Designing a Continuum of Successful Field Experiences

A Blueprint

Virginia Department of Education

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Questions or inquiries about this document should be directed to the Division of Teacher Education and Licensure, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120.

Designing a Continuum of Successful Field Experiences: A Blueprint

Dr. Pat Burgess, Project Coordinator
Virginia Department of Education

Dr. Shanon Hardy, University Project Consultant
George Mason University

Contributing Colleges and Universities

Bluefield College
Bridgewater College
Christopher Newport University
Eastern Mennonite University
George Mason University
Hollins University
Liberty University
Longwood University
Mary Baldwin College
Old Dominion University
Randolph-Macon Woman's College
Roanoke College
Saint Paul's College
University of Mary Washington
University of Richmond
University of Virginia
Virginia Commonwealth University

Writing Team Members

Jane Amelon	Department Chair and Teacher	Virginia Beach City Public Schools
Mary Ayscue	Teacher	Norfolk City Public Schools
Dr. Leigh Butler	Director, Teacher Education	Old Dominion University
Sharon Colley	Gifted Coordinator	Martinsville City Public Schools
Dr. H. Jurgen Combs	Director, Teacher Licensure	Shenandoah University
Nancy Costello	Teacher	Richmond City Public Schools
Dr. Randy Cromwell	Associate Professor	Averett University
Mie Devers	Instructional Coach	Fairfax County Public Schools
Dr. Terry Dozier	Director, Center for Teacher Leadership	Virginia Commonwealth University
Tom Freeman	Teacher	*Retired*
Susan Graham	Teacher	Stafford County Public Schools
Christine Grayson	Teacher	Prince William County Public Schools
Janet Harms	Teacher	Alexandria City Public Schools
Dr. Mary Holmgren	Physical Science Teacher	Prince William County Public Schools
Nadina Johnston	Teacher	Alexandria City Public Schools
Gwendolyn Lee-Lomax	Teacher	Hampton City Public Schools
Melissa Lisanti	Doctoral Student	Virginia Tech
Jennifer Maginnis	Clinical Faculty Coordinator	Virginia Commonwealth University
Alicia Manning	Teacher	Isle of Wight County Public Schools
Susan McGilvray	Learning Specialist	Loudoun County Public Schools
Rachel McMillan	School Improvement Specialist	Virginia Beach City Public Schools
Dr. Joy Moody	Director, Education Support Center	James Madison University
Dr. Pam Roland	Assistant Professor	University of Virginia
Larry Shield	Coordinator of Technology	Franklin County Public Schools
Gretchen Simard	Teacher	Chesterfield County Public Schools
Dr. Dorothy Sluss	Associate Dean	College of William & Mary
John Strause	Teacher	Frederick County Public Schools
Angela Turley	Teacher	Lee County Public Schools
Paulette Whitehurst	Department Chair and Teacher	Henrico County Public Schools
Theresa Williams	Teacher	Hanover County Public Schools

Editing Team Members

Mary Ayscue	Teacher	Norfolk City Public Schools
Dr. Douglas Ball	Associate Professor	Bridgewater College
Sharon Colley	Gifted Coordinator	Martinsville City Public Schools
Dr. H. Jurgen Combs	Director of Teacher Licensure	Shenandoah University
Dr. Terry Dozier	Director, Center for Teacher Leadership	Virginia Commonwealth University
Janet Harms	Teacher	Alexandria City Public Schools
Dr. Mary Holmgren	Teacher	Prince William County Public Schools
Celina Knez	Teacher	West Point Public Schools
Dr. Jennifer Maginnis	Clinical Faculty Coordinator	Virginia Commonwealth University
Dr. Sue Magliaro	Virginia Tech	Director of Teacher Education
Dr. Karen Newtzie	Career Switcher Provider	Virginia Community College System
Dr. Leonard Parker	Associate Professor	Liberty University
Larry Shield	Coordinator of Technology	Franklin County Public Schools
John Steuber	Teacher	Chesterfield County Public Schools
Angela Turley	Teacher	Lee County Public Schools
Dr. Rebecca Waters	Career Switcher Provider	Virginia Community College System

Introduction

The Commonwealth of Virginia has long recognized the need for continuing to enhance teacher education programs to improve the learning of all students. One response to this commitment was the development of the document, *Stepping Up to the Plate: Virginia's Commitment to a Highly Qualified Teacher in Every Classroom*, developed by the Committee to Enhance the K-12 Teaching Profession**.** A primary recommendation from this document was the necessity "to provide high-quality teacher preparation programs for every teacher candidate."

On November 9–10, 2005, The Virginia Department of Education hosted the fourth annual Virginia Teacher Quality Forum, *Merging Routes to Exemplary Teaching: Reaching All Students.* The purpose of this meeting was to collect perceptions, experiences, and knowledge from exemplary teachers, including Career Switchers and other stakeholders, in order to identify characteristics of exemplary pre- and post-field experiences for candidates. Based on responses from forum participants, the Department of Education convened a follow-up meeting of approximately 20 members to create a "blueprint" for a statewide guidance document to enhance the performance of candidates. The members of the writing team included outstanding teachers and Career Switchers, teacher-educators, representatives from higher education institutions, and staff from the Virginia Department of Education. Once the draft was completed, editing team members reviewed the document for accuracy and consistency.

Designing a Continuum of Successful Field Experiences: A Blueprint is intended to serve as a resource for education programs and preK-12 school settings to enhance supervised field experiences, including classroom experiences and internships of teacher candidates. The blueprint focuses on the continuum of placements from early field experiences for a college or university student exploring a career in education through the pre-student teaching field experiences for teacher candidates to get an introduction into the classroom and school environment to the culminating student teaching field experiences that serve as a bridge from the education program into the profession.

Electronic copies of this document may be found at the Virginia Department of Education, Division of Teacher Education and Licensure Web site http://www.doe.virginia.gov/VDOE/.

Key Terms

Alternate route to licensure – a route available to individuals who meet the criteria specified for Career Switcher alternate route programs or individuals who meet the criteria for a Provisional license and are employed by an educational agency while seeking teaching endorsements pre-K through grade 12, including special education.

Approved program for licensure - a professional education program recognized as meeting state standards for the content and operation of such programs so graduates of the program will be eligible for state licensure.

Candidates - individuals enrolled in education programs.

Candidates completing a program – individuals who have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or required internships.

Candidates exiting a program – individuals who have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internships.

Career Switcher Program – a certified program provider that provides a two-level pathway to teaching for individuals who have not completed a teacher preparation curriculum but have had life experiences, career achievements, and academic backgrounds that are relevant for teaching in pre-K through grade 12 with the exception of special education.

Diversity – the wide range of differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and geographical area.

Education program – means a planned sequence of courses and experiences leading to a degree, a state license, or preparation to provide professional education services in schools.

Field experiences – means program components that are conducted in off-campus settings [or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia, or accredited nonpublic schools, and are accredited for this purpose by external entities such as regional accrediting agencies]. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.

Licensing - the official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a licensed professional.

Mentor - a classroom teacher hired by the local school division who has achieved continuing contract status or other instructional personnel including retired teachers who, at a

minimum, meet local mentor selection criteria; the mentor should work in the same building as the beginning teacher or be an instructional personnel who is assigned solely as a mentor.

PreK-12 school faculty – licensed practitioners in preK-12 schools who provide on-site instruction, supervision, and direction for candidates during field-based assignments.

Pre-student teaching field experiences – education program components that are conducted in off-campus settings and occur throughout the sequence of courses and experiences before the culminating student teaching experience. These experiences may be linked to course work and require intense supervision from the K-12 school faculty and monitoring from the professional education faculty.

Professional education faculty – those individuals who teach one or more courses meeting essential competencies in endorsement areas, provide services to education students (e.g., advising or supervising student teaching) or administer some portion of the education program.

Professional education program - the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel.

Professional teacher's assessment - those tests or other requirements mandated for licensure as prescribed by the Board of Education.

Provisional license - a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in the regulations. The individual must have a minimum of an undergraduate degree from an accredited college or university (with the exception of those individuals seeking the Technical Professional License).

Student teaching field experiences – approved education program components that are conducted in off-campus settings and occur late or near the end of the education program. These experiences include total immersion into teaching practice with decreasing level of supervision and require a minimum of 150 clock hours of directed student teaching requirements at the level of endorsement.

Purpose and Organization

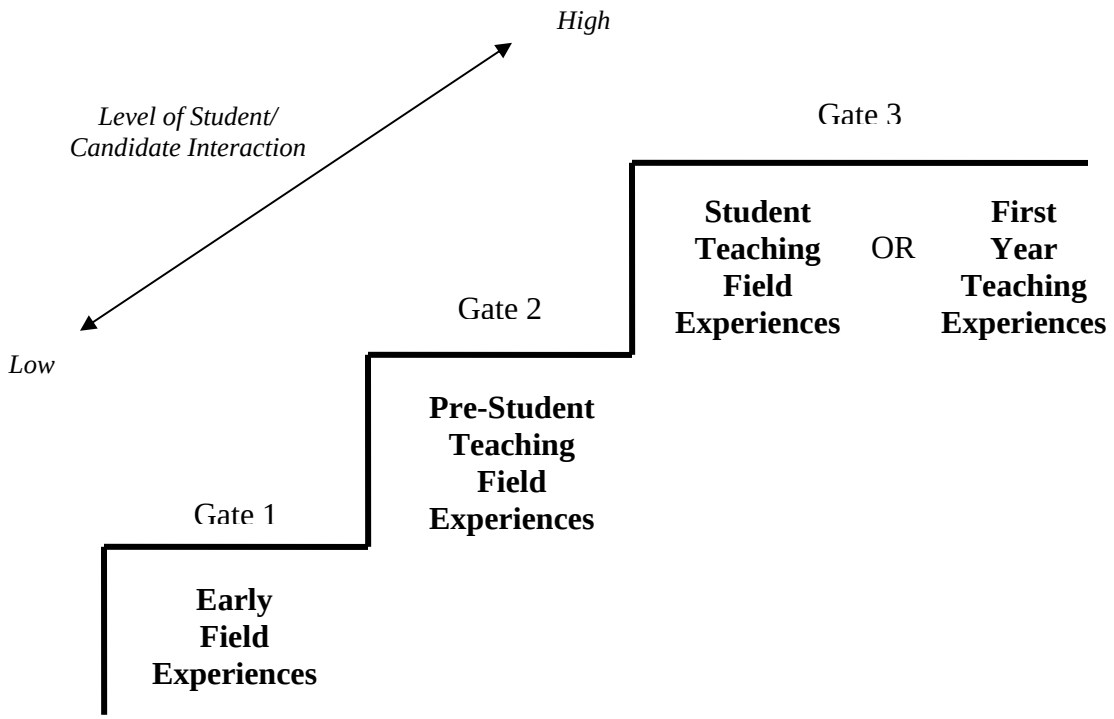
According to Good and Brophy (2000), "In a single day, an elementary teacher may engage in more than a thousand interpersonal exchanges with students. Teachers in secondary schools may have interactions with 150 different students a day" (p. 23). Equipping candidates with the knowledge and skills to face these challenges is one of the major goals of education programs. Educators in today's classrooms must be knowledgeable in the content subject areas, sensitive to social and cultural issues, and skilled at learning from theory and examples (Schwartz, 1996). Creating meaningful field experiences is one way to provide a variety of examples of school practices for candidates. Designing and planning exemplary field experiences for education program candidates is essential for retaining teachers (Gold, 1996).

This blueprint was created to assist with planning field experiences and to identify exemplary characteristics related to each field experience for the candidates. Included in the blueprint is information on program options for approved program and alternate routes for licensure, the importance of collegial relationships and consistent communication, and real-life experiences for candidates. The blueprint includes reproducible forms and resources, including Web-based resources.

The blueprint is organized into eight sections. Each section addresses a different aspect of the continuum of field experiences for both approved program and alternate routes to teacher licensure. Additionally, the roles of the preK-12 school faculty, professional education faculty, and others are explained in relation to the different field experiences. The continuum of field experience is shown in the following diagram. Diagram 1 displays the continuum or different levels of field experiences in a candidate's education program. The levels or "gates students might pass through" illustrate a possible progression of the field experiences.

The college or university student begins field experiences with a level of participation during Gate 1: early field experiences, then proceeds as an education program candidate through the continuum to a high level of participation during Gate 3: student teaching or first-year teaching for alternate route to licensure. As the level of participation increases, the level of preK-12 school faculty and professional education faculty support decreases for the candidate, resulting in high level of support at the beginning of the field experiences to a low level of support at the end of the field experiences.

Continuum of Field Experiences



The continuum of field experiences or "gates" may include:

Gate 1: **Early field experiences** for college or university students and before formal entry into an education program;

Gate 2: **Pre-student teaching field experiences** for education program candidates and after formal entry into an education program; and

Gate 3: **Student teaching field experiences or first-year teaching experiences.**

This continuum and related objectives and purposes of each field experience are explained throughout the various sections of the blueprint.

Section One: Career Advisement and Exploration focuses on a systematic, selection process for formal admission into education programs. This section focuses on a description of an admission process that may consist of both external and internal assessments for admission into the education program, determination of the readiness of students or candidates for pre-student teaching and student teaching field experiences, and support for struggling students.

Section Two: Systematic Field Experiences for Candidates details timelines for relevant events within the continuum of field experiences and different expectations for the various field experiences for candidates.

Section Three: Roles and Responsibilities within the Continuum of Field Experiences describes responsibilities of candidates, preK-12 school faculty and professional education faculty during each field experience. Also, the relationship of the preK-12 school faculty, including administrators, and the professional education faculty is explained.

Section Four: Providing Real-Life Experiences through the Continuum of Field Experiences suggests observation and activity opportunities for the candidates to experience in "real" situations and other practical aspects of field experiences. This section suggests possible connections between coursework and specific level of field experiences.

Section Five: Assessment of Candidate's Performance during Continuum of Field Experiences suggests ways to create effective assessment and evaluation of field experiences.

Section Six: Connecting Education Programs with preK-12 School Settings shares information on the benefits and importance of professional education faculty and preK-12 school faculty partnerships and incentives for creating high-quality relationships.

Section Seven: Mentoring Models suggests an approach for supporting candidates in first-year experiences for alternate routes to licensure. Characteristics of successful mentoring programs are included.

Section Eight: **Resources** suggests a variety of important materials including Web-based sites, books, forms, and references are included.

The blueprint concludes with appendixes that may be amended and reproduced by education programs or school divisions.

It is suggested that this blueprint be used as a companion with two other Virginia Department of Education documents, (1) *Regulations Governing the Review and Approval of Education Programs in Virginia* and (2) *Regulations Governing the Licensure of School Personnel.* These regulations, as established by the Board of Education, include the skills and knowledge a candidate will possess after completion of an approved education program.

Section One:
Career Advisement and Exploration

SECTION ONE

CAREER ADVISEMENT AND EXPLORATION

Attracting high quality candidates into teaching has been a major topic of discussion in educational circles for many years. Many areas across the country are facing a severe shortage of teachers. To alleviate this shortage, individuals are encouraged to enter the teaching field, some without clearly understanding the scope of responsibilities of the profession.

Creating positive experiences for students interested in pursuing teaching as a vocation can aid them as they decide their future direction. A starting point in identifying potential candidates is a systematic process for admission into the education programs. Recognizing candidates who may not be suitable for an educational career, for whatever reasons, is also an important feature of the process.

This section describes possible practices and procedures for admission into an approved education program or an alternate route program. Establishing relevant entry criteria is a responsibility of the individual program and must adhere to established regulations.

This admission process might include the following components in an education program.

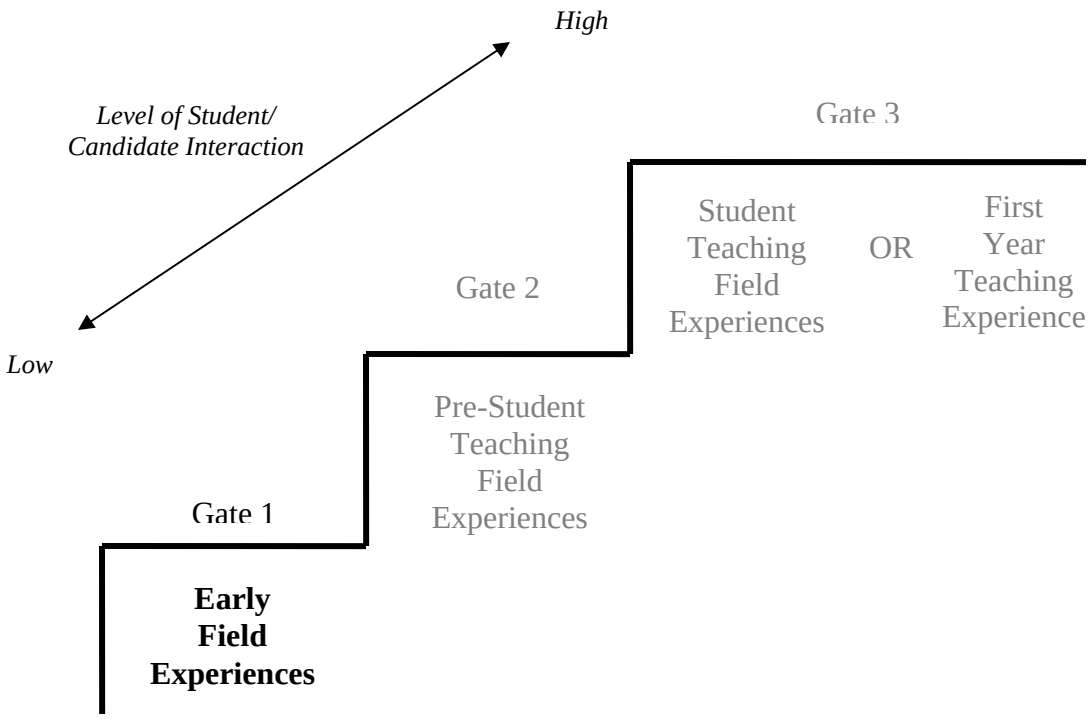
1. Education program entry.

2. Coursework and pre-student teaching field experiences.

3. Student teaching field experiences or first-year teaching experiences.

This process may assist candidates before they enter classrooms by helping them understand their responsibilities and providing time to adjust to demanding tasks and expectations. Before this formal process begins, a university or college student may have participated in early field experiences (Gate 1) as an initial career exploration.

Continuum of Field Experiences:
Early Field Experiences



Once a college or university student has expressed an interest in the education profession, he/she may be required to complete the admission process for entry into an education program. Admission is the first checkpoint for a college or university student to begin fulfilling licensure competencies through coursework and experiences.

Although the Board of Education prescribes professional teacher assessments for the entry into an approved education program, additional admission requirements may be required by the education programs and may include a series of various external and internal assessments including:

- Satisfactory performance in coursework;
- Interviews – college or university students may be required to complete a formal interview with professional education faculty to determine candidate's perception of areas such as cultural responsiveness, diverse classrooms, and philosophy and purpose of education;
- Required grade point average (GPA);
- Sample of writing skills;

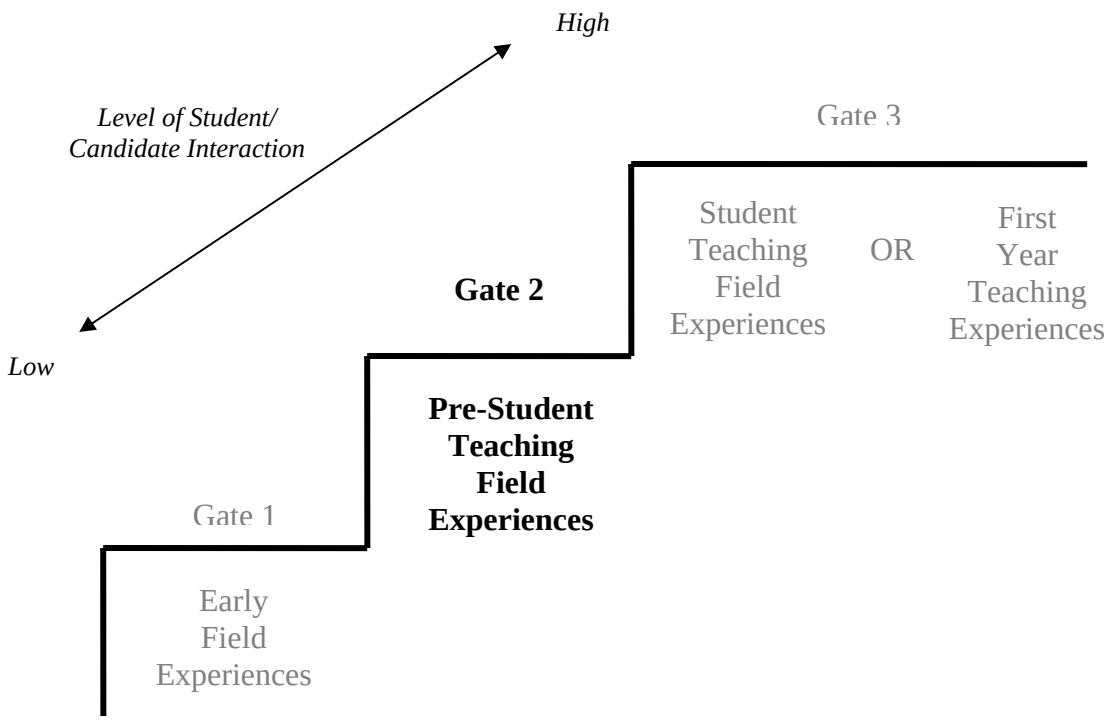
- Computer literacy skills;
- Professional teacher assessments prescribed by the Board of Education for entry into an approved education program;
- Recommendations from college or university faculty; and
- Candidate behavior profile.

Once the college or university student has successfully completed the admission process requirements, the student may be formally admitted into the education program and considered to be an "education program candidate."

Individuals seeking licensure through a Career Switcher program must meet established prerequisite requirements, also. These criteria include an application process, completion of a baccalaureate degree from a regionally accredited college or university, and completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study. In addition, an individual participating in a Career Switcher program must have at least five years of full-time work experience or its equivalent.

Individuals seeking licensure through an alternate route that is not a certified Career Switcher program must have the recommendation of a Virginia employing agency, hold a baccalaureate degree from a regionally accredited college or university, and have met the prerequisite competencies for the license.

Continuum of Field Experiences:
Pre-Student Teaching Field Experience



Candidates who are preparing to work in schools as teachers, or other school personnel such as speech pathologists or counselors, must demonstrate dispositions or professional characteristics which facilitate student learning. Pre-student teaching, or pre-clinical, field experiences provide a "testing ground" and typically occur prior to student teaching, or clinical, field experiences. These pre-student teaching field experiences should be considered as supervised classroom experiences and are part of the required clock hours, as long as the direct teaching requirements established by the Board of Education are met. For alternate routes to licensure, the pre-student teaching field experiences may be determined by either coursework requirements prior to, or concurrent with Career Switcher seminars and training opportunities.

The pre-student teaching field experiences are opportunities for the candidate to assess personal and professional strengths and areas that may need improvement. In addition to early field experiences, the pre-student teaching field experience may give the candidate an opportunity to reflect on the career choice.

For the candidate who affirms the decision for a teaching career, the benefits of the pre-student teaching field experience include opportunities to:

- develop self-confidence and coping skills;

- practice and develop teaching skills; and
- assess complex and "real world" experiences in the classroom.

It is the responsibility of the education program to determine the candidate's readiness for the pre-student teaching field experiences. The following sections describe options for determining candidate readiness, assessing a candidate's understanding of standards of professional conduct, and sharing the preK-12 school faculty's role in pre-student teaching field experiences.

Candidate Readiness for the Pre-Student Teaching Field Experience

An assessment or evaluation may be conducted by the professional education faculty to determine the candidate's readiness for pre-student teaching field experiences. Assessments may be used to evaluate a candidate's verbal and written communication skills. The questions have been ordered to move a candidate's responses from descriptive to more interpretive answers. Some possible questions to determine candidate readiness may include:

- Tell about your experiences working with young students and adolescents.
- How do you feel about working with young students and adolescents? How did your previous experiences working with young students and adolescents impact these feelings?
- Why do you wish to pursue a career in teaching? What would you like the most about being an educator?
- Describe a favorite educator in your personal preK-12 experience. How did this educator demonstrate professional qualities?
- What are your perceptions of an effective educator? Include a description of the characteristics that made this an ineffective educator and how these characteristics may be improved.
- In what ways do educators serve as models in the community, as well as in the classroom?
- What is your understanding of diversity?
- Describe appropriate dress and appearance for educators.
- What are your strengths as a future educator?
- What is a characteristic that you may need to improve or develop?

- How do you promote cooperation between you, your peers, and colleagues?

- Describe your involvement in the community or community organizations.

A sample of an interview rating sheet for candidate can be found in **Appendix A**. An education program might use the rubric to assess the readiness of a candidate for a pre-student or student teaching field experience in the areas of professional interest, verbal fluency, appearance, presentation, and writing skills.

After the education program has ascertained the readiness of the candidate, the candidate may begin participating in the pre-student teaching field experience. All candidates need to be aware of the standards of professional conduct that will be expected of them during the pre-student teaching field experience.

Standards of Professional Conduct

All candidates need to be academically ready and to understand the standards of professional conduct that will be expected of them during the pre-student teaching field experience. These standards may include:

- Competent skills and knowledge;
- Exemplary performance and ethics;
- Detailed planning;
- Punctuality;
- Adherence to the school policies and practices;
- Professional grooming and dress;
- Issues of confidentiality and ethical treatment of students, colleagues, parents, administrators and community representatives; and
- Professional ethical relationship with students, colleagues, administrators, and parents.

Candidates develop an understanding of these standards through the education program's curriculum that is facilitated and supervised by the faculty. Supervision and support for the candidate is part of the responsibility of the preK-12 school and professional education faculty throughout the entire continuum of field experiences. However, it is very important to identify areas that may be challenging for a teacher candidate. Through a systematic problem solving approach, an education program may provide support for struggling candidates.

Support for Struggling Candidates

Candidates may struggle during the pre-student teaching field experiences and prior to the student teaching phase of their education program. Challenges may include poor academic performance, ineffective communication skills, and unprofessional behavior or dress. Several strategies can assist these struggling candidates, such as utilization of a university partnership, consultations with a mentor for alternate route participants, counseling out, or the development of an individualized knowledge and skills growth plan. The steps in the development of an individualized plan may include:

1. Identifying specific challenges.

2. Identifying goals for improvement to address the challenges.

3. Creating an action plan for meeting goals.

Areas for improvement in the candidate's plan may include:

- Organizing the classroom;
- Planning and teaching rules and procedures;
- Managing work and improving accountability;
- Maintaining appropriate student behavior;
- Planning and organizing instruction for all learners;
- Conducting instruction and maintaining momentum; and
- Climate communication and self-management.

Successfully addressing candidate's strengths and weaknesses will assist in the preparation of future educators. Preparing high-quality educators for today's classrooms is a valuable contribution of education programs. The first step in the process of recruiting individuals for the teaching profession is a thorough, systematic selection of worthy candidates to the education program. Early field experiences and pre-student teaching field experiences can help individuals confirm their decision to become an educator. Continuing with meaningful and well-supervised field experiences throughout the education program has been shown to be a major contributor to teacher retention (Darling-Hammond & Sclan, 1996).

Section Two describes elements of the continuum of systematic field experiences for candidates. Elements may include specific timelines for activities, objectives for each level of field experiences, and strategies for increasing a candidate's level of participation.

Section Two:
Systematic Field Experiences for Candidates

(Traditional and Alternate Routes)

SECTION TWO

SYSTEMATIC FIELD EXPERIENCES FOR CANDIDATES

According to research, many teachers state that their field-based experiences were the most important part of their education preparation program (McIntyre, Byrd, & Foxx, 1996). However, field experiences are just one part of a comprehensive education program. The typical education program is comprised of an inclusive program of a continuum of field experiences, coursework, and assessments (Goodlad, Soder & Sirotnik, 1990).

The culmination of these relevant and reflective experiences and activities is graduation and teacher licensing, and the knowledge and skills that will equip the candidates for effective future teaching. Embedded within the education programs are selected objectives designed to develop specific skills and behaviors of the candidate at the time the candidate is ready. The following charts show the occurrence, duration, purpose, objectives and requirements for the pre-student teaching and student teaching field experiences for (1) candidates completing an approved program for licensure, (2) candidates completing a Career Switcher Alternate Route, and (3) candidates completing alternate routes for licensure available by an educational agency.
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Continuum of Field Experiences for Candidates Completing an Approved Program for Licensure

Elements	Pre-Student Teaching	Student Teaching
Occurrence in Education Program	Early to mid in education program	Late or near end of education program
Duration of Experience	As determined by education program	At least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement
Purpose of Experience	Classroom observation, tutoring, assisting teacher, school environment observation and minimal opportunity for lesson planning and teaching with a high level of supervision	Total immersion into teaching practice with decreasing level of supervision
Possible Objectives of Experience	♦ **Observe** various classes and grade levels. ♦ **Confirm** desire to pursue a teaching career. ♦ **Plan** and present a mini-lesson. ♦ **Participate** actively in classes at the preK-12 school faculty's discretion. ♦ **Interview** various school personnel using an adopted protocol from education program. ♦ **Shadow** specialists such as guidance counselors to gain a better understanding of the entire school culture and operations.	♦ **Transition** into total responsibility for all classrooms in the student teaching assignment. ♦ **Experience** being in classes full time with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. ♦ **Participate** in professional development opportunities. ♦ **Reflect** on the experience with the preK-12 school faculty, professional education faculty, peers, and colleagues.
Requirements	Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours with at least half of that time spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels.	

Continuum of Field Experiences for Alternate Route To Licensure for Career Switchers

Components	Level I Preparation	Level II Preparation
Occurrence in Education Program	Completed during the course of a single year, as determined by the program provider	Level II preparation begins during the first-year of employment.
Duration of Experience	Includes a minimum of 180 clock hours of instruction, including field experience	One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional License
Purpose of Experience	Induction into curriculum and instruction methods, course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management, and human growth and development	During the first-year of employment with a minimum of five seminars that expand the intensive preparation requirements. During Level II a trained mentor is assigned to assist the candidate throughout his or her first-year of employment.
Requirements	The Provisional License is awarded at the end of Level I preparation.	Upon completion of Levels I and II of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to apply for a five-year, renewable license.

*****Level III Preparation**, if required, may be conducted by the employing Virginia educational agency to address the areas where improvement is needed as identified in the Career Switcher candidate's professional improvement plan. Upon completion of Levels I, II, and III of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to receive a five-year renewable license.

Continuum of Field Experiences for Alternate Routes for Licensure Available by an Educational Agency for Endorsements preK through Grade 12 Including Special Education

Components	First-Year Teaching
Occurrence in Education Program	After completion of a baccalaureate degree from an accredited college or university and securing a recommendation from the employing educational agency. Endorsement requirements, including prerequisite coursework, and required assessments must be met.
Duration of Experience	One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed.
Purpose of Experience	Total immersion into teaching practice under the guidance of a preK-12 school faculty assigned trained mentor.
Objectives of Experience	♦ **Experience** induction into teaching profession with the help of a trained mentor. ♦ **Reflect** on experiences with mentor to enhance instructional practice. ♦ **Participate** in professional development opportunities and the overall school culture. ♦ **Debrief** in seminars, if required by education program. ♦ **Interview** various school personnel using an adopted protocol.
Requirements	One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed. A fully licensed experienced teacher must be available in the school building to assist the beginning teacher employed through the alternate route.

Suggested Interview Experiences:

Appropriate and well-planned interviews and observations can be powerful components of all field experiences. It is important that the candidate gain varied perspectives on student learning and the educational environment to better enhance the field experience. The interview experience also allows the candidate to assess his/her relationship with the school culture, lines of communication with preK-12 school faculty, and practices in the school setting. **Appendix B** provides a list of possible considerations for education program faculty prior to the candidate's interview activity. **Appendix C** is a sample list of questions and suggested participants for candidate's interviews.

Systematic field experiences may have an immense impact on the candidate's education program and career expectations. Carefully considering appropriate field experiences is critical for successful field experiences of candidates. In addition to field experiences, candidates also need to be aware of and responsible for adhering to established timelines and requirements

throughout the education program, including licensing requirements and graduation expectations. The continuum of field experiences allows for the candidate to build on previous skills and knowledge acquired through previous field experiences. Furthermore, making the candidates aware of expectations along the continuum of field experiences can help ensure a more positive, meaningful experience. These expectations need to be clearly stated as responsibilities for the relevant field experiences. The next section, Roles and Responsibilities during Field Experiences, discusses these expectations.

Section Three:
Roles and Responsibilities of the Continuum of Field Experiences

SECTION THREE

ROLES AND RESPONSIBILITIES DURING THE CONTINUUM OF FIELD EXPERIENCES

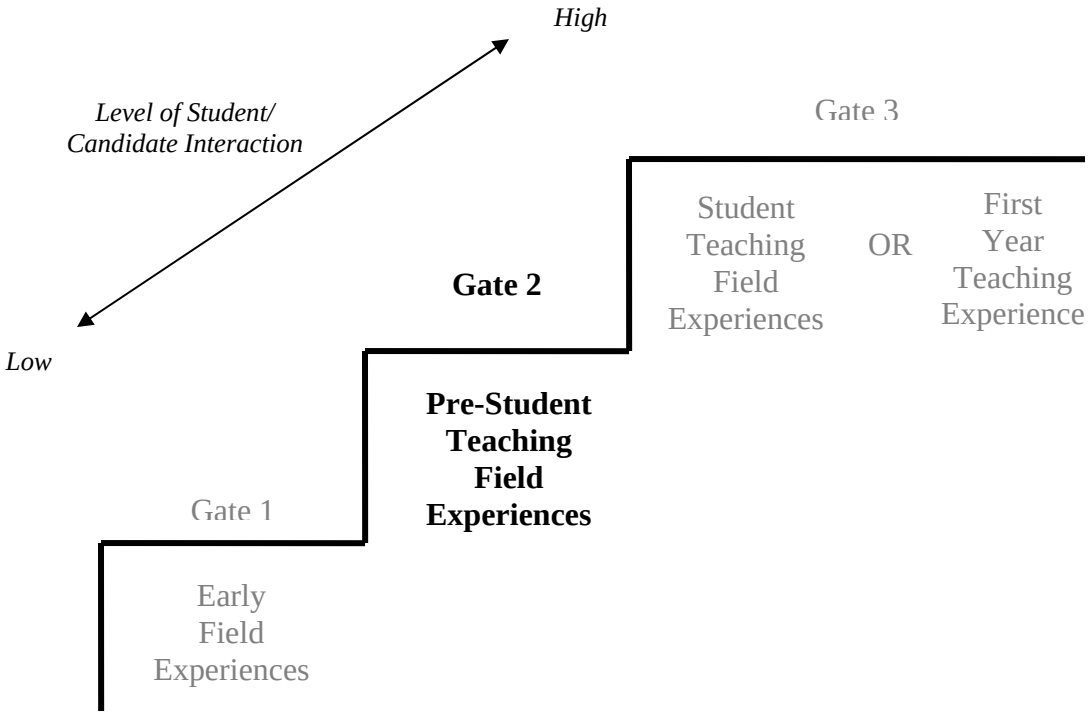
The continuum of field experiences for candidates may include two distinct levels:

1. Pre-student teaching field experiences; and

2. Student teaching field experiences or first-year teaching experiences.

While Section Two included goals and objectives for each of the levels, Section Three delineates responsibilities of candidates, preK-12 school faculty including administrators, and professional education faculty during the field experiences.

Continuum of Field Experiences:
Pre-Student Teaching Field Experiences



This is a series of supervised observational and interactive experiences that provide for and emphasize the practical application of theory in the field.

Candidate Responsibilities during Pre-Student Teaching Field Experiences

At a minimum, candidate responsibilities may include:

1. Observing the rules of the school setting and maintaining professionalism.

2. Wearing student identification in the school building.

3. Maintaining attendance, as required by education program.

4. Giving honest and constructive feedback on an evaluation form that the education program may use to improve the field experiences for candidates.

5. Maintaining a journal describing and reflecting on each observation.
   The journal entries may focus on the candidate's ability to:

   - understand subject matter and pedagogical knowledge for instruction;

   - reflect on the knowledge of subject matter appropriate for grade level;

   - reflect on the understanding of pedagogy appropriate to subject matter;

   - understand the interrelatedness of subject area content;

   - understand how preK-12 students learn and develop;

   - understand students' cognitive, social, and emotional levels;

   - understand instructional technology used in classrooms;

   - understand how students differ in their approaches to learning;

   - understand the purposes and roles of K-12 education;

   - understand appropriate instructional strategies/activities;

   - understand instructional, curricular, behavioral modifications for students with disabilities;

   - understand instructional differentiation;

   - understand valid assessment techniques that provide a valid representation of student learning;

- understand how assessment results assist in making instructional decisions;
- understand classroom management techniques; and
- demonstrate professional demeanor and ethical behavior.

PreK-12 School Faculty Responsibilities During Pre-Student Teaching Field Experiences

The preK-12 school faculty has at least four primary responsibilities during the pre-student teaching field experiences:

1. **Providing an orientation to the school environment.** Awareness of school practices and procedures can include learning where school materials and resources are stored, as well as location of different classrooms. Some resources might include:
    - Copy of school handbook;
    - Technology and audiovisual resources;
    - School wide procedures including discipline;
    - Bell schedules;
    - School policies including the use of office machines and access to supplies;
    - Guidance, Special Education, and English as a Second Language departments;
    - Schedule of school wide parent conferences;
    - Aspects of and demographics of the community, cultural environment; and
    - Expectations of school building administrators of the candidate.
2. **Providing an orientation to the classroom environment.** Similar to orientation to the school environment, orientation to the classroom environment prepares the candidate to be informed of the following:
    - Expectations of the preK-12 school faculty of the candidate;
    - Grading policies;
    - Seating charts;
    - Classroom management techniques and rationale; and
    - Daily instructional tasks and lesson responsibilities.

3. **Evaluating the candidate.** The preK-12 school faculty's role in evaluation involves both summative and formative evaluation. Clear and open communication between the preK-12 school faculty and the candidate is critical. The components of the evaluation may include:

   - Conferences held according to a preplanned schedule;

   - Meetings with the professional education faculty in addition to planned meetings if warranted; and

   - Formal written evaluation completed at the end of the pre-student teaching field experience. This evaluation may be shared with the candidate and forwarded to the academic institution.

   Appendix D contains a sample of one evaluation form that may be used to assess a candidate's readiness for the pre-student teaching field experience.

4. **Collaborating with education program faculty.** Collaboration with the professional education faculty is an important responsibility for the preK-12 school faculty including administrators during the pre-student teaching field experience. Some of the responsibilities of the preK-12 school faculty while collaborating with education program faculty may include:

   - Maintaining communication with the education program;

   - Ensuring that preK-12 school faculty meet all education program deadlines and follow evaluation procedures;

   - Identifying preK-12 school faculty to serve as supervisors and mentors and providing necessary resources; and

   - Conducting an exit interview with each candidate and communicating the results of that interview to the education program.

Professional Education Faculty Responsibilities during Pre-Student Teaching Field Experiences

Some responsibilities of the professional education faculty may include:

1. Coordinating the expectations of the education program and school.

2. Maintaining regular contact with the preK-12 school faculty to discuss the candidate's performance and progress.

3. Serving as a resource person and consultant to the preK-12 school faculty.

4. Mediating between the candidate and the preK-12 school faculty when differences arise over any facet of the experience.

5. Keeping the candidate informed of the degree of satisfaction with which the activities are being completed, and setting appropriate additional goals.

6. Evaluating the work of the candidate and reporting evaluation results.

7. Providing specific behavioral feedback.

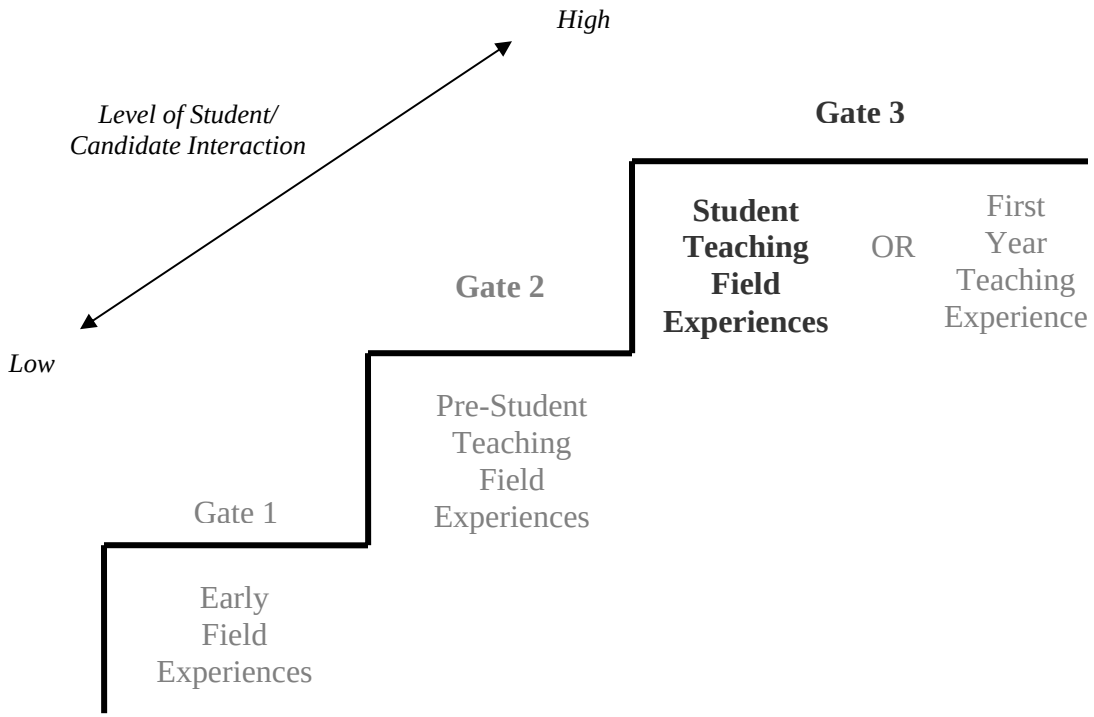
8. Spending time in the school setting asking questions, listening, and learning about the classroom environment.

9. Writing a narrative of the candidate and assisting in bringing satisfactory closure to the field experience.

10. Collecting data on the strengths and weaknesses of the education program.

11. Recruiting exemplary preK-12 school faculty for supervision and mentoring programs.

Continuum of Field Experiences:
Student Teaching Field Experiences



According to the *Regulations Governing the Licensure of School Personnel*, the student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours with at least half of that time spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a school library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought.

Candidate Responsibilities during Student Teaching Field Experiences

In addition to previously discussed responsibilities of the candidate in the pre-student teaching field experience, additional responsibilities specific to the student teaching field experience may include:

1. Assuming all of the responsibilities and duties of the preK-12 school faculty.

2. Abiding by the academic calendar of the assigned school division.

3. Adapting instruction and learning activities to meet the needs of diverse learners.

4. Observing the school's daily schedule including schedule time for related professional activities such as planning, conferences, and meetings.

5. Notifying the preK-12 school faculty as soon as possible of any tardiness/absence.

6. Being prepared and participating in classroom activities in the school. This includes providing the preK-12 school faculty with course syllabi, assignments, and due dates.

7. Acting professionally at all times. Professional behavior requires adherence to accepted dress codes; attendance; confidentiality of pupil and teacher information; interactions with parents; interactions with the preK-12 school faculty; and any additional behavior code that is expected at the placement site.

8. Attending all candidate teaching seminars and classes, as scheduled.

9. Completing self-evaluation as required by education program.

10. Completing evaluation of the professional education faculty as required by education program.

11. Completing evaluation of the preK-12 school faculty as required by education program.

12. Demonstrating knowledge and competencies.

13. Reflecting on teaching performance.

14. Providing honest and constructive feedback on strengths and weaknesses of field experiences for improvement of education program.

Appendix E provides an example of candidate evaluation checklist in six areas of teacher competencies. **Appendix F** provides an example of an evaluation rubric for field experience performance of the candidate. **Appendix G** provides an example of a rubric for scoring journal entries.

PreK-12 School Faculty Responsibilities during Student Teaching Field Experiences

In addition to previously discussed responsibilities of the preK-12 school faculty in the pre-student teaching field experience, additional responsibilities specific to the student teaching field experience may include:

1. Providing orientation to candidate (introductions to other preK-12 school faculty and facility) and encouraging the candidate;

    - to seek information by asking questions;

- to take risks in testing principles of and strategies for instruction, and
- to seek advice and suggestions.

2. Providing orientation to planning activities, such as:

    - Assisting in targeting teacher and pupil behavior for observation;
    - Sharing modifications and accommodations required by a student's individualized education plan;
    - Providing opportunities for candidate to experience diverse learning needs of preK-12 students;
    - Working with the education program to plan what work products or samples to collect to demonstrate candidate's teaching;
    - Serving as a resource person for instructional techniques, materials, and curricula;
    - Serving as a model of desired teaching behaviors with the candidate as the critical observer;
    - Explaining how lessons are developed in school, and how unit plans and activities relate to assessment;
    - Designating times when the candidate's lesson plans are to be completed and providing feedback on lessons;
    - Establishing a time for daily conferences, and
    - Collaborating on planning and collaborative lessons and assisting in developing instructional fluency.

3. Providing the candidate with ideas and strategies for classroom management systems and for dealing with individual students.

4. Providing the candidate with feedback throughout the field experience.

5. Identifying strengths and areas of needed improvement.

6. Providing an environment where the candidate achieves status equal to the preK-12 school faculty with the students.

7. Allowing candidate to try different instructional methods and encouraging exploration and adaptation of instruction and materials.

8. Providing feedback on lesson openings, instructional delivery, classroom environment, and lesson closure.

9. Participating in setting goals and expectations of the education program for the candidate.

10. Keeping observations of the candidate's strengths and weaknesses confidential and systematically observing the candidate.

11. Maintaining contact with the professional education faculty to discuss the candidate's performance.

12. Conducting evaluations of the candidate, as designated by the education program.

13. Modeling professional behavior and demeanor toward students, peers, colleagues, parents, and school community.

Professional Education Faculty Responsibilities

In addition to responsibilities of the professional education faculty in the pre-student teaching field experience, additional responsibilities specific to the student teaching field experience may include:

1. Orienting the preK-12 faculty to institutional and accreditation expectation.

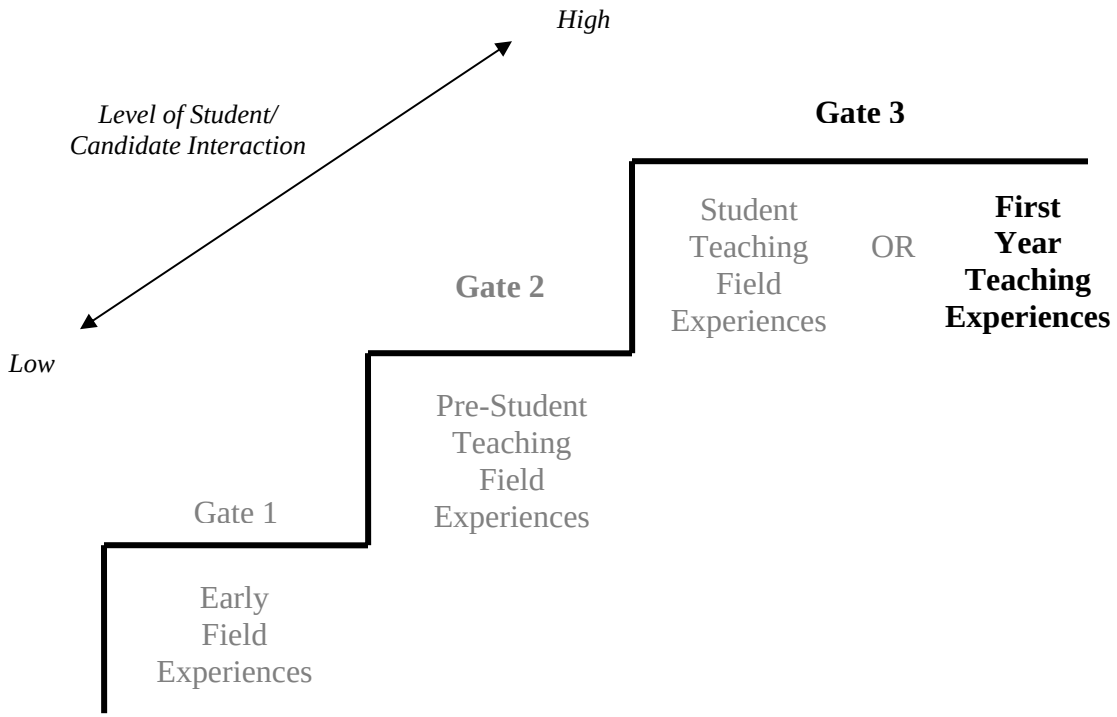
2. Examining and analyzing teaching plans, materials, and evaluation materials prepared by the candidate.

3. Evaluating the work of the candidate, and after consultation with the preK-12 school faculty, report a final grade as required by the education program.

4. Providing feedback on lesson plans as well as responses to reflective practices.

5. Verifying that all requirements of the education program are met satisfactorily and in a timely manner.

Continuum of Field Experiences:
First-Year Teaching Experiences for Alternate Routes



Candidate Responsibilities during the First-Year Teaching Experiences

One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route. Candidate responsibilities during this year may include:

1. Adhering to contractual requirements for employing agency.
2. Contacting the assigned mentor for initial meeting.
3. Reviewing lesson plans with mentor.
4. Asking for assistance of mentor in areas needing improvement.
5. Scheduling mentor observations.
6. Collaborating with mentor to improve teaching skills and knowledge.
7. Evaluating mentor's effectiveness.

PreK-12 School Faculty, including Mentor and Administrator, Responsibilities during First-Year Teaching Experiences

The preK-12 school faculty, specifically the mentor, may have a variety of roles and responsibilities as they assist the candidate pursuing a five-year renewal license through an alternate route. According to the *Virginia Licensure Regulations for School Personnel*, a fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route. Some of these responsibilities may include:

1. Discussing research-based information and sharing instructional ideas and materials.
2. Modeling effective interpersonal and collaborative skills.
3. Modeling commitment to professional growth and development.
4. Observing, coaching, and giving constructive feedback to the candidate.
5. Coaching the candidate to use strategies for self-reflection.
6. Attending required mentor training opportunities.
7. Identify and brokering interactions between the first-year teacher and preK-12 school faculty who have special expertise or roles.
8. Providing feedback on perceived effectiveness of the mentoring program.
9. Guiding candidates through demonstrations, observations, and consultations.
10. Collaborating with the candidate in the development and implementation of an individual professional development plan.
11. Meeting with the candidate on a pre-determined and regular schedule to assure adherence of school division and school building policies, procedures and guidelines.
12. Assisting with problem solving.
13. Completing formative evaluations using a pre-determined and regular schedule.
14. Coaching the candidates on creating a supportive school climate.
15. Recognizing the unique needs for the candidate and recommending specific strategies for improvement.
16. Maintaining a professional relationship with the candidate.

As noted in this section, there are many partners responsible for creating meaningful, successful field experiences for candidates. These partners include, but are not limited to, preK-12 school faculty members and professional education faculty. The candidate, however, is the primary partner and should participate fully in the daily activities of the school setting and in opportunities for reflection. Experiences with “real-life” situations of the school and reflection of those experiences increase professional skills, knowledge and preparation of the candidate. Section four describes the real-life experiences and offers a time frame for these experiences that may be most beneficial for the candidates.

Section Four:
Providing Real-Life Experiences through the Continuum of Field Experiences

SECTION FOUR

PROVIDING REAL-LIFE EXPERIENCES THROUGH A CONTINUUM OF FIELD EXPERIENCES

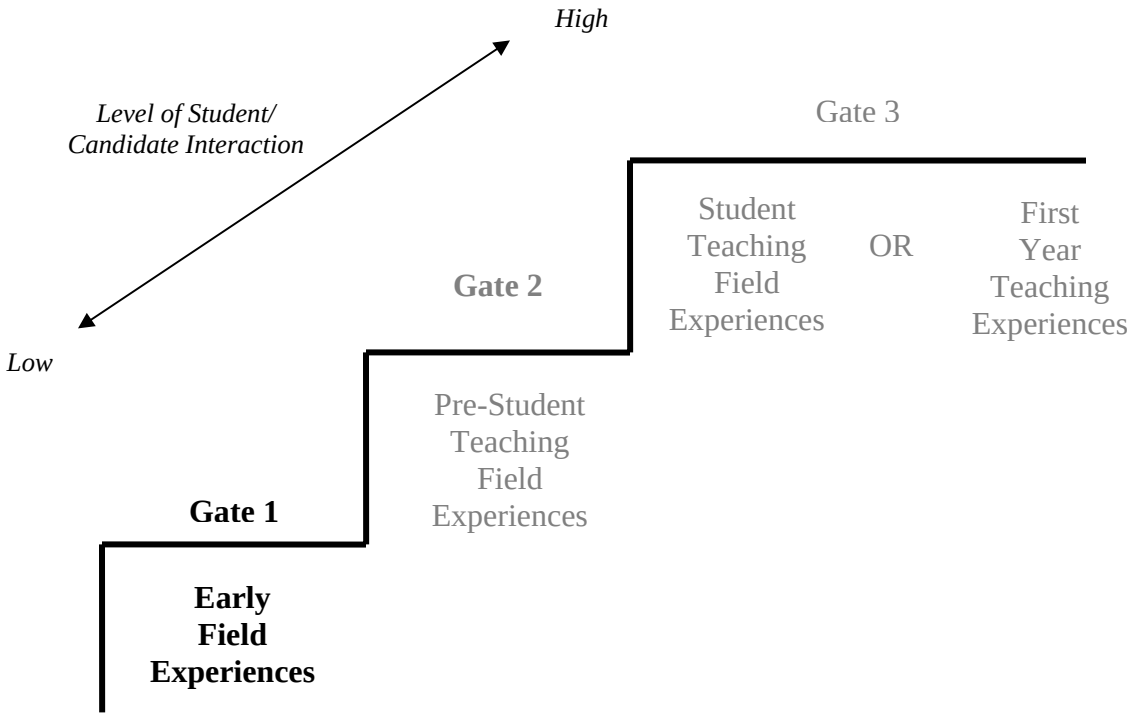
The purpose of this section is to suggest possible "real-life" observations and activities that candidates may experience throughout the continuum of field experiences. Any professional must have opportunities for "first-hand" or "hands-on" experiences. A candidate considering entering the field of education must spend time in schools with educators and students, observing and participating in daily activities, and reflecting on those experiences.

Providing ample opportunity for engagement in classrooms within the field experiences continuum will assist, not only in the preparation of candidates, but also in the retention of professional educators. Field experiences provide the opportunity for a guided induction into the field of education and toward a continuum of learning that will continue throughout the candidate's career. Connecting a field experience with coursework encourages the candidate to become a reflective educator while applying theories to practice.

Candidates may have several early field experiences or pre-student teaching field experiences prior to student teaching. As a candidate moves through this continuum of experiences, the experiences for the candidate provide a gradual increase in the level of involvement, instructional responsibility, real-life experiences, and time required. At the same time, the levels of direct intervention and guidance from preK-12 school faculty and professional education faculty decrease.

The continuum of field experiences, and accompanying coursework and school activities, are defined below. Additionally, a protocol checklist is provided in **Appendix H** for field experiences. The information concerning the different levels of the continuum of field experiences is a broad outline of the most common themes that appear essential for candidates seeking licensure through an approved program route or through an alternate route to licensure. It is recommended for the candidate to review this information prior to entering a field experience for insight into expectations and requirements.

Continuum of Field Experiences:
Early Field Experiences

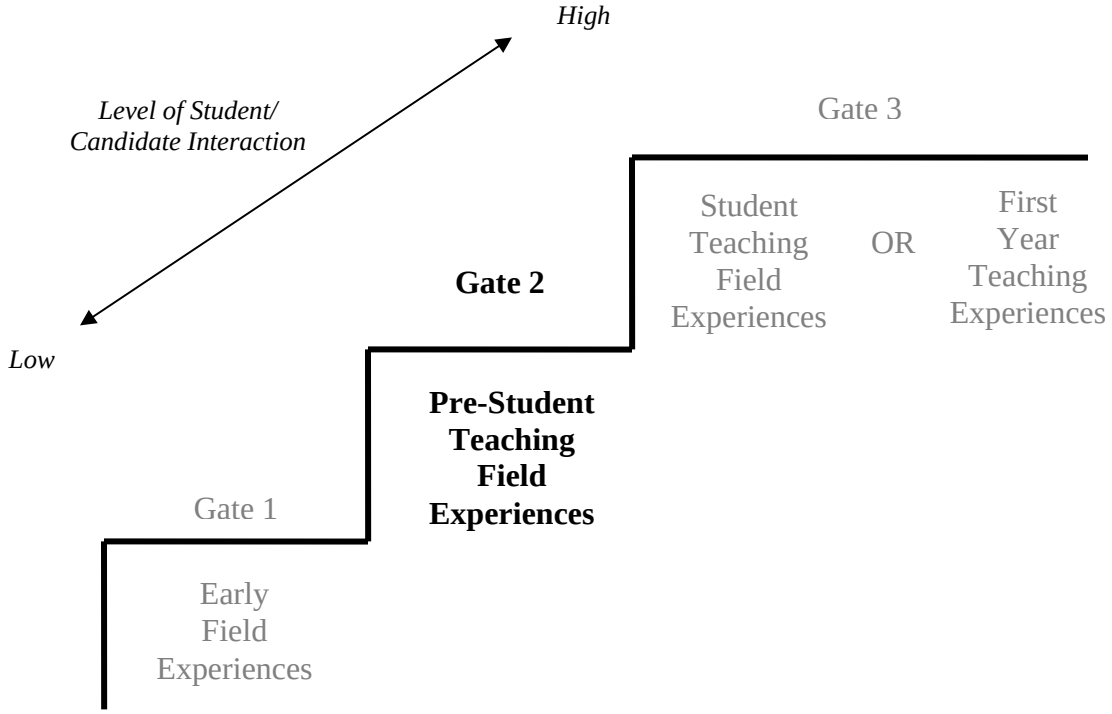


An introduction to the education profession provides for observation and a low level of involvement in as many school activities as possible. In many cases, the early field experience for college or university students before admission into the education program may be connected to an introductory course or integrated in a number of classes early in the program.

<u>Suggested real-world early field experiences may include the following observations</u>:

- Lesson demonstrations
- Lunch time
- Bus duty
- PreK-12 school faculty/student interaction
- Collection of school performance and record-keeping
- Playground activities
- PTA/PTO meetings
- Faculty meetings

Continuum of Field Experiences:
Pre-Student Teaching Field Experiences

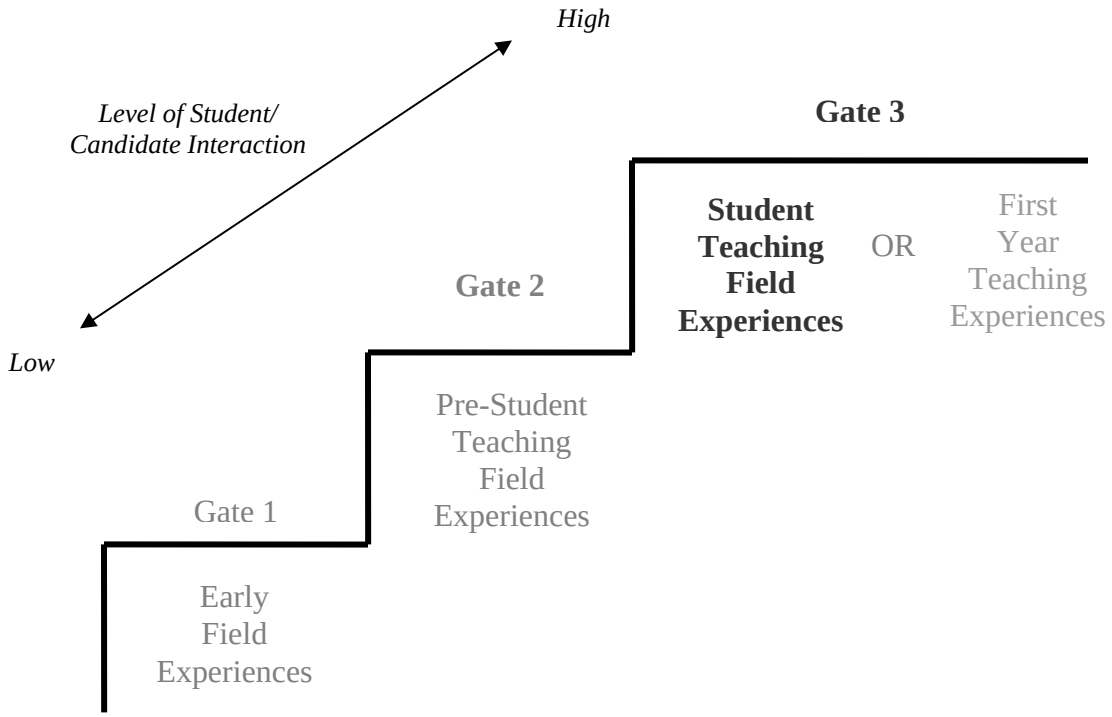


The pre-student teaching field experience builds on early field experiences observations and provides the opportunity to increase levels of involvement and responsibility of tasks. Pre-student teaching experiences may be connected to professional studies coursework or coursework fulfilling specific endorsement completion.

<u>Suggested real-world pre-student teaching field experiences may include the following observations or activities</u>:

- Supervising small group instruction.
- Assisting preK-12 school faculty.
- Offering basic tutoring and remediation.
- Planning bulletin board and classroom display.
- Performing clerical duties.
- Planning short units.

Continuum of Field Experiences:
Student Teaching Field Experiences

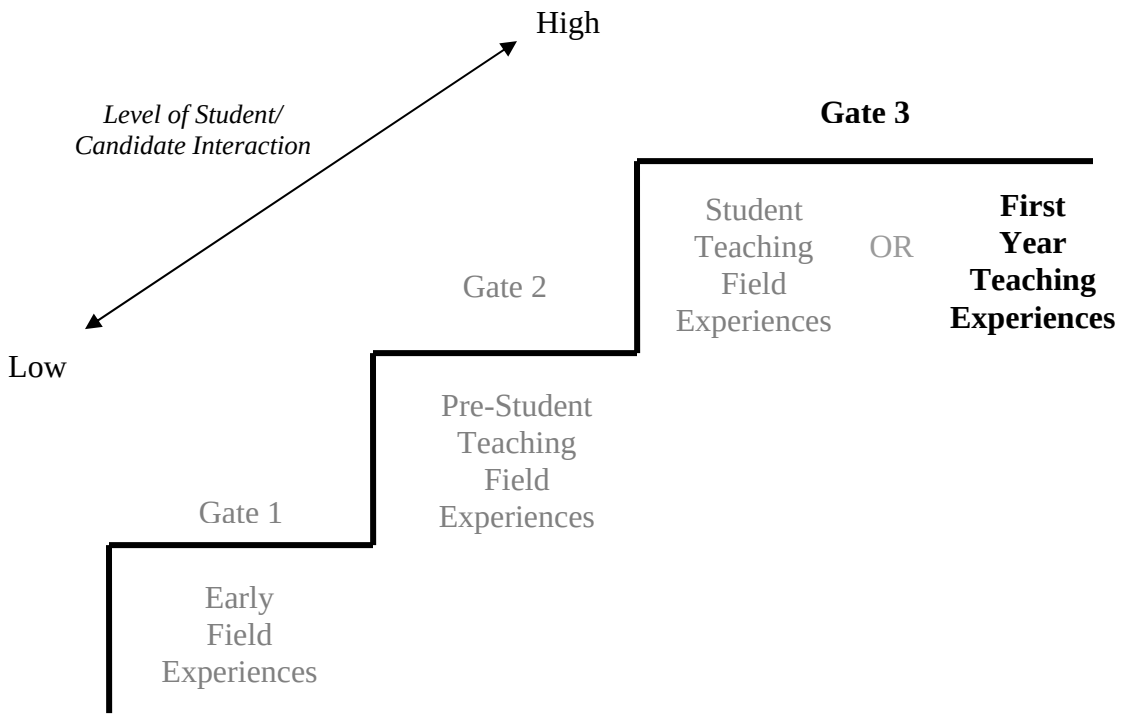


Student teaching, the capstone of a candidate's education program, is a culmination of skills and knowledge learned in coursework and previous field experiences. At this point, preK-12 school faculty and the candidate become partners with the candidate gradually assuming primary responsibility for all classroom activities, including planning, instruction, assessment, and management. The two professionals, the candidates and the preK-12 school faculty member, work together to enhance learning opportunities for students and the candidate. This experience may stand alone or be connected to a college or university seminar with a focus on reflection.

Suggested real-world student teaching field experiences may include the following:

The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours with at least half of that time spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a school library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought.

Continuum of Field Experiences:
First-Year Teaching Experiences for Alternate Routes



According to the *Virginia Licensure Regulations for School Personnel*, one year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route. During the first-year teaching experience, it is the responsibility of the first-year teacher to work closely with school division Human Resource personnel to ensure all license requirements have been met by conditional or provisional license expiration date.

As noted in previous sections, while every field experience is unique, there are common activities with which every teacher candidate or beginning teacher needs to be acquainted. **Appendix I** provides a checklist that offers a developmental perspective on commonly experienced activities and broadens the candidate's experience by serving as a magnifying lens that explores the real world of teaching. Initially, the candidate should participate in these activities under close supervision of the preK-12 school faculty. As the candidate progresses through the continuum of field experiences, the candidate may experience more autonomy during these activities. Please note that this is a suggested list and is not an all-inclusive checklist. It is only a guide for the candidate and preK-12 school faculty that indicates probable and useful supervised teaching activities and may be used as a "readiness indicator" for education program faculty to determine the appropriate skills and knowledge needed to progress through the continuum of field placements.

Attending to the features of the checklists referenced in this section can make field experiences more successful and meaningful. Candidates will be more prepared for "real-life" experiences. While self-reflection and evaluation are critical for candidates as they prepare for their field experiences, it is the responsibility of the professional education faculty and preK-12 school faculty to assess the skills and knowledge candidates have learned from their field experiences. Section Five discusses best strategies for evaluating the field experiences and their impact on the candidate's educational program.

Section Five:

Assessment of Candidate's Performance during Continuum of Field Experiences

SECTION FIVE

ASSESSMENT OF CANDIDATE'S PERFORMANCE DURING FIELD EXPERIENCES

Successful field experiences include assessment of a candidate's performance. Quality education programs not only evaluate a candidate's performance at the end of each field experience, but they also assess the candidate's professional practice of knowledge and skills. To promote reflection and growth, candidates need consistent, systematic, and ongoing formative assessment of their performance during field experiences. Teaching is a career-long developmental process that involves a continuous cycle of planning, teaching, assessing, and reflecting. Ongoing formative assessment provides a foundation to identify professional goals that can promote a candidate's understanding of this cycle.

This section includes examples of possible assessment tools that may be used for enhancing evaluation of the effectiveness of the continuum of field experiences. The following eight guiding recommendations and related assessments provide a possible framework for an evaluation process.

1. **Align assessment and evaluation of field experiences on professional teaching standards.** Standards provide a common language for teaching, a shared vision of what educators should know and be able to do, and structure with clear benchmarks for measuring the performance of candidates. Standards may be determined at the national or state level. Professional education faculty should base their field experiences on existing standards with which Virginia educators are familiar. These standards include, but are not limited to:

   - *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents:* These guidelines form the basis of teacher evaluation for school divisions in Virginia. They may be found at http://www.doe.virginia.gov/VDOE/newvdoe/evaluation.pdf.

   - *National Board for Professional Teaching Standards*: The National Board for Professional Teaching Standards has created standards in 26 certificate areas for what accomplished teachers should know and be able to do. These standards may be found at www.nbpts.org.

   - *Interstate New Teacher Assessment and Support Consortium (INTASC) Standards:* The ten INTASC standards were developed by a consortium of 33 states, including Virginia, and represent what beginning teachers should know and

be able to do. **Appendix J** lists the INTASC Standards. **Appendix K** provides examples of how to embed INTASC standards within the evaluation process. The INTASC standards may be found at http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/index.cfm.

2. **Introduce professional teaching standards and assessment and evaluation instruments at the beginning of the education program.** The goal of an assessment system should be to shape and support candidates as they learn the skills and knowledge to teach. Introducing standards aligned with assessment and evaluation instruments early in the education program provides a road map for candidates to see what is expected of them to successfully complete the education program.

3. **Develop assessment and evaluation instruments that clearly describe measurable behavior at different levels of experience and expertise.** Creating knowledge and skills that clearly describe the behavior of candidates during the continuum of field experiences – from beginner to professional educator – provides an objective basis upon which to assess a candidate's performance. Clear descriptions allow candidates to self-assess their performance against professional teaching standards and provide them with a vision of what they need to do to improve their practice. Descriptions also ensure that evaluations are based on evidence rather than the opinion of the assessor.

   It is recommended that education programs develop a continuum of professional knowledge and skills to promote the ability of candidates to reflect on their practice and to provide a system for candidates, preK-12 school faculty, and professional education faculty to assess a candidate's growth over time. An example of a assessment tool based on a continuum of knowledge and skills may be found in **Appendix L**.

4. **Provide opportunities through an assessment and evaluation system for candidates to set goals for continued growth and improvement.** Learning to teach is a developmental process that requires candidates to assess their performance and set goals for improvement. Setting professional learning goals is important for all candidates, but the degree to which candidates are given freedom to determine their own learning goals may differ. Individual growth plans may be highly prescriptive for those who need remediation or designed collaboratively by the candidate and the assessor for candidates whose performance is satisfactory. **Appendix M** provides an example of an individual reflective growth plan. **Appendix N** provides an example of a remediation checklist that may be used in developing the individual plan.

5. **Avoid assigning letter grades for field experiences.** When possible, field experiences should be evaluated on a pass/fail basis which more accurately reflects the type of evaluations candidates will experience as teachers. A well-designed evaluation system does not require letter grades to accurately assess the performance of teacher candidates but specific feedback on strengths and weaknesses should be articulated.

6. **Create multiple ways in which candidates can demonstrate competencies and professional growth that may include the use of collections of evidence.** A strong assessment system allows candidates to document their experiences and progress in multiple ways. Collections of evidence or portfolios provide candidates an opportunity to reflect on field experiences and provide authentic evidence of their growth. The concept of using collections of evidence or portfolios to showcase an individual's best work was borrowed from the art world. Collections of evidence provide students with an opportunity to document their growth and development throughout their education program by showcasing their best activities and experiences. **Appendix O** suggests topics for journal entries to show reflection.

   The three purposes of the collection of evidences are:

   - to serve as an instructional aid in the development of teaching competencies during the course of the education program.
   - To provide the professional education faculty with data for program evaluation leading to improvement.
   - To provide candidates with documentation of their professional competencies for interview purposes and post-graduate activities.

   Many education programs are using electronic portfolios, or e-folios. These can be purchased from a vendor or created from templates available on the Web. If the e-folio is used for the same purpose as the notebook, it can be an even more powerful venue for collecting and synthesizing data. If it is only used to collect data without thoughtful reflection, it quickly loses it effectiveness as a tool for learning. A scoring guide for the e-folio may focus on organization, visual appeal/professionalism, navigation, salient experiences, and professional growth. **Appendix P** provides a sample rubric for evaluating collections of evidence in an electronic portfolio format.

7. **Train all those who will work with and assess the performance of candidates.** Training for preK-12 school faculty in coaching and observation skills and in the appropriate use of assessment and evaluation instruments is critical to ensure consistency, quality, and reliability of the assessment process.

8. **Hold all partners involved in field experiences accountable.** Maintaining high quality field experiences requires that programs evaluate the performance of all those who work with the candidates. Evaluation to determine the effectiveness of the preK-12 school faculty as role models and mentors, and of the professional education faculty, is one way to assess the education program. Sample tools to evaluate the performance of the preK-12 school and professional education faculty are provided in **Appendixes Q, R, S,** and **T.**

This section has provided guiding principles for evaluating and assessing the candidate throughout the continuum of field experiences. Evaluating all people who are involved

throughout the experiences is crucial in maintaining a high quality education program. Recruiting and retaining both the effective preK-12 school faculty and the meaningful school settings may be difficult because of the many demands educators face in today's schools. Section Six describes some possible benefits and incentives for the partnerships between school divisions, preK-12 school faculty, professional education faculty, and education programs in order to increase the quality of all candidates and future educators.

Section Six:
Connecting Education Programs with K-12 School Settings

SECTION SIX

PARTNERSHIPS AND COLLABORATIONS BETWEEN EDUCATION PROGRAMS AND PREK-12 SCHOOL SETTINGS

Education programs involve collaboration among many agencies and with many partners. At the college/university level, education programs work together with faculty in the arts and sciences departments to teach content and pedagogical knowledge. Outside of the college/university classroom, professional education faculty members work with preK-12 school faculty to help candidates apply theory into practice. Each partner adds a piece of the puzzle that is vital to a comprehensive education program, including field experiences. This section of the blueprint provides a list of possible benefits and incentives during the continuum of field experiences. Principles based on an established mission and vision set the parameters of the collaborative partnerships. In turn, the collaborations and partnerships between preK-12 schools and education programs provide many benefits to candidates, faculty members, and preK-12 students.

1. **Guiding Principles:** Communicating guiding principles among education programs and the school divisions helps to guide the partnerships. This communication clarifies expectations and desired outcomes. Some guiding principles are:

   - The preK-12 student will remain the priority of all partners.

   - High quality teacher preparation is equally dependent on the partnership efforts of the education program faculty and preK-12 school faculty.

   - The candidate, preK-12 school faculty, and professional education faculty are all contributors and beneficiaries of the partnership.

   - The process, terminology, and procedures should be consistent and understood by all partners.

   Academic preparation and field experience are ultimately interdependent for a successful the education program.

2. **Mission Statement and Vision**: In order to establish collaborations and partnerships, it is important for partnering preK-12 schools and education programs to share established values, goals, and mission statements. The list below includes some components that need to be discussed in order to identify appropriate placements for candidates:

   - Philosophy of teaching and learning.
   - Knowledge, skills, and dispositions of highly qualified teachers.
   - Proposed continuum of field experiences.
   - Assessment materials and how they are utilized.

3. **Benefits for Each Partner:** The primary goal for all education programs in Virginia is to prepare a quality teaching force for Virginia's preK-12 students. The process of preparing educators has benefits for all partners involved. Education programs and preK-12 school divisions, as well as candidates, benefit from well-designed and implemented education programs. Partners need to recognize and highlight the benefits of these collaborative partnerships. Well-designed collaborations and partnerships will have a collegial feedback loop where the education program is involved with the school division which leads to improvements in the continuum of field experiences. A list of possible benefits includes:

   <u>PreK-12 student benefits may include:</u>

   - Greater individualization in instruction
   - Support for remediation
   - Lower student/teacher ratio facilitates inquiry-based learning
   - Improved classroom management

   <u>Candidate benefits may include:</u>

   - Completion of the continuum of field placements to professional licensure
   - Partnership with highly qualified preK-12 school faculty and modeling of knowledge and skills
   - Assurance of preK-12 school and professional education faculty support to assist in development of skills
   - Application of theory into practice
   - Confidence in professional interactions with peers and colleagues

PreK-12 school faculty benefits may include:

- Assurance of a well-prepared candidate who may improve quality of instruction
- Professional recognition
- Satisfaction of contributing to the teaching profession
- Licensure renewal option
- Graduate credit
- Support for preK-12 school faculty who are considering or attempting professional development opportunities, such as National Board Certification
- Evaluative role in education program

PreK-12 school and school division benefits

- Improved instruction for K-12 students
- Assurance of preparedness of candidates
- Professional development for staff
- Access to and preview of qualified emerging teachers
- Recognition as a partner in an education program
- Mentor training
- Possible access to new instructional technology
- Ability to work with highly skilled professional practitioners in field of study

Education Program Benefits

- Increased quality control of field experiences
- Partnerships with practitioners who reinforce and validate unit's program
- Development of laboratory or professional development schools

- Feedback on education program and implementation
- Greater interest and support from school divisions
- Current instructional expertise from preK-12 school faculty
- Opportunities for collegial relationships with K-12 administrators and teachers
- Contributions to the preK-12 school and community

4. **Creating a Contract with Partners:** According to *Regulations Governing the Review and Approval of Education Programs in Virginia*, partnerships and collaborations based on preK-12 school needs is used to measure education program achievement. These partnerships and collaborations should reflect on the collaboratively designed program descriptions based on identified needs of the preK-12 community.

   One method of identifying benefits for the partnership is to create a matrix for each level of field experiences on the continuum and expectations of all partners. An example of a partnership matrix may include the following elements:

Partner	Benefit Statement	Expectations	Assessment
K–12 Student			
Candidate			
PreK-12 School Faculty			
PreK-12 School Division			
Education Program			

5. **Recognizing Potential Challenges of Partnerships**: It is also important for the education program and preK-12 school divisions to realize that there are possible challenges of any partnership. Both parties need to share concerns prior to candidate placement and have established plans in place to minimize these possible disadvantages. Possible challenges may include, but are not limited to:

   - assuming that preK-12 school faculty, including administrators, have the resources, time, and motivation to make placement decisions for the education program;
   - failing to provide incentives or to identify benefits for preK-12 school faculty and school divisions;

- assuming mentor relationships will be effective without training;

- assigning mentor relationships without establishing goals and objectives for the continuum of field experiences, and

- judging the reputation of the education program on a struggling candidate's performance.

Collaborations can assist all who are working together to create high-quality teachers. Section Seven addresses an effective model of mentoring as an approach to support collaborations and partnerships between preK-12 school faculty and education program faculty.

Section Seven:

A Mentoring Model

SECTION SEVEN

A MENTORING MODEL

As stated in the *Virginia Requirements for Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-To-Staff Schools*, mentoring new teachers is a critical component of the effort to retain highly qualified teachers in the profession. An effective program allows new teachers to improve skills that build confidence and helps them to become successful educators.

According to *The Journal of Staff Development*, "So often teachers asked to mentor a first-year teacher or teacher new to the school have had very little training on how to coach and mentor while teaching full-time." One way to eliminate the challenge of ineffective mentoring experiences is through an established mentoring model. Additionally, with a formal mentoring model, new teachers will have a more significant and successful transition into the profession.

Improving the effectiveness of an education program will help transition more career teachers into the education profession for the long term. The primary purpose of mentoring programs is to help candidates who are student teaching or who are candidates seeking licensure through an alternate route to licensure programs make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process.

Virginia Requirements for Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-To-Staff Schools suggests that creating effective mentor programs has the following benefits:

1. Retaining quality teachers.
2. Improving beginning teachers' skills and performance.
3. Supporting teacher morale, communications, and collegiality.
4. Building a sense of professionalism, positive attitude.
5. Facilitating a seamless transition into the first year of teaching.
6. Translating theory into practice.
7. Preventing teacher isolation.

8. Building self-reflection.

Pairing Mentors with First-Year Teachers

To ensure an effective, positive first-year experience, it is important to pair the candidate with an appropriate mentor. The Virginia Department of Education has suggested that the following criteria be required for mentors. Mentors must:

- Be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors.

- Be assigned a limited number of teachers at any time, instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time.

- Guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence.

Additional selection mentor criteria training requirements for mentors, responsibilities of preK-12 school faculty, and evaluation components are explained in *Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools* and may be found at http://www.doe.virginia.gov/VDOE/newvdoe/MentoringRequirements.pdf.

PreK-12 school faculty and professional education faculty may consider a range of questions when pairing mentors and candidates. These questions may include:

- What are appropriate criteria for matching criteria?

- How important is close proximity to the mentor?

- Is it appropriate to match based on personality, working, learning, or philosophical styles?

- What is an appropriate matching process?

- What timeline for matching do we need to follow?

- Who should coordinate the matching process and communication?

- Who has a valued viewpoint on mentor skills and should have input on mentor-protégé matching?

- How many protégés can/should a mentor work with at the same time?

- What proactive steps can be taken to avoid mismatches?

- What should we do if a mismatch occurs?

Roles of the Mentor

The Virginia Department of Education defines a mentor as an experienced teacher who meets the criteria for selection, successfully completes required training, is released from classroom duties, and serves to provide professional support that focuses on improving the knowledge and skills of beginning teachers and increasing student achievement. While the mentor has many roles and responsibilities, the mentor's distinguishing characteristic is a commitment to motivating, guiding, and counseling a candidate's professional and personal development.

- As a motivator, the mentor can encourage the candidate to accept challenges and expand their skills and knowledge. Effective mentors know that it is far more important to empower than to teach.

- As a guide, the mentor can serve as a networking resource, guiding the candidate to many opportunities. While not an expert on everything, the mentor can help identify the correct source for information.

- As a counselor, the mentor can assist the candidate in career planning. Mentoring is a two-way street. Mentors and candidates can learn from each other.

Benefits of Serving as a Mentor

According to the *Virginia Licensure Regulations for School Personnel*, a fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route. The candidates in the alternate route gain knowledge and skills from the relationship with a mentor. There are also a number of benefits that the mentor receives from the experience.

These benefits may include:

- Revitalizing an educational career and affirmation of initial reasons for becoming an educator.

- Improving communication and leadership skills.

- Experiencing new instructional strategies and technology.

- Contributing to the educational field and school division.

Benefits for Candidates

In addition to the improvement of knowledge and skills, a candidate's benefits may include:

- Improving motivation.
- Participating in a collegial relationship.
- Being supported professionally.
- Reducing the learning curve in school settings.
- Reinforcing personal philosophy of education.
- Enhancing employment opportunities.

Characteristics of an Effective Mentor-Candidate Partnership

In order to provide an effective, meaningful experience, both the preK-12 school faculty mentor and professional education faculty should strengthen the partnering relationship with the candidate by:

- Having a willingness to serve and be approachable.
- Anticipating problems and preparing solutions in advance.
- Serving as a role model.
- Being committed to the candidate's success of first-year experiences.
- Being an effective listener and communicator.

Formative Evaluation

Formative evaluation has been defined as an evaluation process that is ongoing, descriptive, nonjudgmental, and performed to help teachers teach better. Formative evaluation is used to identify the candidate's strengths and weaknesses and develop strategies for attending to areas of needed improvement. Some possible measures that may be included in formative evaluations are:

- Peer observation.
- Assessment of candidate's strengths and areas of need.
- Self-analysis or self-reflection.
- Reflective feedback through journals.
- Inquiry process.

In addition, it is suggested that preK-12 school faculty, including administrators, and education program faculty use data collected to help determine which mentors may need additional guidance before working with other candidates.

Working in real-life school settings and incorporating experiences from all field experiences is a challenging transition for all candidates. Mentor models were developed to assist candidates with transition into an educational career. The final section, Section Eight, provides a number of sources for the candidate.

Section Eight:

Resources

SECTION EIGHT

RESOURCES

The following pages contain useful resources for candidates in student teaching or first-year teaching experiences. Many of the resources can be beneficial as an individual begins to think about their intended career, upcoming field experiences, or as a support during first years of teaching. The purpose of this section is to begin a candidate's professional library. There is a vast amount of research-based materials found available through the education program and preK-12 school professional libraries, the Internet, and through professional development opportunities.

Because of the wide array of available materials, candidates and professional educators must use a systematic approach to evaluate the relevance and effectiveness. One possible approach is a list of evaluation questions which may include:

- Does the available material reflect fairness and accuracy for students from a variety of backgrounds?
- Is the content, skills and knowledge presented in-depth and appropriate for different developmental levels?
- Is there emphasis on skill building?
- Is the material instructionally sound and represent research?

The resources included in this section are:

1. Recommended books for new teachers.
2. Lesson plan format and explanation.
3. Reflection suggestions for personal use.
4. Reference websites.

Suggested Books for New Teachers

Arnold, H. (2000). *Succeeding in the secondary classroom: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

Burke, K. (2000). *What to do with the kid who….(2nd Ed.).*

Cole, R. R. (Ed.) (1995). *Everybody's children: Diverse teaching strategies for diverse learners.* Alexandria, VA: Association of Supervision and Curriculum Development.

Cooper, J. M. (2003). *Classroom teaching skills (7th ed.).* Boston: Houghton Mifflin.

Daresh, J.C. (1995). *Supervision as a proactive process.* White Plains, NY: Longman Inc.

Darling-Hammond, L., & Baratz-Snowden, J. (Eds.). (2005) *A good teacher in every classroom: Preparing highly qualified teachers our children deserve.* San Francisco: Jossey-Bass.

Darling-Hammond, L., Bransford, J.D., LePage, P., Hammerness, K & Duffy, H. (Eds.) (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco: Jossey-Bass.

Denton, P. & Kriete, R. (2000). *The first six weeks of school.* Educational Media Corporation

Freiberg, H.J., & Driscoll, A (2000). *Universal teaching strategies (3rd Ed.)* Boston: Allyn and Bacon.

Glanz, J. (2003). *Teaching101: Classroom strategies for beginning teachers.* Thousand Oaks, CA: Corwin Press.

Goethals, M.S. and Howard, R.A. (2000). *Student teaching: A process approach to reflective practice.* Upper Saddle River, NJ: Prentice-Hall.

Jones, F., & Jones, B. (2000). *Fred Jones tools for teaching*. Fredric H. Jones & Associates.

Kronowitz, E.L. (1996). *Beyond Student Teaching*. New York: Longman

Mandel, S. (2003). *The new teacher toolbox: Proven tips and strategies for a great first year.* Chicago, IL: Zephyr Press.

Marsh, C.J., & Willis, G. (2003). *Curriculum: Alternative Approaches, Ongoing Issues.* Upper Saddle River, NJ: Merrill Prentice Hall

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001*). Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association of Supervision and Curriculum Development

Pelletier, C.M. (2000). *A handbook of techniques and strategies for coaching student teachers.* Boston: Allyn and Bacon.

Reagan, T.G., Case, C.W., & Brubacker, J.W. (2000). *Becoming a reflective educator: How to build a culture of inquiry in schools (2nd Ed.).* Thousand Oaks, CA: Corwin Press.

Rutherford, P. (2002). *Why didn't I learn this in college?* Alexandria, VA: ASK Publications.

Williamson, B. (1998). *A first-year teacher guidebook for success: A step-by-step educational recipe book for September to June.*

Wong, H., & Wong, R. (2001). *The first days of school.* Mountain View, CA: Harry K. Wong Publications.

Lesson Plan Format

Teacher _____ Date _____
Subject _____ Grade _____
Virginia SOL _____
Accommodations and Modifications for Diverse Learners: _____
_____

I. Anticipatory Set (focus) –

II. Objective(s) –

III. Procedure(s) -
A. Acquisition of Skills:

IV. Check For Understanding (CFU) –

V. Independent Practice –

VI. Closure –

Student teacher self-critique after lesson:

Challenges:	Possible improvements:
1.	1.
2.	2.

Lesson Plan Format Explanation

Teacher _____ Date _____
Subject _____ Grade _____
Virginia SOL _____

1) Anticipatory Set (focus) – A short activity or prompt that focuses the students' attention before the actual lesson begins. This gets their attention, generates interest by creating a need to know, and/or relates past experience or knowledge to the lesson.

2) Objective(s) – What the students will be able to "do", and why the students need to learn it. Goals and objectives are observable and measurable.

3) Procedure(s) - What the teacher will do. Step-by-step plan that others could follow.
    a) Acquisition of Skills:
        (i) Explaining (say)
        (ii) Modeling (see)
        (iii) Structured Practice (do)

4) Check For Understanding (CFU) – The teacher uses a variety of questioning strategies to determine the extent to which students have mastered the objective(s). This leads to re-teaching as needed.

5) Independent Practice – The teacher has students practice on their own based on results of checking for understanding.

6) Closure A review or wrap-up of the lesson – "Tell me/show me what you have learned today". Can include review of objectives, homework assignments as needed, and/or relating lesson to what was learned before and what will be learned next.

Student teacher self-critique after lesson:

Challenges:	Possible improvements:
Areas that could have been better	Corrections/What would you do
	Differently next time?

Reflection for Professional Growth

A teacher continually reflects on, evaluates, and seeks to improve his/her practice with the ultimate goal of improving student achievement. The following questions are particularly useful for student teachers. Those who periodically reflect upon these types of questions will be prepared to approach the profession of teaching with openness and the ability to grow and develop.

- What do I know about my students?
- What else can I learn about my students?
- What do national standards say about the skills or topics I am teaching?
- What do the Virginia Standards of Learning require my students to learn about this topic?
- What different learning styles do my students have?
- How can this lesson be differentiated to improve the learning of specific students?
- How can technology be used to improve a lesson?
- What additional instructional strategy can be added to a lesson to improve its effectiveness?
- What would I do differently next time?
- What have I learned about my students that will assist me in my next lesson?
- How else can a particular lesson be evaluated?
- How can the learning environment be improved?
- Do I listen to the students and apply wait time before I respond myself?
- What material resources could help with the lesson?
- What human resources could assist me?
- What are my strengths and weaknesses?
- In what ways can I make the students responsible for the desired outcomes of the lesson?
- What problems might arise? What problems arose?
- Have I considered the situation from the student's point of view?
- How can I be positive even during problem times?

- What areas of my life need to be taken care of so that I can devote sufficient time and effort towards my student teaching?
- Am I asking questions so that I can learn and improve?
- How can I ensure that my student teaching experience will make me as marketable as possible in the job market?

Reference Web Sites

Below is a list of websites for candidates and teachers:

Resources for Teacher Leadership: http://cse.edc.org/products/teacherleadership/

New Teacher Resources: http://www.teachersfirst.com

Ideas for New Teachers and Education Students: www.adprima.com/ideamenu.htm

New Teacher Guidebook: www.hannahmeans.bizland.com

Teacher's Network: www.teachnet.org

Ed Web: http://edweb.sdsu.edu/links/

Sites for Teachers: www.sitesforteachers.com/index.html

Hoagies' Gifted Education Page: www.hoagiesgifted.org

ProTeacher: www.proteacher.com

Education World: http://www.educationworld.com/index.shtml

4Teachers: www.4teachers.org

Virginia and U.S. Department of Education Links

Virginia Department of Education: http://www.doe.virginia.gov/

Virginia Department of Education Standards of Learning:
http://www.doe.virginia.gov/VDOE/Instruction/sol.html

TeachVirginia: http://www.teachvirginia.org/index.cfm

Digital Workshops: www.paec.org/teacher2teacher

U.S. Department of Education: www.ed.gov

Student's Classroom from National Center on Educational Statistics: http://nces.ed.gov/nceskids

Lesson Planning Web Sites

Education Place: www.eduplace.com

Discovery Education: http://school.discovery.com/lessonplans/index.html

Education World: www.educationworld.com

Gateway to 21st Century Skills: www.thegateway.org

Teacher Planet: www.teacherplanet.com

Discovery Education Puzzle Maker: www.puzzlemaker.com

Grammar Bytes: www.chompchomp.com

Jefferson Labs Science Education Teacher Resources:
http://education.jlab.org/indexpages/teachers.html

Web Page Set Up

www.schoolnotes.com

http://teacher.scholastic.com/homepagebuilder/index.htm

National Standards Web Sites

National Science Education Standards: http://www.nsta.org/standards or http://newton.nap.edu/html/nses/

National Math Education Standards: http://standards.nctm.org/

National English Education Standards: http://www.ncte.org/about/over/standards

National Social Studies Education Standards: http://www.socialstudies.org/standards/strands/

National Physical Education Standards: http://www.aahperd.org/NASPE/publications-nationalstandards.html

K-12 National Arts Education Standards: http://artsedge.kennedy-center.org/teach/standards.cfm

National Technology Education Standards: http://www.education-world.com/standards/national/technology/k_12.shtml#nt.k-12.1

Council for Exceptional Children Professional Standards: www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/

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Goodlad, J.,Soder, R., & Sirotnik,K. (1990). *Places where student teachers are taught*. San Francisco: Jossey-Bass.

Ingersol, R. M. (2000). Turnover among mathematics and science teachers in the U.S. Retrieved from http://www.ed.gov/inits/Math/glenn/Ingersollp.doc on March 19, 2006.

McIntyre, D. J., Byrd, D. M., & Foxx, S. M. (1996). Field and laboratory experiences. In J. Sikula (Ed.). *Handbook of research on teacher education (2nd Ed.).* New York: Prentice Hall.

National Commission on Teaching and America's Future (NCTAF) (2003). *No Dream Denied: A pledge to America's children*. Retrieved from www.ncate.org/public/Quarterly.asp?ch=48 on March 19, 2006.

Schwartz, H. (1996). The changing nature of teacher education. In J. Sikula (Ed.) *Handbook of research on teacher education (2nd).* New York: Prentice Hall.

Virginia Department of Education (2000). *Guidelines for mentor teacher programs for beginning and experienced teachers.* Richmond, VA.

Virginia Department of Education. *Proposed regulations governing the review and approval of education programs in Virginia*. Richmond, VA.

Virginia Department of Education (1998). *Virginia licensure regulations for school personnel*. Richmond, VA.

Virginia Department of Education (2004). *Virginia requirements of quality and effectiveness for beginning teacher mentor programs* (in hard-to-staff schools). Richmond, VA.

Virginia Department of Education (2002). *Stepping Up to the Plate: Virginia's Commitment to a Highly Qualified Teacher in Every Classroom.* Richmond, VA.

Appendices

APPENDICES

The following forms have been contributed by Virginia colleges and universities.
These forms may be adapted and used for unique and specific education program purposes.

APPENDIX A

Interview Rating Sheet for Candidate In
Pre-Student Teaching Field Experience

Candidate Name: _____

Evaluator: _____

Please indicate the appropriate rating in each category using the scale below.

5	*4*	*3*	*2*	*1*
Exemplary	*Above Average*	*Proficient*	*Below Average*	*Unsatisfactory*

Professional Awareness/Interest	5	4	3	2	1
Comments:					
Verbal Fluency	5	4	3	1	1
Comments:					
Personal Appearance	5	4	3	2	1
Comments:					
Personal Presentation	5	4	3	2	1
Comments:					
Writing Sample	5	4	3	2	1
Comments:					

Reflection

In what ways did this experience provide an opportunity to:

- relate theory to actual practice in classrooms and schools?
- create meaningful learning experiences for a variety of students?
- practice in settings with students of diverse backgrounds?
- demonstrate competence in the professional teaching or administrative roles?
- interact and communicate effectively with parents, community and other stakeholders?
- develop and apply the new knowledge and skill gained in their programs?

APPENDIX B

Considerations for Interviews

General Questions for Consideration	Implications for Implementation
Whom should the teaching interns expect to interview?	♦ Are there volunteers in the schools who are willing to serve the teacher education program in this way? ♦ Will someone involved with the teacher education program maintain lists of school personnel willing to be interviewed, or will student interns seek out these opportunities during field experiences? ♦ The interviewees should be exemplary practitioners who willingly volunteer for the experience.
How should the interviews be scheduled?	♦ Scheduling the interviews can be a challenge given time constraints and the exigencies of the education culture. ♦ The interviewees have tight schedules; therefore, the teaching intern should be sensitive of the time devoted to the interview itself.
Should an interview protocol be used?	♦ Will the student cohort or teacher education program develop the interview protocol?
Will students be held accountable for completing interviews, and, if so, how?	♦ Will the interview logs be assessed? If so, how? ♦ What are the confidentiality issues involved with others seeing the results of the interviews?
Will the teaching interns have the opportunity to be interviewed for future teaching positions?	♦ If so, how will this experience be implemented?
How will the information gathered from the interviews be used to increase skills and knowledge?	♦ What are the confidentiality issues involved with others knowing the results of the interviews? ♦ In what forum will the information be discussed? ♦ How will the students' learning be assessed?

APPENDIX C

Interview Protocol

Sample Interview Questions

Central Office Administrators

(Superintendent, assistant superintendent, curriculum and instruction specialists, human resource officers, special education director, etc.)

1. Why did you become an educator?
2. Why did you become an administrator?
3. What is needed most in American education?
4. What are your goals for this school division?
5. What are you most proud of in this school division?

Building-Level Administrators

(Principal, assistant principals)

1. Why did you become an educator?
2. What are your goals for this school?
3. What is the most important aspect of being a teacher?
4. How do you assist your teachers to meet the needs of all of their students?
5. What are you most proud of in this school?

Instructional Personnel

(Personnel teaching students in the grade level or population of the candidate's endorsement, department chairs, reading specialists, special education teachers, librarian, specialty area teachers, paraprofessionals, etc.)

1. Why did you become a teacher?
2. What is the most important aspect of being a teacher?
3. What are your instructional goals for this year?
4. What do you find unique about this level of teaching, in terms of the students' ages and needs?
5. What are you most proud of in this school?

Non-Instructional Personnel

(Guidance counselor, librarian, school nurse, non-instructional paraprofessionals, etc.)

1. What issues do you see students dealing with the most in this school?
2. How do these issues impact their learning experience?
3. How does the school work together to address student issues?
4. What support do you need from teachers to address student needs?
5. What are you most proud of in this school?

Support Personnel

(Cafeteria workers, bus drivers, volunteers, administrative support staff, custodians, etc)

1. What do you like most about your position?
2. What is the biggest challenge?
3. Describe the perfect classroom relationship.
4. What suggestion would you make to teachers from your perspective?
5. What is the students' greatest need in this school?

Interview Protocol continued

Community Representative

(Parents, local business owners, business partners, etc.)

1. What do you think is the greatest need in education today?
2. Describe the partnership this PTA has with the school?
3. What is the most important quality in a teacher? Why?
4. How can parents and teachers work together to enhance the students' learning experiences at school?
5. What suggestions would you give me as an aspiring teacher?

APPENDIX D

Evaluation of Candidate's
Pre-Student Teaching Field Experience

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Instructions:

By placing an X in the appropriate box, please rank the following characteristics using the following scale. Feel free to add comments about the candidate's participation, strengths, and areas for improvement, as well as potential to become an exemplary classroom teacher. Use the back for additional comments if necessary.

5	*4*	*3*	*2*	*1*
Exemplary	*Above Average*	*Proficient*	*Below Average*	*Unsatisfactory*

Characteristic	*5*	*4*	*3*	*2*	*1*
1) Performance of duties and responsibilities					
2) Punctuality					
3) Professional Appearance					
4) Positive attitude toward teaching					
5) Showed initiative and enthusiasm					
6) Accepted responsibility					
7) Completed assigned tasks effectively					
8) Developed rapport with students					
9) Demonstrated professional promise					
10) Ability to develop lesson plans independently					
11) Overall rating of student					

Reflection

In what ways did this experience provide an opportunity to:

- relate theory to actual practice in classrooms and schools?
- create meaningful learning experiences for a variety of students?
- practice in settings with students of diverse backgrounds?
- demonstrate competence in the professional teaching or administrative roles?
- interact and communicate effectively with parents, community, and other stakeholders?
- develop and apply the new knowledge and skill gained in their programs?

APPENDIX E

Evaluation of Candidate Competencies

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Instructions:

By placing an X in the appropriate box, please rank the following characteristics using the following scale. Feel free to add comments about the candidate's participation, strengths, and areas for improvement, as well as potential to become an exemplary classroom teacher. Use the back for additional comments if necessary.

5	*4*	*3*	*2*	*1*
Exemplary	*Above Average*	*Proficient*	*Below Average*	*Unable to Observe*

Foundational Understanding	**5**	**4**	**3**	**2**	**1**
♦ Demonstrates understanding of subject matter and pedagogical knowledge for instruction					
♦ Demonstrates understanding of how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development					
♦ Demonstrates understanding of the central role of literacy skills in student learning					
♦ Demonstrates understanding of how students differ in their approaches to learning					
♦ Demonstrates an understanding of the purposes and roles of K-12 education					
Comments:					

Ability to Plan, Organize, and Prepare for Teaching	**5**	**4**	**3**	**2**	**1**
♦ Plans lessons that align with local, state, and national standards					
♦ Selects appropriate instructional strategies/activities					
♦ Selects appropriate materials/resources					
Comments:					

Teaching Skills	**5**	**4**	**3**	**2**	**1**
♦ Teaches based on planned lessons					
♦ Provides for individual differences					
♦ Uses motivational strategies to promote learning					
♦ Engages students actively in learning					
♦ Uses a variety of effective teaching strategies					
♦ Helps students develop thinking skills that promote learning					
♦ Monitors student learning					
Comments:					

Evaluation of Candidate Competencies Continued
Page 2

Assessment and Evaluation for Learning	**5**	**4**	**3**	**2**	**1**
♦ Creates and selects appropriate assessments for learning					
♦ Implements assessments for learning					
♦ Interprets/uses assessment results to make instructional decisions					
Comments:					

Classroom Management Knowledge and Skills	**5**	**4**	**3**	**2**	**1**
♦ Builds positive rapport with and among students					
♦ Organizes for effective teaching					
♦ Demonstrates use of effective routines and procedures					
♦ Demonstrates efficient and effective use of time					
♦ Maintains a safe learning environment					
♦ Responds appropriately to inappropriate behavior					
Comments					

Professional Knowledge and Skills					
♦ Demonstrates professional demeanor and ethical behavior					
♦ Participates in and applies professional development					
♦ Demonstrates effective oral and written communication					
♦ Reflects actively and continuously upon practice, leading to enhanced teaching and learning					
♦ Cooperates, collaborates, and fosters relationships with members of the school community					
♦ Demonstrates potential for teacher leadership					
Comments					

Reflection

In what ways did this experience provide an opportunity to:

- relate theory to actual practice in classrooms and schools?
- create meaningful learning experiences for a variety of students?
- practice in settings with students of diverse backgrounds?
- demonstrate competence in the professional teaching or administrative roles?
- interact and communicate effectively with parents, community, and other stakeholders?
- develop and apply the new knowledge and skill gained in their programs?

APPENDIX F

Evaluation Rubric for Performance Experience

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Instructions:

By placing an X in the appropriate box, please rank the following characteristics using the following scale. Feel free to add comments about the candidate's participation, strengths, and areas for improvement, as well as potential to become an exemplary classroom teacher. Use the back for additional comments if necessary.

5	*4*	*3*	*2*	*1*
Exemplary	*Above Average*	*Proficient*	*Below Average*	*Unable to Observe*

Standard	**5**	**4**	**3**	**2**	**1**
1. Candidate demonstrates effective and clear oral and written communication.					
2. Effectively communicates with students.					
3. Candidate communicates with colleagues and supervisors clearly and effectively.					
4. Interaction with school personnel is appropriate and professional.					
5. Candidate supports classroom teacher's rules, procedures, and academic standards.					
6. Candidate supports the use of fair and positive classroom management techniques.					
7. Candidate shows respect for diversity in the classroom.					

Comments:

Reflection

In what ways did this experience provide an opportunity to:

- relate theory to actual practice in classrooms and schools?
- create meaningful learning experiences for a variety of students?
- practice in settings with students of diverse backgrounds?
- demonstrate competence in the professional teaching or administrative roles?
- interact and communicate effectively with parents, community, and other stakeholders?
- develop and apply the new knowledge and skill gained in their programs?

APPENDIX G

Rubric for Scoring Journal Entries

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ Email: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Instructions:

By circling the appropriate statement, please rank the candidate's journal entries. Feel free to add comments about the candidate's participation, strengths, and areas for improvement, as well as potential to become an exemplary classroom teacher. Use the back for additional comments if necessary.

Target Journal entries:	**Unacceptable**	**Acceptable**
are reflective and contain all required elements.	are not reflective and contain few of the elements listed under the target category.	are somewhat reflective and contain most of the elements listed under the target category.
are written in a narrative style and grammatically correct form (punctuation, spelling, etc,).	are poorly written with frequent grammatical errors.	are written in narrative style with few errors in grammar.
use specific examples from theory and practice to support ideas.	seldom uses examples from theory and practice to support ideas.	occasionally use examples from theory and practice to support ideas.
are analytical and answer "Why?" and "How?" questions.	show little analysis in responding to "Why?" and "How?" questions.	are factual, but show less analysis in responding to "Why?" and "How?" questions
are completed for each observation	are seldom completed for each visit.	are not always completed for each visit.
are available for inspection upon request. meet requirements for individual journal entries as specified.	are never available upon request. do not meet requirements for individual journal entries as specified.	are not always available for inspection upon request. meet requirements for individual journal entries as specified.

APPENDIX H

Protocol/Checklist for Candidates

Candidate: _____

School or Educational Program: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Professionalism

_____	Read college handbook.
_____	Read school division's and school's handbook.
_____	Dress professionally.
_____	Arrive on time and daily, following attendance procedures.
_____	Maintain professional conduct (confidentiality, professional boundaries, etc.).
_____	Maintain respect for all members in the school community.

Notes:

Communication

_____	Receive and respond to feedback from your preK-12 school faculty supervisor and supervisor/mentor.
_____	Identify expectations regarding emergency procedures and safety.
_____	Develop a schedule to meet with preK-12 school faculty supervisor/mentor and education program supervisor to review progress.

Notes:

Instruction

_____	Ask how SOL goals are incorporated with instruction, what types of assessments are utilized, and what role you will take during SOL testing if it occurs during your field experience.
_____	Ensure that you understand the district grading policy.
_____	Determine the classroom management strategies for the district and for your school.
_____	Identify the major interests of the students.
_____	Review records for those students who have IEPs and review accommodations.
_____	Review district guidelines for lesson plan development.
_____	Determine benchmarks for assessment.

Notes:

School and Community

_____	Introduce yourself to your preK-12 school faculty supervisor/mentor as soon as you learn about your placement by phone or e-mail as directed by your district.
_____	Request a tour of school grounds (library, cafeteria, nurses office, classrooms, work room, main office, etc.).
_____	Learn about school office personnel and special pupil services.
_____	Know the community by attending faculty, IEP, and PTA/PTO meetings.
_____	Request a school calendar for holiday and testing schedule.
_____	Request a floor plan of the building for emergencies to keep in your grade book.
_____	Keep a seating chart with names of all of the students for fire drills and other drills.

Notes:

Reflection

In what ways did this experience provide an opportunity to:

- relate theory to actual practice in classrooms and schools?
- create meaningful learning experiences for a variety of students?
- practice in settings with students of diverse backgrounds?
- demonstrate competence in the professional teaching or administrative roles?
- interact and communicate effectively with parents, community and other stakeholders?
- develop and apply the new knowledge and skill gained in their programs?

APPENDIX I

Field Experience Checklist for Candidates

Candidate: _____

School or Educational Program: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date	Activity
	Orientation and Observation
	Tour the school and become familiar with building layout.
	Locate facilities, such as bathrooms, clinic, counseling office, library, copy machine, etc.
	Meet with preK-12 school faculty, including building administrators, support staff, custodians, non-instructional staff, instructional faculty, etc.
	Become familiar with routines of students. • School day schedule • Playground supervision responsibilities • Lunch schedule • Duty schedule (cafeteria, hall, bus, playground, etc.) • Classroom expectations, procedures, and general housekeeping policies • Homework/make-up work policy • Attendance procedures • Procedures for acquiring and using school materials and supplies • Learn students' names • Become familiar with and observe daily activities of your students • Become familiar with procedures for students in special classes
	Observe other teachers and candidates as members of the learning community.
	Meet and confer with resource specialists (special education, gifted/talented, ESL, media specialists, technology staff, grade level leaders, and content chairmen).
	Become familiar with the school community, neighborhood and demographics of students.
	Recognize the cultural differences in the diverse populations in your host school.

Field Experience Checklist for Candidates, Continued

	Learn the general rules and policies of the school and the reasons for these regulations. Become familiar with: • School's student, parent, and teacher handbooks. • Procedures regarding safety regulations, especially emergency drill procedures. • Procedures for completing accident reports and referral forms.
	Become familiar with library checkout procedures for students and teachers (books, equipment, resources, etc.).
	Find out how to secure available technological sources for instruction.
Planning and Instruction	
	Review preK-12 school faculty's lesson and unit plans.
	Become familiar with school division's curriculum guide(s), the textbook, the National Standards, and the Virginia Standards of Learning.
	Cooperate in assisting the preK-12 school faculty with a lesson.
	Plan cooperative lessons carefully with preK-12 school faculty and gradually assume more responsibility.
	Prepare drafts of lesson plans for preK-12 school faculty's review.
	Prepare and teach lesson plans to engage students with the content.
	Plan, develop, and copy pupil lesson handouts in advance with preK-12 school faculty.
	Reflect on taught lesson plans. Analyze the strong points and the difficulties encountered during lesson delivery and attempt to determine the reasons for the successes and problems.
	Prepare plans to differentiate instruction to meet the needs of individual students.
	Prepare plans to meet the needs of developmental stages of your students including the kinds of prior knowledge, misconceptions, experience, and skills your students will bring to their learning.
	Prepare plans to accommodate special needs and cultural differences.
	Prepare plans to accommodate multiple intelligences and learning styles of your students.
	Prepare plans to expose students to different modes of critical thinking.
	Prepare plans to incorporate technology resources.

Field Experience Checklist for Candidates, Continued

	Prepare plans that involve parents and foster collaborative relationships between school and family.
	Employ a range of instructional methods and materials to make your lesson “come alive” for your students.
	Prepare and teach unit plans.
	Revise unit plans to meet the instructional needs of your students.
	Assemble bulletin boards for maximum benefit of student learning.
	Develop enrichment and remedial activities and make them available to students for use at appropriate times.
	Develop knowledge in the subject areas and how your subject area is organized and linked to other disciplines.
	Develop “pedagogical content knowledge” including ways to present content knowledge to students through analogies, metaphors, experiments, demonstrations, and illustrations.
	Develop questioning techniques to engage students in critical thinking.
	Individualize instruction.
	Practice small group instruction.
	Practice large group instruction.
	Develop self-awareness of equity issues in instruction (cultural and gender issues).
	Videotape several of your lessons for self-critique.
	Organize student cooperative learning groups.
	Work with individual research / projects / presentations.
	Arrange or participate in field trips, presentations of guest speakers, or other special activities.
	Participate in a team teaching experience.
	Assume full teaching responsibility for a significant period of time, including co-teaching experiences, faculty and committee meetings, duty assignments, and extra-curricular activities of preK-12 school faculty.
	Prepare substitute folder which includes lesson plans, seating chart, attendance instruction, classroom procedures, emergency procedures, health concerns of certain students, pertinent information about students with special needs, daily schedules, etc.

Field Experience Checklist for Candidates, Continued

Assessment	
	Review preK-12 school faculty's assessment strategies.
	Practice grading an assignment and confer with teacher.
	Design and administer a test or quiz.
	Design and administer an alternative assessment instrument, including portfolios, videotapes, demonstrations, and presentations.
	Design and administer an individual assessment instrument.
	Design and administer a group assessment instrument.
	Design and administer a performance assessment instrument.
	Design and employ strategies to motivate and monitor student engagement.
	Maintain a grade book to monitor and assess the successes and failures of individual students and evaluate your class as a collective of learning.
	Collect anecdotal academic data while understanding that a class does not learn; individual students learn, but individuals neither learn the same things, nor learn at the same pace.
	Prepare interim reports and report cards.
	Analyze data and interpret assessment results and track student progress.
	Use data to determine whether to re-teach, review, or move on, understanding that evaluation is not always for the purpose of recording grades.
	Help students engage in self-assessment to instill in them a sense of responsibility for monitoring their own learning.
	Become familiar with standardized assessment in school division.
	Participate as a proctor in the administration of standardized assessments.
Classroom Management and Records	
	Monitor individual, small group, and whole-class behavior.
	Develop and implement discipline plan.
	Review students' confidential cumulative records, under the supervision of preK-12 school faculty.

Field Experience Checklist for Candidates, Continued

	Maintain anecdotal records on student behavior and include disciplinary actions taken.
	Involve students in classroom conduct decisions as well as instruction and assessment ideas.
	Help supervise behavior outside classroom (cafeteria, hallways, playground, etc).
	Contact parents about behavior and progress.
	Maintain attendance and tardy records.
	Collect fees or lunch money and take lunch count.
	Complete other administrative duties of preK-12 school faculty.
Instructional Supports and Technology	
	Master the copy machine.
	Incorporate the technology in lessons.
	Arrange guest speakers.
Professional Obligations	
	Develop strategy for communicating with parents – class newsletter, e-mail, telephone, Website, etc.
	Develop strategies to involve the community in education.
	Attend faculty meetings.
	Develop and maintain professional relationships with colleagues.
	Demonstrate knowledge of ethical and legal issues related to the use of technology.
	Attend school board meetings.
	Attend in-service sessions or workshops.
	Attend parent-teacher conferences.
	Attend Child Study, multidisciplinary team or eligibility and Individual Education Plan meetings required for special education.
	Attend Back-to-School night or open house.
	Attend PTA/PTO and parent night meetings.

Field Experience Checklist for Candidates, Continued

	Attend school functions (concerts, plays, athletic events, etc.).
	Volunteer with club or special projects.
	Ask your principal to conduct a mock job interview.

APPENDIX J

INTASC Standards

http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/index.cfm.

INTASC Standard #1

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Standard #2

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

INTASC Standard #3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC Standard #4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Standard #5

The teacher uses an understanding of individuals and group motivations and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

INTASC Standard #6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC Standard #7

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC Standard #8

The teacher understands and uses formal and informal assessments strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

INTASC Standard #9

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

INTASC Standard #10

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

APPENDIX K

Suggestions for Embedding INTASC Standards Within The Evaluation Process

CATEGORY 1: INTERACTIONS AND RELATIONSHIPS WITH STUDENTS, COLLEAGUES, FAMILIES, AND COMMUNITY MEMBERS

INTASC Standard #6
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC Standard #10
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Choose one of the following:

- Complete a project of your own design in this category with your instructor's approval.
- Compile a sampling of several forms of communication. Include a brief statement which reflects your beliefs about relationships between teachers and parents/caregivers.
- Design a plan for creating partnerships with parents/caregivers through a variety of activities that invite them into classrooms, inform them of what is happening in classrooms and calls on them as resources for their children's education.
- Discuss how you will promote a sense of classroom community across boundaries of race, ethnicity, and/or gender. Include values you seek to instill in your students and describe how you will begin to do so.
- Analyze and discuss the climate in the school. Identify factors that contribute to the climate and ways in which you have seen it influence classroom learning and the inclusion/acceptance of special learners.

CATEGORY 2: MANAGEMENT AND ORGANIZATION

INTASC Standard #5
The teacher uses an understanding of individuals and group motivations and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Required artifact:

- Create a classroom management plan including classroom rules and consequences. Tell how you will present this to your principal, students, and parents/caregivers.

Choose one of the following:

- Write an in-depth description of one classroom management model with an evaluation of how this model would be implemented in your classroom.
- Provide a floor plan of your classroom with a description of how the physical arrangement contributes to management and learning.
- Describe a real situation or event in the classroom, your response(s) to it, and an evaluation of the effectiveness of your response(s).
- Provide a description of a non-instructional task, which necessitated the use of organizational and time management skills. Describe the strategies used to accomplish this task.

CATEGORY 3: PLANNING AND INSTRUCTION

INTASC Standard #4
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Standard #7
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Required artifacts:

- Videotape yourself teaching a lesson (15 minute maximum). Include a self-evaluation regarding strengths and areas that you feel are in need of improvement. Be sure to obtain parent/caregiver permission before including students in your videotape.

- Present a formal unit plan, which you have taught. Describe what occurred including changes you made during planning and implementation. What was successful? What didn't work? What would you change if you taught this unit again? Why would you make these changes?

- Collect pictures of your bulletin boards, student activities, student projects, etc. Be sure to label all items.

CATEGORY 4: ASSESSMENT AND EVALUATION

INTASC Standard #8
The teacher understands and uses formal and informal assessments strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Choose one of the following:

- Complete a project of your own design in this category with the instructor's approval.
- Systematically gather samples of student work from your teaching with a written analysis of what you learned from the samples and the projected changes in instruction to increase student success. Remember that all student names must be removed or covered.
- Present a plan for integrating a variety of assessment strategies, including alternative, authentic and/or performance assessment.
- Collect tools for evaluation, such as inventories, interviews, anecdotal records, conferences, checklists, learning logs, learning portfolios, etc., and devise a plan for using them in your classroom.
- Review your lesson plans and select the ones which demonstrate your efforts to adapt instruction and assessment for a student or students receiving special services.

CATEGORY 5: THE NEEDS OF INDIVIDUAL STUDENTS

INTASC Standard #2
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

INTASC Standard #3
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Choose one of the following:

- Create a project of your own design in this category with the instructor's approval.

- With the approval of the preK-12 school faculty supervisor and school principal and with the written approval of the parent/caregiver conduct a personal study with a student in your class. Using various methods gather information on the student over a period of time. Then describe what you know that you did not know before and how it will help you work more effectively with the student. Remember that students must not be identified by name.

- Investigate Howard Gardener's theory of multiple intelligences in the classroom. Identify students who demonstrate learning behaviors similar to the Multiple Intelligences. Select a lesson topic. Describe the adaptation to your instruction to accommodate these students' learning styles.

- List the labels that currently identify the students you have with special needs. How does your school accommodate and include these students in the school community? How successful are these efforts? How could they be improved? Does the label and intervention provide appropriate aid to the students?

- Write a reflective essay about the necessity for balance between individual student's needs and the needs of the group. Include specific examples of instances in which you have dealt with this balance.

CATEGORY 6: TEACHER AS A LIFELONG LEARNER: PROFESSIONAL GROWTH AND DEVELOPMENT

INTASC Standard #9
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Choose one of the following:

- Complete a project of your own design in this category with the instructor's approval.
- Create a learning agenda (professional development plan) as a lifelong learner that you can use for the next five or ten years as you pursue your educational career.
- Describe your involvement in a teaching/learning experience outside the classroom but within your school community. Include an explanation of how this experience contributed to your understanding of schools, students, teaching, and learning.
- Describe your involvement and interest in a professional organization and how this might help you to grow as a lifelong learner. Describe the goals of the professional organizations and opportunities for professional development.

CATEGORY 7: CONTENT KNOWLEDGE

INTASC Standard #1
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Required artifact:

- Compile samples of coursework (tests, papers, projects, etc.) that attest to your content knowledge.

Choose one of the following:

- Create a project of your own design in this category with the instructor's approval.
- List courses in your content area (endorsement area) and discuss the contribution those courses have made to your knowledge base.
- Identify the influential people in your content/concentration area and describe their significant contributions to education.
- Reflect upon the research process you have used/followed in order to plan for teaching your subject area. Describe the preliminary work and use of sources and resources gathered to teach the content topic.

APPENDIX L

Continuum to Assess
Candidate's Knowledge and Skills Growth

The continuum is designed to assess a candidate's growth during student teaching. The continuum consists of five standards, each with a series of key elements. The candidate is assessed on each element across the continuum from unacceptable to target. Each level presumes that the candidate has reached the previous level. The expectation is that the candidate has reached the beginning level based on coursework and all experiences prior to student teaching. For the target level, the expectation is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the appropriate key element. For example, for key element 1b (plans and implements procedures and routines that support student learning) at the target level, a candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments while an accomplished teacher would consistently and confidently make successful adjustments with routine and procedures as necessary.

Candidates are evaluated on each key element on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). The importance of each key element may vary from program to program, but all elements should be discussed and evaluated, even if not observed. A rating of "No opportunity to observe" (N) is permissible for the midterm evaluation but not for the final evaluation.

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Instructions:

Please mark the level of growth for each criterion using the following scale for midterm (M) and final (F). Feel free to add comments about the candidate's participation, strengths, and areas for improvement, as well as potential to become an exemplary classroom teacher. Use the back for additional comments if necessary.

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment					
M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		a. Establishes, monitors, and enforces expectations for student behavior.	Communicates expectations; develops an awareness of student behavior and reflects on the situation.	Promotes appropriate student behavior through positive reinforcements and proactive measures. When student behavior is inappropriate or disruptive, clarifies expectations and intervenes as necessary.	Monitors student behavior throughout the day, selecting strategies that prevent or lessen disruptive behavior, reinforcing expectations for behavior, and intervening when necessary.
		b. Plans and implements procedures and routines that support student learning.	Demonstrates awareness of procedures and routines that support student learning and can identify procedures being utilized in a classroom.	Implements classroom procedures and guides students to use routines and procedures that expedite organization and instruction.	Analyzes usefulness of selected procedures and routines and makes appropriate adjustments or implements alternative routines.
		c. Uses space to promote learning.	Recognizes how use of space can promote learning and can identify how space in a classroom is allocated to instructional purposes.	Arranges and manages space to encourage student learning through efficient access to resources, delivery of instruction, and interaction of students and teacher.	Reflects on and adjusts room set-up to smooth classroom procedures, discourage disruptions, improve delivery of instruction, and promote interaction with students.
		d. Uses time effectively.	Recognizes the importance of using time effectively and can identify time management tools already in place and their purpose.	Plans and implements time management strategies that address transitions between activities and back up plans when activities take more or less time than planned.	Reflects on strategies used for managing time effectively, making adjustments to routines and adopting new plans that maximize time on task for student learning.
		e. Communicates and models fair and respectful treatment of all.	Understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness and disrespect that interfere with learning.	Establishes caring, friendly interaction with students by modeling respect for differences and responds to incidents of unfairness to diffuse conflict and restore a positive learning environment.	Evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships and encourages students to understand personal differences and to deal fairly and respectfully with others.

Please mark level of growth for each criterion
M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment					
M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		f. Promotes social development and group responsibility.	Develops an awareness of the importance of social development and group responsibility; encourages student responsibility for self.	Plans and implements strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibility. Reflects on the use of strategies and activities used to promote social development and group responsibility.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Makes changes to strategies and activities used to develop individual responsibility and recognition of others' rights and needs based on critical reflection of their effectiveness.
		g. Effectively communicates and works with support personnel, families, and volunteers.	Recognizes the need for establishing effective working relationships and factual two-way communication with colleagues, support personnel, families, and volunteers.	Engages colleagues, support personnel, families, and volunteers in two-way communication that is positive, consistent, and relevant to student needs and does so using established policies and procedures for confidentiality.	Reflects on communication both delivered to and received from colleagues, support personnel, families, and volunteers and makes adaptations that ensure communication is positive, consistent, and relevant to student needs.

Please mark level of growth for each criterion
M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 2: Planning for Instruction					
M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		a. Demonstrates knowledge of subject matter content and student development.	Identifies key concepts from subject matter area and key factors in student development.	Uses key ideas from subject matter to develop instructional activities appropriate for the developmental level of students.	Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas.
		b. Uses instructional strategies, resources, and technologies to make learning accessible for all students.	Has awareness of a variety of strategies, resources, and technologies and includes a few in lesson plans.	Uses several instructional strategies, resources, and technologies in units of instruction that demonstrate an awareness of making learning accessible to all students.	Uses multiple instructional strategies, resources, and technologies in units of instruction that promote student understanding for all students.
		c. Selects and communicates learning goals that are consistent with state and national content standards and students' development.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.	Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.	Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectations for all.
		d. Organizes curriculum and instructional sequences to support student understanding of content.	Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill.	Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding of key ideas.	Reflects on units of instruction and makes improvements that integrate learning goals, content standards, and educational activities in a cohesive sequence that promotes student understanding of key ideas.
		e. Prepares instructional options to provide flexibility in changing situations.	Shows an awareness of need for flexibility in responding to student needs and unexpected events.	Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning.	Adjusts plans in advance to accommodate student abilities and interests and the possibility of changing situations.
		f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.	Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist.	Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families and volunteers to assist learning.	Reflects on use of support personnel, families, and volunteers and makes adjustments in their use that improves student learning.

Please mark level of growth for each criterion
M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 3: Engaging and Supporting Students in Learning					
M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, expands, connects) 5 6
		a. Uses a variety of research-based educational practices that are responsive to students' diverse needs and experiences.	Realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and begins to make decisions based on both of these factors.	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons.	Uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based on research base as well as knowledge of students' diverse needs.
		b. Connects students' prior knowledge, life experience, and interests with learning goals.	Understands that students learn best when learning goals link to their prior knowledge, life experiences, and interests.	Motivates students by regularly drawing connections between learning goals and concepts and the prior knowledge, life experiences, and interests of students.	Reviews the clarity of the link between learning goals and students' prior knowledge, life experiences and interests, and makes adjustments to refine and communicate that connection to students.
		c. Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives.	Demonstrates awareness that learning experiences need to incorporate self-direction, interaction, choice and consideration of multiple perspectives.	Selects and implements learning experiences that encourage students to explore new perspectives, interact with teacher and peers; provides some opportunities for students to select from learning activity options.	Reflects on the effectiveness of student interactions during learning experiences and incorporates self-directed activities appropriate for the cognitive and social development and skill set of students.
		d. Employs educational practices such as problem solving and critical thinking that make content meaningful.	Recognizes that educational practices such as problem solving, critical thinking, goal setting make content meaningful and encourage retention and mastery.	Employs educational; such as simulations, case studies and project-based learning that encourage problem solving and critical thinking that make content meaningful and student ownership.	Reviews lessons for effectiveness and makes appropriate modifications based on student's demonstrated ability to apply concepts to projects, use critical thinking and direct their own work.
		e. Communicates an ethic of caring, commitment and high expectations for all students.	Demonstrates the value of caring. Commitment, and high expectations for all students.	Regularly communicates an ethic of caring, commitment, and high expectations for all students.	Reflects on his/her ability to communicate an ethic of caring, commitment and high expectations for all students. Makes changes as necessary based on critical reflection.
		f. Develops appropriate rapport with students	Demonstrates an awareness of the importance of appropriate rapport with students.	Exhibits signs of appropriate rapport with students and reflects on the extent and nature of rapport.	Consistently exhibits appropriate rapport based on reflection with students.

Please mark level of growth for each criterion
M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 4: Assessing Student Learning					
M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		a. Creates and explains criteria for assessing student work.	Identifies method of assessing student work and can communicate performance criteria to students, parents, and administrators.	Chooses appropriate assessment tools, communicates criteria to students, confirms their understanding, and applies criteria consistently.	Reviews students' understanding of assessment and adjusts assessment process and criteria to clarify learning goals and performance expectations.
		b. Collects and uses data from multiple sources to assess student learning.	Recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning.	Uses multiple assessment tools to determine student mastery and correlates data from multiple sources to assess cumulative student progress.	Reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.
		c. Involves and guides all students in assessing and reflecting on their own learning.	Articulates the value of student self-assessment and can identify some tools and processes that can be used to help students assess their work.	Provides feedback to students about current and completed work and encourages students to offer input on their personal work quality and habits.	Provides guidelines/tools for students' self-reflection about work progress, completion, and quality.
		d. Uses assessment data to profile student learning and guide instruction (formative).	Knows the appropriate use of assessment data in determining students' understanding of concepts and mastery of skills.	Uses required assessments; uses a variety of data sources for instructional planning; monitors students' understanding during some instructional activities.	Evaluates assessment data to develop individual and group profiles that reflect progress of all students and addresses levels of need and learning accomplishments.
		e. Communicates with students, families, and other audiences about student progress.	Identifies current methods for communicating student progress to students and families.	Gives feedback about current progress to students; gives feedback to families and support personnel when needed or required.	Reviews current progress, learning strategies, and possible interventions with students and, when appropriate, communicates that information to families, colleagues, and support personnel.
		f. Analyzes and reflects on student assessment data to improve instructional practice (summative).	Reviews assessment data and identifies links to current instructional plans.	Analyzes student assessment data to check effectiveness of some instructional plans; requests feedback from supervisors re: improving instructional methods.	Uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students.

Please mark level of growth for each criterion
M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional						
M	F	Key Elements	Unacceptable 0	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		a. Exhibits a commitment to professional standards associated with their areas of expertise.	No evidence that candidate incorporates professional standards into work with students.	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature or by being a member of a professional organization or by attending professional workshops, seminars, and/or conferences.
		b. Supports learning environments that encourage the academic, social, and professional growth of all students.	No evidence that candidate considers the different abilities, needs, learning styles, and cultures of students in work with students.	Articulates the need to consider students' differing abilities, needs, learning styles, cultures, etc., of students in one's work with students.	Develops work plans that address different abilities, needs, learning styles, cultures, etc.	Reflects on work with students to determine how well a positive learning environment was created; considers different approaches to meeting the needs, etc. of students.
		c. Recognizes the importance of the social context of schooling.	No evidence that the candidate recognizes the importance of the social context of schooling.	Recognizes the importance of external factors outside the classroom and school that affect student learning.	Develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.
		d. Collaborates with parents and other relevant parties.	No evidence that the candidate plans to collaborate with parents or other relevant colleagues.	Recognizes that educators work with families and communities in defining student goals and developing student capabilities.	Establishes positive working relationships with students, parents, and colleagues through active listening and appropriate responses.	Encourages family involvement in student learning through collaboration to engage additional support resource assistance when needed.
		e. Has high expectations for all students.	Evidence that candidate has low expectations for at least some students. Candidate fails to support student learning.	Aware of developmental growth and age appropriate choices. Considers the needs of all students when designing work plans.	Communicates the belief that all students can learn, chooses appropriate activities for differing ability levels and needs that fit the content and student requirements.	Provides emotional and academic support to students and communicates confidence in their ability to complete assigned work; modifies plans to provide opportunities for all students to meet or exceed objectives through supportive critique of student learning that reflects suggestions.

Please mark level of growth for each criterion
M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional.						
M	F	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		f. Takes other perspectives into account.	No respect for other viewpoints.	Willing to listen to other perspectives.	Respectfully considers other perspectives. Responds appropriately.	Actively seeks out other opinions, and appreciates their point of view. May adjust own view upon reflection.
		g. Adheres to professional code of ethics in decision making.	Has been observed to make unethical decisions.	Awareness of professional ethical expectations of his/her school and profession.	Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school's faculty handbook.	Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.
		h. Engages in reflective practice.	No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness of student learning.	Articulates the importance of collecting evidence of one's effectiveness; Generally accurate impression of student learning.	Collects, analyzes data of one's effectiveness and student learning. Can accurately judge effectiveness and student learning.	Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Uses evidence of effectiveness in planning for further instruction.
		i. Demonstrates integrity.	Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others.	Aware of the importance of honesty, truthfulness, and confidentiality in all dealings.	Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.	Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences.
		j. Accepts responsibility.	Late to meetings; misses deadlines; needs to be reminded often of obligations.	Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought.	Accepts tasks associated with role. Meets expectations of instructors or supervisors.	Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.
		k. Shows initiative.	Overly dependent on external authority; needs prompting to initiate action.	Some dependency on external authority; aware of importance of taking initiative.	Initiates appropriate actions independently.	Initiates appropriate actions in ways that go beyond individual classroom but within context of school
		l. Demonstrates commitment to chosen professional role.	Lacks enthusiasm for professional role.	Somewhat aware of values and demands of profession.	Expresses enthusiasm for being an educator and working with students.	Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession.

Please mark level of growth for each criterion

M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional						
M	**F**	**Key Elements**	**Unacceptable** **0**	**Beginning (Awareness, articulation, identification)** **1 2**	**Acceptable (Puts into practice, uses, implements, reflects)** **3 4**	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** **5 6**
		m. Exhibits sound judgment.	Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire.	Exhibits subjective judgment based on personal experience or personal value system.	Exhibits sound judgment based on personal experience and relevant information or considers various views.	Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions.
		n. Accepts constructive criticism.	Rejects constructive criticism; argues and or/ gives excuses; becomes defiant.	Aware of value of interaction, exchange of ideas and points of view.	Accepts constructive criticism gracefully.	Seeks constructive criticism. Acts on suggestions for improvement.
		o. Models appropriate assertiveness.	Inappropriate or inconsistent assertiveness, e.g., overly forceful or shy and reserved.	Articulates that assertiveness can range from passive to excessive.	Articulates positions and takes actions appropriate to the situation.	Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action.

Please mark level of growth for each criterion
M = Midterm *F = Final*

5-6	*3-4*	*1-2*	*0*	*N*
Target	*Acceptable*	*Beginning*	*Unacceptable*	*No opportunity to observe*

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES
IN INITIAL LICENSURE PROGRAMS
NARRATIVE SECTION

Please type or write comments for each of the following criteria: Midterm_____ Final _____

Creating and Maintaining a Positive and Safe Learning Environment

Planning for Instruction

Engaging and Supporting Students in Learning

Assessing Student Learning

Developing as a Professional

PreK-12 School Faculty Signature _____ Date:_____

Position: _____

The candidate's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Candidate's Signature _____ Date: _____

APPENDIX M

Plan for Reflective Growth

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Teaching Standard: Goal:	
Action Plan:	Support Needed:
Evidence:	

Teaching Standard: Goal:	
Action Plan:	Support Needed:
Evidence:	

APPENDIX N

Remediation Checklist

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Requirements	Not Met – 1	Partially Met - 2	Met - 3	Score
Plans for Instruction				
Writes objectives to achieve SOL and/or other learning goals.	*Candidate writes objectives that are not linked to SOL and/or do not describe student outcomes.*	*Candidate writes objectives most of which are linked to SOL and describe student outcomes.*	*Candidate writes objectives that are linked to SOLs and describe student outcomes.*	
Develops teaching procedures to meet individual and group needs.	*Candidate develops teaching procedures that fail to meet individual and group needs.*	*Candidate develops teaching procedures most of which meet individual and group needs.*	*Candidate develops teaching procedures that meet individual and group needs.*	
Develops lesson plans using the appropriate format.	*Candidate fails to develop lesson plans using the appropriate format.*	*Candidate uses appropriate format most of the time.*	*Candidate develops lesson plans using the appropriate format.*	
Technology				
Selects and uses appropriate technology and available resources to meet instructional goals.	*Candidate fails to select and use appropriate technology and available resources to meet instructional goals.*	*Candidate usually selects and uses appropriate technology and available resources to meet instructional goals.*	*Candidate selects and uses appropriate technology and available resources to meet instructional goals.*	
Implementation and Management of Instruction				
Uses effective lesson design to provide instruction appropriate to lesson objectives.	*Candidate fails to use effective lesson design to provide instruction appropriate to lesson objectives.*	*Candidate usually uses effective lesson design to provide instruction appropriate to lesson objectives.*	*Candidate uses effective lesson design to provide instruction appropriate to lesson objectives.*	
Maintains a high level of motivation through the appropriate use of academic learning time.	*Candidate fails to maintain a high level of motivation through the appropriate use of academic learning time.*	*Candidate usually maintains a high level of motivation through the appropriate use of academic learning time.*	*Candidate maintains a high level of motivation through the appropriate use of academic learning time.*	

Remediation Checklist
Page 2

Implementation and Management of Instruction (cont.)				
Requirements	**Not Met – 1**	**Partially Met - 2**	**Met - 3**	**Score**
Correlates knowledge of subjects with effective teaching methodology.	*Candidate fails to correlate knowledge of subjects with effective teaching methodology.*	*Candidate usually correlates knowledge of subjects with effective teaching methodology.*	*Candidate correlates knowledge of subjects with effective teaching methodology.*	
Stimulates and encourages critical thinking and creative problem solving as appropriate.	*Candidate fails to stimulate and encourage critical thinking and creative problem solving.*	*Candidate usually stimulates and encourages critical thinking and creative problem solving.*	*Candidate stimulates and encourages critical thinking and creative problem solving.*	
Evaluation/Assessment				
Selects appropriate evaluation methods for each lesson objective.	*Candidate fails to select appropriate evaluation methods for each lesson objective.*	*Candidate usually selects appropriate evaluation methods for each lesson objective.*	*Candidate selects appropriate evaluation methods for each lesson objective.*	
Uses evaluation results to make instructional decisions.	*Candidate fails to use evaluation results to make instructional decisions.*	*Candidate usually uses evaluation results to make instructional decisions.*	*Candidate uses evaluation results to make instructional decisions.*	
Knowledge of Subject				
Demonstrates a thorough understanding of the subject being taught.	*Candidate demonstrates little understanding of the subject being taught.*	*Candidate demonstrates an adequate understanding of the subject being taught.*	*Candidate demonstrates a thorough understanding of the subject being taught.*	
Helps learners understand the subject and its relationship to the student and world at large.	*Candidate has little skill in helping learners to understand the subject and its relationship to the student and world at large.*	*Candidate is adequate at helping learners to understand the subject and its relationship to the student and world at large.*	*Candidate is adept at helping learners to understand the subject and its relationship to the student and world at large.*	
Critically evaluates and integrates information provided in textbooks and other resource materials.	*Candidate seldom evaluates and integrates information provided in textbooks and other resource materials.*	*Candidate usually evaluates and integrates information provided in textbooks and other resource materials.*	*Candidate critically evaluates and integrates information provided in textbooks and other resource materials.*	

Remediation Checklist
Page 3

Knowledge of Subject (cont.)				
Requirements	**Not Met – 1**	**Partially Met - 2**	**Met - 3**	**Score**
Presents subject content using a variety of methods and materials.	*Candidate presents subject content using a limited number of methods and materials.*	*Candidate presents subject content using some variety in methods and materials.*	*Candidate presents subject content using a variety of methods and materials.*	
Communication Skills				
Demonstrates competence in oral and written language.	*General communication is often unclear and ineffective.*	*General communication is usually clear and effective.*	*General communication is clear and effective.*	
Effectively communicates with students.	*Often communicates with students unclearly and/or ineffectively.*	*Usually communicates with students clearly and effectively.*	*Communicates with students clearly and effectively.*	
Effectively communicates with colleagues and supervisors.	*Often communicates with colleagues and supervisors unclearly and/or ineffectively.*	*Usually communicates with colleagues and supervisors clearly and effectively.*	*Communicates with colleagues and supervisors clearly and effectively.*	
Diversity				
Establishes an environment conducive to learning for a diverse student population.	*Candidate fails to establish an environment conducive to learning for a diverse student population.*	*Candidate usually establishes an environment conducive to learning for a diverse student population.*	*Candidate establishes an environment conducive to learning for a diverse student population.*	
Develops instructional strategies appropriate for diverse student populations.	*Candidate fails to develop instructional strategies appropriate for diverse student populations.*	*Candidate usually develops instructional strategies appropriate for diverse student populations.*	*Candidate develops instructional strategies appropriate for diverse student populations.*	
Classroom Management				
Positively reinforces rules, procedures, and academic standards.	*Candidate fails to reinforce rules, procedures, and academic standards in a positive manner.*	*Candidate usually reinforces rules, procedures, and academic standards in a positive manner.*	*Candidate positively reinforces rules, procedures, and academic standards.*	
Uses fair and positive classroom management techniques.	*Candidate fails to use fair and positive classroom management techniques.*	*Candidate usually uses fair and positive classroom management techniques.*	*Candidate uses fair and positive classroom management techniques.*	
Establishes a learning environment that encourages mutual cooperation.	*Candidate fails to establish a learning environment that encourages mutual cooperation.*	*Candidate usually establishes a learning environment that encourages mutual cooperation.*	*Candidate establishes a learning environment that encourages mutual cooperation.*	

Remediation Checklist
Page 4

Classroom Management (cont.)				
Requirements	**Not Met – 1**	**Partially Met - 2**	**Met - 3**	**Score**
Demonstrates an understanding of child development with respect to typical and atypical behaviors of students.	*Candidate demonstrates little understanding of child development with respect to typical and atypical behaviors of students.*	*Candidate demonstrates an adequate understanding of child development with respect to typical and atypical behaviors of students.*	*Candidate demonstrates an understanding of child development with respect to typical and atypical behaviors of students.*	
Professional Responsibilities				
Dresses appropriately for teaching	*Candidate often dresses inappropriately for teaching.*	*Candidate dresses appropriately for teaching.*	*Candidate dresses appropriately for teaching.*	
Uses appropriate verbal and nonverbal behavior.	*Candidate uses inappropriate verbal and nonverbal behavior.*	*Candidate usually uses appropriate verbal and nonverbal behavior.*	*Candidate uses appropriate verbal and nonverbal behavior.*	
Demonstrates prompt and regular attendance.	*Candidate is often late or absent without good reason.*	*Candidate usually demonstrates prompt and regular attendance.*	*Candidate demonstrates prompt and regular attendance.*	
Demonstrates interest in the teaching profession.	*Candidate demonstrates little interest in the teaching profession.*	*Candidate demonstrates mild interest in the teaching profession.*	*Candidate demonstrates interest in the teaching profession.*	
Demonstrates initiative and enthusiasm.	*Candidate often fails to demonstrate initiative and enthusiasm.*	*Candidate usually demonstrates initiative and enthusiasm.*	*Candidate demonstrates initiative and enthusiasm.*	
Total				

APPENDIX O

Recommendations for Journal Entries

For each specific entry, give the date and a carefully considered reaction. Your entries need not be lengthy, but they must be analytical. All specific journal entries are to be typed, double-spaced and available for inspection upon request of the university supervisor. You will need to teach and jot down a few reminder notes during the day and write your entries during after-school hours.

1. Examine an Individualized Education Plan (IEP), then explain the major components and tell what responsibilities teachers have in implementation.

2. Attend a grade level meeting, a faculty meeting, a PTA meeting, a school board meeting, or a parent teacher conference. Identify the critical issues and give your reaction as to how they were handled.

3. Tutor individuals or small groups, using activities and materials prepared with the assistance of the preK-12 school faculty supervisor and under his/her supervision. Give your reaction as to your effectiveness as a tutor and the success of the student(s).

4. During a lesson, observe student behavior in the following manner: How are rules established and/or made clear to the students? What off-task behavior was corrected by the teacher? How was the behavior corrected and what observable effects did the correction have? What things does the teacher do to increase the amount of on-task behavior? In what ways are you comfortable with the behavior management system in place in the classroom? Describe any behavior management systems in use in the classroom.

5. Record the demographics in the classroom. Explain how equality is promoted. What evidence do you see that all children are treated with equity? Observe a lesson for at least thirty minutes and in three-minute intervals, tally the number of times each child is called upon. Record by demographics, as appropriate. Observe either center time or playtime (or physical education at the high school) and describe the kind of guidance given to avoid stereotypical expectations. (For example, are girls directed to housekeeping and boys to building centers or are boys directed to baseball or football while girls are directed to tag, rope-jumping, volleyball, etc?) In examining instructional materials, discuss the balance between demographics. How does the teacher make certain that separate roles and expectations are not established according to who a child is?

6. Discuss potentially dangerous situations with your preK-12 school faculty supervisor (weather emergencies, student aggression, school intruder, weapons, etc.). What kinds of prevention and/or intervention strategies are in place? What suggestions did your preK-12 school faculty supervisor offer you concerning how to handle threatening situations? (Review the school's plan for managing crisis situations. Based upon your review, explain the role of the teacher in a potentially dangerous situation.)

7. You should make yourself aware of certain concerns in the school setting by becoming conscious of school policy on such issues as:

    - Fire drill evacuation routes.
    - Toxic supplies banned from the classroom--certain kinds of marking pens, rubber cement, etc.
    - Medication to students.
    - Medical supplies required for classroom use--rubber gloves, bandages, compressors, face masks, etc.
    - Head lice, scabies, and other communicable diseases.
    - Handling various allergies suffered by students.
    - Spread of disease.

8. Assist the cooperating teacher in implementing existing behavioral objectives using established curriculum and materials.

9. Teach, under supervision, lessons based on objectives and written lesson plans.

10. Maintain behavior management plans used by the preK-12 school faculty supervisor.

11. Assist the preK-12 school faculty supervisor in evaluating student performance (e.g., grading papers) and planning for individual needs.

12. Select a lesson you have taught. Reflect on how you:
    - Started the lesson.
    - Stated the purpose of the lesson clearly.
    - Requested responses from students.
    - Made the students "think."
    - Identified the procedures for the lesson.
    - Determined what materials to use.
    - Differentiated your lesson for learners.
    - Held the students accountable for their work.
    - Recorded student's reaction to the lesson.
    - Managed the class to facilitate learning.

APPENDIX P

Rubric for Professional Teaching Electronic Portfolio

CONTENT **Professional Areas**	**Does not meet expectations**	**Meets expectations**	**Exceeds expectations**
Foundational Understanding	Selected artifacts of poor quality or do not reflect competency; limited or no reflection.	Selected artifacts illustrate competency; reflection included.	Selected artifacts of high quality illustrate foundational and knowledge base competency with evidence of in-depth reflection.
Ability to Plan, Organize, and Prepare for Teaching	Lack of or limited artifacts; artifacts of poor quality; limited or no reflection.	Selected artifacts appropriate for beginning teachers; reflection included.	Variety of artifacts of high quality; in-depth reflection of planning process explained.
Teaching Skills	Lack of or limited artifacts; artifacts of poor quality; limited or no reflection.	Selected artifacts in four content areas appropriate for beginning teachers; reflection included.	Teaching artifacts of high quality in four core content areas; in-depth reflection on instruction, including self- and supervisor evaluations of lessons.
Assessment and Evaluation for Learning	Lack of or limited artifacts; artifacts of poor quality; limited or no reflection.	Selected artifacts in four core content areas appropriate for beginning teachers; reflection included.	Teaching artifacts of high quality that demonstrate student growth in four core content areas; in-depth reflection of how data was used to evaluate instruction and shape future teaching.
Classroom Management Knowledge and Skills	Lack of or limited artifacts; artifacts of poor quality; limited or no reflection.	Selected artifacts appropriate for beginning teachers; reflection included.	Variety of artifacts of high quality explaining basic management techniques employed and explaining how management techniques support instructional goals.
Professional Knowledge and Skills	Lack of or limited artifacts; artifacts of poor quality; limited or no reflection.	Selected artifacts appropriate for beginning teachers; reflection included.	Variety of artifacts of high quality demonstrates professional dispositions and educational leadership skills.
Comments:			

Rubric for Professional Teaching Electronic Portfolio

Page 2

CONTENT **Professional Areas**	**Does not meet expectations**	**Meets expectations**	**Exceeds expectations**
Organization	Artifacts are difficult to access.	Layout reflects planning and attention.	Layout reflects careful planning and promotes ease of review.
Visual Appeal/ Professionalism	Portfolio is not neatly presented.	Portfolio has visual appeal.	Reader is engaged due to visual appeal and professionalism; neatly presented.
Navigation	Records are difficult to access and links do not work.	Records are difficult to access or Web-based links do not work	Records are accessible and links work.
Salient Experiences	Limited or lack of meaningful experiences.	Meaningful experiences shared.	Meaningful experiences shared with depth; reflects individual "voice."
Professional Growth	Limited evidence of growth noted in reflection.	Reflection papers/annotations demonstrate growth.	Reflective narratives/ annotations demonstrate growth in several areas.
Comments:			

APPENDIX Q

Evaluation of PreK-12 School Faculty By
Professional Education Faculty

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Please indicate your choice of the following statements regarding preK-12 school faculty/mentor:

5	*4*	*3*	*2*	*1*
Consistently	*Frequently*	*Occasionally*	*Inconsistently*	*Rarely*

_____ 1. Provided concrete and relevant feedback to student teacher/intern regarding planning, delivery, and implementation of lessons/units.

_____ 2. Provided progress and observation reports in a timely and helpful/professional manner.

_____ 3. Provided opportunities for the intern to see and experience a variety of teaching/learning activities in the school.

_____ 4. Modeled effective methods and best practice skills that supported the internship and coursework.

_____ 5. Served as a coach and mentor for the intern.

Comments:

APPENDIX R

Evaluation of PreK-12 School Faculty by Candidate

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Please indicate your choice of the following statements regarding your preK-12 school faculty/mentor.

5	*4*	*3*	*2*	*1*
Consistently	*Frequently*	*Occasionally*	*Inconsistently*	*Rarely*

_____ 1. Provides support in unit/lesson plan design, implementation, and assessment.

_____ 2. Provides connections with content, SOL, and school division expectations.

_____ 3. Provides timely feedback and suggestions for my improvement and growth.

_____ 4. Models a variety of teaching/management and technology integration strategies.

_____ 5. Promotes/provides opportunities for creativity and risk-taking for planning, teaching, and assessment.

_____ 6. Demontrates a willingness to exchange and implement ideas about teaching and learning.

Comments:

APPENDIX S

Evaluation of Professional Education Faculty by PreK-12 School Faculty

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

Please indicate your choice of the following statements regarding the candidate's education program faculty supervisor:

5	*4*	*3*	*2*	*1*
Consistently	*Frequently*	*Occasionally*	*Inconsistently*	*Rarely*

_____ 1. Provides ongoing communication with regular scheduled meetings for dialogue about school or general issues/information.

_____ 2. Promotes professional growth opportunities and dialogue about teaching.

_____ 3. Promotes collaboration/connections with faculty and intern.

_____ 4. Provides assistance or clarification about paperwork and forms related to the internship.

_____ 5. Serves as an intellectual resource to interns and colleagues.

_____ 6. Participates in site schedule meetings and staff development activities.

Comments:

APPENDIX T

Evaluation of Professional Education Faculty
By Candidate

Candidate: _____

School or Educational Program: _____

Evaluator: _____

Phone: _____ E-mail: _____

Subject Taught: _____ Grade Level: _____

Course and Number (if applicable): _____

Date of Review: _____

(Name)

Please indicate your choice of the following statements regarding your education program faculty supervisor:

5	*4*	*3*	*2*	*1*
Consistently	*Frequently*	*Occasionally*	*Inconsistently*	*Rarely*

_____ 1. Provided systematic communication with me throughout the internship about the intern's progress.

_____ 2. Provided a reliable and timely schedule for intern observation and feedback.

_____ 3. Provided ongoing dialogue and contact with intern regarding university expectations.

_____ 4. Provided seminars on relevant topics for intern and interested school faculty.

_____ 5. Demonstrated knowledge of the program content and requirements.

_____ 6. Served as a resource for the intern and school partnership by sharing expertise and relevant research and information.

Comments:

APPENDIX U

Division of Teacher Education and Licensure

Contact Directory

P.O. Box 2120
Richmond, VA 23218-2120
Fax: (804) 786-6759

Patty S. Pitts
Assistant Superintendent
Phone: (804) 371-2522
E-mail: Patty.Pitts@doe.virginia.gov

Alice Bryant
Administrative Assistant
Phone: (804) 371-2522
E-mail: Alice.Bryant@doe.virginia.gov

Office of Teacher Education

Dr. JoAnne Y. Carver
Director of Teacher Education
Phone: (804) 692-0251
JoAnne.Carver@doe.virginia.gov

Arnetta Higgs
Executive Secretary
Phone: (804) 371-2475
Arnetta.Hamlin@doe.virginia.gov

Dr. Patricia Burgess
Special Education Human Resources Specialist
Phone: (804) 225-2047
Pat.Burgess@doe.virginia.gov

Office of Licensure

Dr. Jim Lanham
Director of Professional Licensure
Phone: (804) 371-2471
E-mail: James.Lanham@doe.virginia.gov

Bernice Montague
Executive Secretary
Phone: (804) 371-2471
Bernice.Montague@doe.virginia.gov