacher Candidate Internship without penalty.

\*All Regent University Student Teachers are required to meet the minimum number student teaching hours as outlined in the Student Teaching Handbook.

**Appendix A****ONLINE FORMS**

Available on the Teacher Education Resources web page at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

**Teacher Candidate Forms**

Below is an overview of forms the student teacher will complete during the semester. The Director of Student Teaching will guide candidates, via Blackboard weekly content folders, as to timelines for completing forms. Forms to be completed by the teacher candidate prior to the internship:

- Student Teaching Internship Application (**deadlines apply**)
- Teacher Candidate Personal Data. To be completed in first week of semester.

Form to be completed by the teacher candidate *during* each internship placement:

- Student Teaching Diversity Report

Forms to be completed by the teacher candidate at the end of *each* internship placement:

- Cooperating Teacher Evaluation from the Teacher Candidate's Perspective

Forms to be completed by the teacher candidate at the end of the semester:

- Director of Student Teaching Evaluation from the Teacher Candidate's Perspective
- IDS & Teacher Education Program Exit Conference Questionnaire
- Christian Leadership Survey for Teacher Education Undergraduate Students. Required of all graduating students.

**Cooperating Teacher Forms**

Forms to be completed by the cooperating teacher during the internship:

- Bi-weekly Evaluation of Student Teacher by Cooperating Teacher. Completed at the end of weeks 2 and 6 of *each* internship placement.
- Regent University CAS Student Teacher Evaluation. Completed at mid-term (week 4) and end of each placement.

Forms to be completed by the cooperating teacher at the *end* of the internship placement:

- Cooperating Teacher Feedback – Provides Regent University feedback for program decision-making and improvement.
- Cooperating Teacher Stipend Form – Required in order for the cooperating teacher to receive the Regent University allotted stipend for service.

### **School Administrator Forms**

Forms to be completed by the school administrator at each placement, ideally between weeks five and six of the internship placement:

- Regent University CAS Student Teacher Evaluation by School Administrator. To be completed following a classroom observation.

### **Director of Student Teachings Forms**

Form to be completed by the Director of Student Teaching or designated university supervisor following each teacher candidate observation and conference.

- Report of Observation and Conference by Director of Student Teaching. Allows the Director of Student Teaching to record observation notes for conferences.

Form to be completed by the Director of Student Teaching or designated university supervisor during the internship placement:

- Regent University CAS Student Teacher Evaluation. Completed at mid-term and end of each placement as a self-evaluation and comparison to evaluator scores.

Forms to be completed by the Director of Student Teaching or designated university supervisor at the end of the internship semester:

- Director of Student Teaching Portfolio Evaluation Rubric. See Appendix L for the rubric provided to assist the Director of Student Teaching in determining the level of readiness to teach as related to the criteria for development of the portfolio.

## Appendix B

## TEACHER CANDIDATE PERSONAL DATA FORM

For reference only. Information to be submitted online at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Home Phone No. \_\_\_\_\_ Emergency Phone No. \_\_\_\_\_

Email address \_\_\_\_\_ (Cell) \_\_\_\_\_

Regent University Program of Study \_\_\_\_\_

\*\*\*\*\*

This section is for graduate students only:

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:

\_\_\_\_\_

## Appendix C

**STUDENT TEACHER SELF-EVALUATION**

 For reference only. Information to be submitted online at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

Teacher Candidate's Name: \_\_\_\_\_ Dates of Placement: \_\_\_\_\_

Cooperating Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Course/Semester: \_\_\_\_\_

Complete the evaluation of your field. Specifically, one form must be completed after each placement location. The intent of this evaluation is to serve both as self-examination of your growth and also as means of helping faculty members improve the teacher preparation program at Regent University. Return your completed evaluation form to your Director of Student Teaching.

During this field experience, my performance in each of the following areas was ...	Below Expectations	Meets Expectations	Exceeds Expectations
Punctuality			
Dependability			
Organization and Preparation			
Communication Skills			
Appearance and Dress			
Effort and Initiative			
Cooperativeness and Flexibility			
Enthusiasm			
Attention to Student Safety			
Contribution to a Positive Learning Environment			
Rapport with Students			
Rapport with Parents and Other Community Members			
Rapport with Faculty and Other School Personnel			
Professional Demeanor			
Reflection upon Practice			
Potential for Leadership			

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).



## Appendix D

**COOPERATING TEACHER EVALUATION**  
 (Teacher Candidate's Perspective)

 For reference only. Information to be submitted online at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

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:

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

Comments:

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## Appendix E

**DIRECTOR OF STUDENT TEACHING EVALUATION  
(Teacher Candidate's Perspective)**

 For reference only. Information to be submitted online at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

Name of Director of Student Teaching \_\_\_\_\_ Semester/Year \_\_\_\_\_

Teacher Candidate's Name \_\_\_\_\_

Please indicate to what degree your Director of Student Teaching performed the listed activities by circling the appropriate number using the following scale:

	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Not Observed
<b>I. SUPPORT/COMMUNINCATION</b>					
Advised you of the requirements at the beginning of the semester	4	3	2	1	0
Was accessible by phone and/or email	4	3	2	1	0
Agreed to visit you when assistance was needed	4	3	2	1	0
Derived a workable solution if difficulties occurred	4	3	2	1	0
Provided relevant information through seminars, workshops, counseling, etc.	4	3	2	1	0
Reviewed communications and provided feedback when needed	4	3	2	1	0
Discussed development and implementation of lesson plans	4	3	2	1	0
Reviewed your portfolio and provided feedback on a regular basis	4	3	2	1	0
<b>II. SUPERVISION/ASSESSMENT</b>					
Coordinated visit dates/times with cooperating teacher	4	3	2	1	0
Spent ample time (45-60 minutes) for observation/assessment	4	3	2	1	0
Analyzed and critiqued teaching technique regularly	4	3	2	1	0
Helped you to identify specific areas of strength and weakness	4	3	2	1	0
Previewed and discussed the purposes of each evaluation form					
Reviewed with you the results of each evaluation	4	3	2	1	0
Conducted all conferences in a positive and constructive manner	4	3	2	1	0
Conducted at least one three way conference with student teach and cooperating teacher	4	3	2	1	0

Number of observations (face-to-face and virtual) per placement: \_\_\_\_\_

Comments: \_\_\_\_\_

## Appendix F

## STUDENT TEACHING LOG SHEET

Directions: Round hours to the nearest half hour. Enter .50 for 30 minutes (i.e. 4.5 hours or 4.0 hours). Before final submission, check your math to ensure all figures and totals are accurate. In addition to weekly signatures, the cooperating teacher must initial all white-outs or changes next to the change.

	Start Date	End Date	Direct Teaching Contact Hours (300 minimum)	Non Student Contact Hours	Total	Cooperating Teacher's Signature
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
<u>Enter Totals</u>						

 Teacher Candidate \_\_\_\_\_  
 (Print First and Last Name)

 \_\_\_\_\_  
 (Semester/Year)

 #1 Cooperating Teacher \_\_\_\_\_  
 (Print First and Last Name)

 \_\_\_\_\_  
 (Semester/Year)

 #1 Cooperating Teacher \_\_\_\_\_  
 (Signature)

 \_\_\_\_\_  
 (Date)

 #2 Cooperating Teacher \_\_\_\_\_  
 (Print First and Last Name)

 \_\_\_\_\_  
 (Semester/Year)

 #2 Cooperating Teacher \_\_\_\_\_  
 (Signature)

 \_\_\_\_\_  
 (Date)

 Teacher Candidate \_\_\_\_\_  
 (Signature)

 \_\_\_\_\_  
 (Date)

## Appendix G

 For reference only. Downloadable MS Word format available online at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

<b>Teacher Education Lesson Plan Template</b>		
<b>Student Teacher:</b>	<b>Date:</b>	
<b>Title of Lesson:</b>	<b>Cooperating Teacher:</b>	
<b>Core Components</b>		
<b>Subject, Content Area, or Topic</b>		
<b>Student Population</b>		
<b>Learning Objectives</b>		
<b>Virginia Essential Knowledge and Skills</b>		
<b>VDOE Technology Standards Addressed</b>		
<b>English Language Proficiency Standards (ELPS) Addressed</b>		
<b>Materials/Resources</b>		
<b>High Yield Instructional Strategies Used (Marzano, 2001)</b>		
Check if Used	Strategy	Return
	Identifying Similarities & Differences	45%
	Summarizing & Note Taking	34%
	Reinforcing Efforts & Providing Recognition	29%
	Homework & Practice	28%
	Nonlinguistic Representations	27%
	Cooperative Learning	23%
	Setting Goals & Providing Feedback	23%
	Generating & Testing Hypothesis	23%
	Questions, Cues, & Advanced Organizers	22%
<b>DOES YOUR INSTRUCTIONAL INPUT &amp; MODELING YIELD THE POSITIVE RETURNS YOU WANT FOR YOUR STUDENTS?</b>		
Check if Used	Strategy	Return
	Teach Others/Immediate Use of Learning	95%
	Practice by Doing	75%
	Discussion	50%
	Demonstration	30%
	Audio Visual	20%
	Reading	10%
	Lecture	05%

Time (min.)	Process Components
	<b>*Anticipatory Set</b>
	<b>*State the Objectives (grade-level terms)</b>
	<b>*Instructional Input or Procedure</b>
	<b>*Modeling</b>
	<b>*Check for Understanding</b>
	<b>*Guided Practice</b>
	<b>*Independent Practice</b>
	<b>Assessment</b>
	<b>*Closure</b>
<b>Differentiation Strategies (enrichment, accommodations, remediation, or by learning style).</b>	
<b>Classroom Management/Safety Issues</b>	
<b>Lesson Critique. To be completed following the lesson. Did your students meet the objective(s)? What part of the lesson would you change? Why?</b>	

\*Denotes Madeline Hunter lesson plan elements. McDonald's Draft (2010). Modified by Kreassig and Gould (2014) for use with student teachers.

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**Intern Signature**


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**Cooperating Teacher  
Signature**


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**Date**

## Appendix H

**Bi-Weekly Evaluation of Student Teacher by Cooperating Teacher (Formative)**

For reference only. Evaluation is submitted online at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

The cooperating teacher assesses student performance on an ongoing basis in regards to professionalism and five components of teaching. The cooperating teacher also provides open-ended comments designed to provide high-quality feedback to the student teacher toward professional growth.

The cooperating teacher assesses student teacher professional qualities based on the following rating choices:

- Superior work. Advanced beyond what is expected of teacher candidates.
- Satisfactory work. Advancing nicely. No suggestions noted in this particular area.
- Improvement needed. Suggestions of CT should be implemented.
- Weakness in performance noted. Suggestions of CT and DST should be practiced to ensure successful results.
- Significant weakness exists. Conference requested with ST, CT, and DST.
- Not applicable. ST not required to have demonstrated this skill at this time.

**Professional Qualities.** The cooperating teacher assesses student performance on eight items related to professionalism and determines the degree to which the teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning (VDOE Standard 6).

- *Reliability/Dependability.* The student teacher has exemplary attendance, gets to work on time, and perceives the need to attend to all assigned duties and tasks immediately.
- *Oral Expression.* The student teacher is articulate, demonstrates proper use of grammar, and is expressive and animated as appropriate.
- *Judgement and Tact.* The student teacher maintains good relationships by being sensitive to other's feelings, opinions, and needs for safety and responds accordingly.
- *Written Communication.* The student teacher's written communication is organized, clear, and free from grammatical errors.
- *Self-initiative/Independence.* The student teacher demonstrates initiative by (a) sharing ideas, (b) being creative and resourceful, and (c) working effectively with limited supervision, and (d) independently implementing plans.
- *Collegiality.* The student teacher works well with other faculty and staff as part of a team, willingly shares ideas and materials, and actively seeks opportunities to work with school personnel.
- *Interaction with Students.* The student teacher actively seeks opportunities to work with students and accepts responsibility for student learning.

- *Response to Feedback.* The student teacher not only is receptive and responsive to feedback but also solicits suggestions and feedback from others.

**Components of Teaching.** Next, the cooperating teacher considers five components of teaching and selects two areas from each component that represent the student teacher's instructional strengths as well as two areas that the student teacher should focus on for the following week.

#### Professional Knowledge

- Presents accurate and current content.
- Assesses prior knowledge.
- Uses high-quality questioning techniques.
- Provides developmentally appropriate experiences.
- Bases practical work on research based best practices.

#### Instructional Planning

- Plans have objective(s) aligned with the appropriate SOL.
- Plans have procedures for assessing student progress.
- Plans differentiate instruction as appropriate.
- Plans are given to CT in advance for review/approval.
- Materials are appropriate and ready for instruction.

#### Instructional Delivery

- Implements lesson elements, as planned.
- Actively engages students throughout the lesson.
- Uses instructional time effectively.
- Uses a variety of instructional strategies.
- Effectively incorporates student-centered technology.

#### Assessment of and for Student Learning & Student Academic Progress

- Provides ongoing, constructive feedback to students.
- Collects & assesses student work. Links to instruction.
- Uses a variety of informal and formal assessments.
- Student work samples, quizzes, and tests provide evidence of learning.
- Overall, achievement data reflects student learning.

#### Learning Environment

- Sets and reinforces behavior expectations.
- Establishes routines and procedures to mitigate issues.
- Quickly redirects or intervenes when necessary.
- Deals calmly and effectively with disruptions.
- Students demonstrate positive social interactions w/peers & personnel.

Finally, cooperating teacher notes specific areas in which the student teacher excelled during the week and areas that require the student teacher's corrective action. The cooperating teacher also provides specific examples of excellence and specific suggestions of how the student teacher may strengthen the areas for improvement.

## Appendix I

### **Description of the Regent University CAS Student Teacher Evaluation Form**

For reference only. Evaluation is submitted online at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

Student teachers are evaluated at the mid-term and end of each placement. Evaluators rate student teachers on 28 items related to seven professional standards. Evaluators rate student teachers, using the scoring rubric outlined below, on the degree to which the student teacher has demonstrated each standard.

#### **Scoring Rubric**

Exemplary - Demonstrates standard in an exceptional, creative, and/or innovative way.

Superior - Consistently demonstrates performance standard.

Proficient - Frequently demonstrates standard and adequate progress as a pre-service teacher.

Developing - Inconsistently demonstrates standard and requires growth to become proficient.

Unsatisfactory - Rarely meets standard and requires focused and substantial growth to become proficient.

#### **Evaluation Items**

Standard One: Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Demonstrates accurate knowledge and skills of the subject area(s) taught.
- Demonstrates an understanding of the development of the age group.
- Integrates key content elements; facilitates students' use of higher level thinking skills.
- Links content with other subject areas and real world applications.

Standard Two: Instructional Planning. The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Aligns lesson objectives to school's curriculum and student learning needs.
- Develops appropriate plans designed to meet all learner needs; adapts plans as needed.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

Standard Three: Instructional Delivery. The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.



Standard Four: Assessment of and for Student Learning. The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses student learning data to make instructional decisions.
- Uses a variety of appropriate assessment strategies and instruments
- Uses assessment tools for both formative and summative purposes.
- Gives constructive and frequent student feedback.

Standard Five: Learning Environment. The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

- Establishes clear expectations for classroom rules and procedures; enforces them consistently and fairly.
- Uses available resources and knowledge of students to prevent, redirect, or reinforce behaviors.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.

Standard Six: Professionalism. The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Modifies performance based on personal and professional critiques.
- Demonstrates initiative in planning, management, and professional interactions.
- Demonstrates effective communication/collaboration with school personnel.
- Fosters trust in all school relationships through fair and ethical interactions.

Standard Seven: Student Academic Progress. The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Documents the progress of each student throughout the placement.
- Provides evidence that achievement goals have been met.
- Uses data to document/communicate student progress and develop learning targets.

#### References:

Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye of Education.

Virginia Department of Education. (2011). *Guidelines for uniform performance standards and evaluation criteria for teachers*. Richmond, VA: Author.

Appendix J

DIRECTOR OF STUDENT TEACHING OBSERVATION OF TEACHER CANDIDATE

Teacher Candidate \_\_\_\_\_  
(First and Last Name) (Date of Visit) (Time of Visit)

Cooperating Teacher \_\_\_\_\_  
(First and Last Name) (School) (Grade)

Next Visit: \_\_\_\_\_  
(Date of Visit) (Time of Visit)

**Lesson Plan Comments**

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**Observations**

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<p><b>Went Well:</b></p> <hr/> <hr/> <hr/> <hr/>
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<p><b>Do Differently:</b></p> <hr/> <hr/> <hr/> <hr/>
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<p><b>Strengths:</b></p> <hr/> <hr/> <hr/> <hr/>
--

<p><b>Refinement:</b></p> <hr/> <hr/> <hr/> <hr/>
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Focus for next observation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher Candidate Signature/Date \_\_\_\_\_

Director of Student Teaching Signature/Date \_\_\_\_\_

## Appendix K

**AGENDA FOR STUDENT TEACHING SEMINARS**

<b>Meeting (2 hours)</b>	<b>Course Content</b>	<b>Assignments Due Dates/ Notes</b>
Meeting 1	<b>Director of Student Teaching (120 minutes):</b> Orientation to Student Teaching. Topics include: <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Forms, procedures, and evaluations</li> <li>• ePortfolio requirements</li> </ul>	Assignments for the student teaching experience are outlined in the Student Teaching Handbook and will be reviewed during our first meeting.
Meeting 2	<b>Professional Development Topic (60 minutes)</b> <b>Director of Student Teaching (30 minutes):</b> (1) Discuss student teaching issues as identified during observations, (2) Review questions on the e-portfolio, (3) Review other questions and concerns. <b>Student-to-Student- (30 Minutes):</b> Sharing student teaching experiences.	
Meeting 3	<b>Professional Development Topic (60 minutes)</b> <b>Director of Student Teaching (30 minutes):</b> (1) Discuss student teaching issues as identified during observations, (2) Review questions on the e-portfolio, (3) Review other questions and concerns. <b>Student-to-Student- (30 Minutes):</b> Sharing student teaching experiences.	
Meeting 4	<b>Professional Development Topic (60 minutes):</b> Applying for Licensure. <b>Director of Student Teaching (20 minutes):</b> (1) Discuss student teaching issues as identified during observations, (2) Review questions on the e-portfolio, (3) Review other questions and concerns. <b>Student-to-Student (40 Minutes):</b> Sharing our wisdom	
Meeting 5	<b>Meeting 5 (1 day/approx. 45 min per student)</b> <b>ePortfolio Presentations and exit conference</b> – Individuals meet with a faculty committee. 15 min. ePortfolio presentation followed by faculty questions related to specific ePortfolio and Teacher Education program elements.	

## Appendix L

## E-PORTFOLIO EVALUATION RUBRIC

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

Teacher Candidate \_\_\_\_\_

Criteria/Point Value	Excellent (3)	Good (2)	Satisfactory (1)	Marginal (0)	Points Awarded
<b>Introductory Statement</b>	References the conceptual framework; discusses growth; well-written	No reference to the conceptual framework and/or personal growth (just discusses one or the other); just a basic introduction	Poorly written; no discussion of either conceptual framework or growth	Unsatisfactory Submission on all criteria	
<b>Philosophy of Education</b>	Includes personal statement of philosophy of education; reflects EVOLUTION OF BELIEFS (the paper should not be the one that they submitted for a course requirement); includes statement of goals & integration of faith; well-written	Missing one of the above elements.	Includes the philosophy paper from early in the program with no changes; missing 2 or more elements given above	Unsatisfactory Submission on all criteria	
<b>Resume</b>	Acceptable format; well-written, includes all relevant professional experience; of a quality that would be appropriate for job interviews	Not well organized; too much extraneous, irrelevant information	Does not highlight relevant experience; poor quality	Unsatisfactory Submission on all criteria	
<b>Professionalism and Professional Development</b>	Submits a SAMPLING of observation reports from cooperating teacher, principals and Director of Student Teaching	Includes all of the evaluations or too few	Missing key pieces, such as test scores, or principal's evaluation	Unsatisfactory Submission on all criteria	

<b>Criteria/Point Value</b>	<b>Excellent (3)</b>	<b>Good (2)</b>	<b>Satisfactory (1)</b>	<b>Marginal (0)</b>	<b>Points Awarded</b>
<b>Classroom Environment (Student-centered and/or differentiated instruction)</b>	Demonstrates support for learners of many styles and needs; careful thought in lesson planning; evidence of differentiation; good selection of artifacts. Substantially addresses how your faith impacts decision making and practice.	Missing one of the above components; artifacts are questionable	Missing more than one of the above components; poor choice of artifacts; missing artifact (s)	Unsatisfactory Submission on all criteria	
<b>Planning, Preparation, Instruction, and Assessment Strategies</b>	Evidence of all 4 components. Evidence of accommodation for different learner needs; reflects intern's philosophy, good selection of artifacts. Data and analysis of pre/post-assessment implemented in alignment with SOL.	Evidence is not complete; does not reflect intern's philosophy; artifacts are questionable. Pre-Post assessment completed but not aligned with SOL.	Missing more than one of the above components; poor choice of artifacts; missing artifact (s)	Unsatisfactory Submission on all criteria	
<b>Developmentally Appropriate Instruction</b>	Demonstrates evidence of hands-on teaching techniques and multiculturalism; good selection of artifacts; developmentally appropriate content	Evidence is not complete; does not include multiculturalism; artifacts are questionable	Evidence does not show an understanding of DAP; poor choice of artifacts; missing artifact (s)	Unsatisfactory Submission on all criteria	
<b>Family and Community Involvement (Effective communication and collaboration)</b>	Evidence of communication/ <b>collaboration</b> with parents and families and/or other professionals in the school and community; good selection of artifacts	Evidence is not complete; artifacts are questionable	Evidence does not show an understanding of the importance of family and community involvement; missing artifact (s)	Unsatisfactory Submission on all criteria	

<b>Criteria/Point Value</b>	<b>Excellent (3)</b>	<b>Good (2)</b>	<b>Satisfactory (1)</b>	<b>Marginal (0)</b>	<b>Points Awarded</b>
<b>Content Knowledge</b>	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	Evidence is not balanced (does not show content knowledge across subject areas); artifacts are questionable	Evidence does not demonstrate strong content knowledge; poor choice of artifacts; missing artifact(s)	Unsatisfactory Submission on all criteria	
<b>Integration of technology and media resources</b>	Evidence of student-centered integration of technology and media resources to foster student growth and understanding. Instruction includes high-quality use these elements.	Evidence shows teacher-centered use of technology and media resources and/or passive used of technology by students.	Evidences shows use of technology but in limited quantity or quality. Elements described are missing. Poor choice of artifacts	Unsatisfactory. Submission on all criteria.	
<b>Classroom and Behavior Management</b>	Evidence shows that classroom and behavior management strategies support a positive learning environment. Addresses how faith impacts decision making and practice.	Evidence is not complete; evidence strategies support a positive learning or intern's integration of faith but not both.	Evidence is not complete; does not reflect intern's integration of faith or show how strategies support a positive learning environment; or artifacts are questionable.	Unsatisfactory. Submission on all criteria	

<b>Title Page (1 pts.)</b>	Includes name, address (city & state), email address, program name, and degree.	
<b>Site Map (2 pts.)</b>	Develop a list of the contents of your e-portfolio that is divided into the four major sections.	
<b>Additional Requirements (4 pts.)</b>	Unit Plan, Teaching Video, Student Survey, Diversity Reports (1 pt. each)	
<b>Total Score</b>		<u>        </u> /40 (    %)