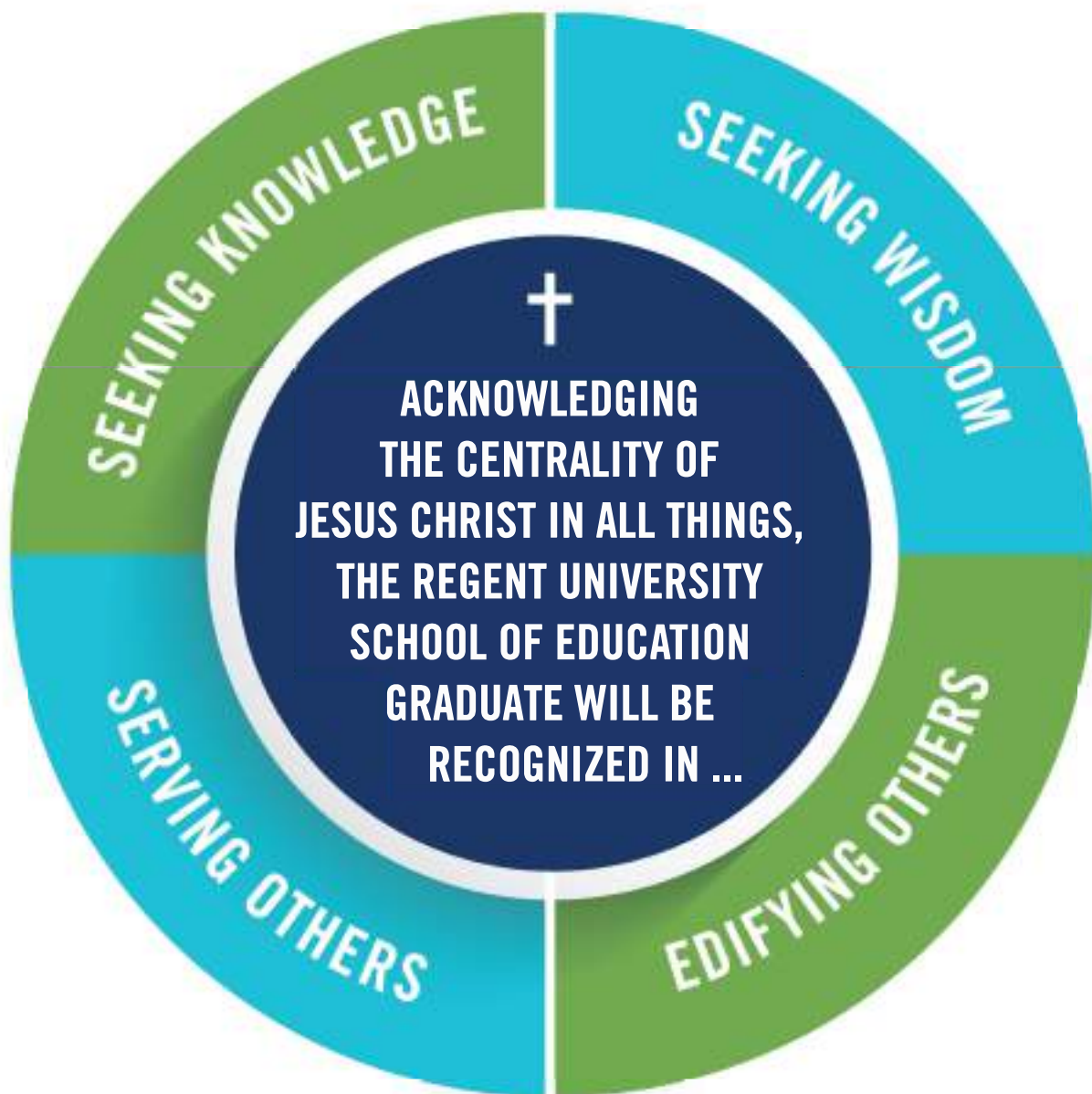




REGENT
UNIVERSITY

Christian Leadership
to Change the World

SCHOOL OF EDUCATION **MISSION**



We, at Regent, are delighted to enter into the internship process with you, our intern, and the university internship supervisor. We look forward to our forthcoming professional interactions. This handbook is designed to acquaint you with our university, to detail the responsibilities of all those involved in the mentoring process, and to provide you with the necessary criteria and forms for the intern evaluation.

Regent University School of Education

Mission and Vision

The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership.

The Regent University School of Education, affirming the University vision, mission, and values and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding faculty and a diverse student body consistent with the mission of the university.

Philosophy

Conceptual Framework Regent's foundation is more than a date carved on a cornerstone. It's a perspective that's imprinted on every program, class and relationship you'll experience. Our School of Education programs will deepen your understanding of both the power of knowledge and the spiritual truths that give it value and meaning in a curriculum that balances timeless Judeo-Christian principles with the highest standards of contemporary theory and practice. How do we accomplish this? Through our commitment to provide learning opportunities which promote the skills, dispositions and understandings that encourage our graduates to:

Seek knowledge by formulating questions and answers to current educational issues and by formulating research-based solutions.

Seek wisdom by applying the knowledge in a manner that demonstrates a God-given wisdom to create an environment in which justice, human dignity and academic achievement are valued.

Serve others by treating others with dignity, love and respect, as well as supporting and encouraging others.

Edify others by demonstrating awareness of and sensitivity to the individual needs of students, colleagues, and community by growing in competence and character. Thus, we seek to prepare competent, caring and qualified graduates who will become Christian leaders that transform education through their example. When you graduate from Regent, you will hold more than an advanced degree in education. You will hold the knowledge and leadership skills you need for professional and personal success.

School of Education General Information

The School of Education offers a Master of Education, an Educational Specialist (Ed.S.) in Special Education, and an Educational Doctorate Program. Each program of study requires a core group of foundation courses as well as courses for major program requirements. Programs for state licensure and endorsement have the Commonwealth of Virginia approval. Special Education General Curriculum K-12 and Reading Specialist programs are among the areas approved by Virginia for endorsement. The Educational Leadership (principal preparation) Program is also state-approved. Regent University is accredited by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) and has membership with ACSI (Association of Christian Schools International). Students seeking licensure endorsement from a state other than Virginia should be sure to check requirements from that state in order to ensure that their intended program will meet all necessary requirements or to determine if there is reciprocity with Virginia. Approval for out- of-state licensure/endorsement must come from that state, not Regent's School of Education as Regent's endorsements are only for the state of Virginia.

Distinctions

Regent University's faculty prides itself with current research and best practices in each discipline. Additional distinctions include:

1. Interdisciplinary collaborative efforts. The school faculty networks and partner internally with other Regent schools and externally with public and Christian school systems, institutions of higher education, ministries, private industry to provide quality programs that are effective and functional. A special emphasis is placed on evaluating the needs of the public school to be sure that our programs are not only cutting edge but also meet community needs.
2. Classroom and Behavior Management. Effective discipline/classroom management programs with an emphasis on civic responsibility, character development, and service learning are endorsed/promoted.
3. Technology. An emphasis is placed on the appropriate use of technology for enhanced instruction and assessment that improves student achievement, allows the educator to function more efficiently and professionally, as well as to communicate with parents.
4. Program flexibility. The teaching of K-12 curriculum and instructional techniques, as well as faculty expertise is adapted to the true needs of all learners. Course schedules vary according to participant needs.
5. Community Outreach. The school of education works with the surrounding school districts to offer conferences and professional development opportunities.
6. Emphasis on application for Master's level courses. Field experiences highlights sound instructional delivery with emphasis on practical and functional competencies. The course assignments are designed with practical application.

7. A diverse yet unified faculty. The faculty possesses varying gifts, professional orientations and experiences while united in a shared spirit of collaboration.

8. A biblical foundation. Our biblical standards and integration of faith are reflected in students' dedication to their profession, their positive interactions with others and their emphasis on continuously increasing their levels of skill and knowledge.

Regent University School of Education Special Education Program Overview

The M. Ed. Special Education General Curriculum K-12 courses are offered as online classes. This provides students the opportunity to do the majority of work on-line and at their convenience from any location. Course material is presented with immediate application in mind; assignments are designed for immediate implementation in classrooms. These "real world" assignments allow students to complete course requirements with projects and assignments that apply to what is currently needed in their classrooms. Speakers and other instructional team members from the community supplement the course material with presentations that reflect what is currently in schools today. The sequence of courses meets the Virginia requirements for those on conditional or provisional licenses. The online portion of the courses include state of the art audio and video presentations; thus, making these courses current and student friendly.

Today's schools are looking for general and special education teachers who can address a wide range of student needs. In the special education program, students can complete a master's degree with endorsement in Special Education General Curriculum and/or reading specialist. This major requires completion of the VCLA and the Reading for Virginia Educators (RVE 5306 for Special Education and 5304 for Reading Specialists) prior to receiving a degree conferral. . Participation in field experiences and final projects are contingent upon successfully demonstrating key competencies.

General Course Sequence K-12 Special Education Initial Licensure

Getting Started

UNIV LIB Information, Research, & Resources	0 credits
UNIV 500 Regent Foundations for Graduate Success	2 credits
ENGL 500- Graduate Academic Writing Seminar (if not exempt)	0 credits
EDUC 500 Online Orientation	0 credits

Required Courses (42 credits)

ETSP 550 Legal & Ethical Aspects Associated with Students with Disabilities	3 credits
ETSP 551 Characteristics of Students with Disabilities	3 credits
ETSP 552 Behavior Management & Social Skills Training	3 credits
ETSP 553 Language Acquisition & the Communicative Arts	3 credits
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts	4 credits
ETSP 555 Collaboration & Consultation	3 credits
ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs	3 credits
ETSP 561 Field Experience III Internship (Students with Disabilities)	3 credits
ETSP 561A Field Experience III Internship (Inclusions)	3 credits
ETSP 570 Instructional Methods for Students with Disabilities	3 credits
ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas	3 credits
ETSP 576 Data Driven Assessment	3 credits
ETSP 581 Foundations of Education and Human Growth and Development	3 credits
ETSP 587 Literacy Seminar	1 credit
ETSP 501 Faith Integration Assessment	1 credit
EFND 598- Professional Project	1 credit

(Optional add-on Reading Specialist endorsement)

ETSP 584 Reading Service Delivery: Supervision & Current Trends	3 credits
ETSP 585 Reading Research, Curriculum & Technology	3 credits
ETSP 596 Reading Internship	3 credits
ETSP 557 Field Experience I – Reading & Math	1 credits
Total – 10 credits	

***Passing ETSP 596 is required for students enrolled in the endorsement option. ***

Additional Required Courses for
the Autism Certificate: (if applicable)

ETSP 600 Autism Overview Required for those that do not complete the Regent Cross-Cat master's program.	3 credits
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders	3 credits
ETSP 620 Methods for Students with Autism Spectrum Disorders	3 credits
ETSP 630 Autism Practicum Project	3 credits

**Course Descriptions for
Special Education Program Courses**

ETSP 550 Legal & Ethical Aspects Associated with Students with Disabilities (3)

The history and foundations of special education including key legislative and judicial decisions that have shaped the current special education laws and policies. Interpretation of laws and their impact associated with special education. Ethical frameworks will be developed for appropriate decision making.

ETSP 551 Characteristics of Students with Disabilities (3)

Discusses students who demonstrate patterns of behavior consistent with learning disabilities, intellectual disabilities and emotional disorders, and the characteristics of students with hearing, vision and/or physical Impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services.

ETSP 552 Behavior Management and Social Skills training (3)

In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations.

ETSP 553 Language Acquisition and the Communicative Arts (3)

Prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

ETSP 554 Assessing & Teaching Reading of Narrative and Expository Texts (4)

Prepares participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. The course will specifically address reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

ETSP 555 Collaboration & Consultation (3)

Participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching.

ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs

Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

ETSP 561 Field Experience III Internship (Students with Disabilities) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in resource and/or self-contained settings. Students will participate in a classroom for students with learning disabilities, emotional/behavioral disabilities, and/or intellectual disabilities. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 561A Field III Internship (Inclusion) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in an inclusive setting. Students will participate in an inclusive classroom that includes students with learning disabilities, emotional/behavioral disabilities, and/or intellectual disabilities. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 570 Instructional Methods for Students with Disabilities (3) Learning disabilities, emotional/behavioral disabilities, and intellectual disabilities investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and intellectual disabilities across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3) Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

ETSP 576 Data Driven Assessment (3) The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 581 Foundations of Education and Human Growth and Development (3) Foundations of education in the U.S. from historical, philosophical, and sociological development, and various worldviews. This course covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on theories of human development and incorporating children's individual differences. Individual differences, such as socio-economic, racial, ethnic, religious, physical, and mental, approximate timing and effects of age-related changes and at-risk factors on normal development (for instance, attention deficit disorder, substance abuse, child abuse, and family disruptions).

ETSP 587 Literacy Seminar (1) Review and synthesize teaching reading content and skills through the context of literacy as well as prepare those students who need to complete the Reading for Virginia Education (RVE) assessment.

ETSP 501 Faith Integration Assessment (1) Required prior to program completion and should be completed in the last semester of the program. Includes a required culminating activity that investigates individual faith growth as assessed through a reflective writing activity.

EFND 598 Professional Project (1) Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met. Cross-listed with EFND 698.

Additional Autism Certificate Courses

ETSP 600 Autism Overview (3)

This course is designed as an introduction to autism and will cover such topics as definition of autism spectrum disorders, language acquisition, behavior management, and autism and the law. This course is required for those students that intend to complete the autism certificate, and who have not completed the Special Education masters program in addition to those that completed the masters program prior to December 2002.

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)

This course will introduce participants to the history, characteristics, and theory associated with Autism Spectrum Disorders to enhance understanding of autism. Participants will receive an overview of autism as an educational disorder including basic information regarding diagnosis of the condition. Designed to expand on the introductory knowledge gained in the Regent Special Education Program, content will provide an overview of the seven evaluation areas emphasized in federal law (vision, hearing, health/motor, social/emotional/behavioral, verbal & non-verbal communication, cognitive and adaptive behavior, and academic/vocational). Functional assessment for programming and IEP writing will also be addressed. Prerequisite – completion of the Special Education masters program (December 2002 and after), ETSP 600, or permission from Department Chair.

ETSP 620 Methods for Students with Autism Spectrum Disorders (3)

This course explores the educational methods (including current research and best-practice) of students with autism. Strong emphasis will be placed on practical methods and strategies for teaching language/communication, reading, and appropriate behavior. Topics may include (but are not limited to): Sensory Integration, Applied Behavior Analysis, TEACH (Treatment and Education of Autistic and related Communication Handicapped Children), Picture Exchange Communication System (PECS), Cognitive Behavioral Methods, etc. Participants will complete a practicum as part of this course. Prerequisite – completion of ETSP 610 or permission from Department Chair

ETSP 630 Autism Practicum Projects (3)

This applied project will require one to one contact with at least one autistic student. Academic and behavioral assessments will be completed and an analysis and report will be written on each assessment. These assessments will be used to write an IEP with emphasis on writing the PLOP (Present Level of Performance) and Objectives. A four-week program (behavioral and academic) will then be designed and partially implemented. The program will include continuous assessment that is intended to guide instructional decisions.

Ethical Obligations--General Principles of the School of Education and Regent University

1. The intern works primarily under the authority and guidance of the cooperating teacher(s) or mentor teacher or administrator to whom he/she is assigned, as well as being under the authority of the principal or administrative head of the school and the School of Education's Internship Supervisor.
2. During the semester in which the internship occurs, the intern is expected to be on duty in the assigned classroom every day that the cooperating school is in session unless excused by a responsible authority.
3. The intern is a guest of the cooperating school and will be recognized as a representative of Regent University by students, faculty, and the community. Therefore, as a member of the teaching profession, the intern needs to maintain the same professional standards expected of all teaching employees of the cooperating school.
4. The intern is expected to assist in extracurricular activities when possible, but is not to be placed in charge of outside activities unless he/she is under the supervision of the cooperating teacher or other professional educator assigned to the authority position of the activity. **
5. The cooperating/mentor teacher or administrator should emphasize the importance of professional ethics. The plan is to strengthen the intern's understanding of ethical obligations and accountability to the students in the classroom and to the participating school district.
6. When analyzing and discussing specific educational situations observed at the site, discretion is vital, and interns should use caution not to reveal names of teacher, student, staff, or class observed. Students' personal and academic files, which are privileged information, should always be treated as such.
7. The intern should establish guidelines that will support the cooperating school's policies and reflect support for the school system.
8. The intern must be sure the students understand all classroom rules and regulations and should encourage the good in students, praise appropriate behavior, and consistently reinforce the established classroom procedures.
9. The intern is urged to accept every task as a potential learning experience, in order to effectively fulfill his/her role as a teacher. The intern should develop his/her own educational philosophy consistent with the principles of Regent University.
10. Only under emergency circumstances should an intern be assigned as a substitute teacher to cover another teacher's classroom, lunch duty, hall duty, busy duty, study hall, or recess duty.

11. The School of Education policy prohibits the release of the intern to accept a teaching position prior to successful completion of the internship. Receiving compensation for interning is not appropriate.
12. The intern should not transport any school student(s) in any vehicle except in an emergency situation and as authorized by the cooperating school administration per the guidelines of the specific district. This prohibition extends to field trips and overnight trips which the intern should attend only if accompanied by the cooperating teacher or other responsible school representatives.
13. The field placement coordinator, in consultation with the district's office, cooperating teacher, and university supervisor can change or terminate the intern's assignment if necessary.

Internship Responsibilities

This section will address the most common problems confronting interns and will answer some of the most frequently asked questions regarding the internship.

1. **Outside commitments** Although, in some cases it may be necessary for the student teacher to take a class or work part-time, students are cautioned to not spread themselves too thin, or take on course overloads. Student teaching should be a top priority as it is the culmination of the student's program.
2. **Communication** Open communication is very important for the success of our partnerships. The internship supervisor may be contacted at the university or at home if necessary. Access numbers will be provided.
3. **Schedule** All students involved in field experiences and internships will follow Regent University's calendar for starting and stopping dates of each experience. Once started, however, the student shall follow the calendar of the individual school to which he/she is assigned. This also includes holidays, spring/fall breaks, half-days, weather-related or any other called cancellation. Any loss of time, due to illness or related family issues would need to be accounted for and the individual's schedule adjusted accordingly. Please contact the Internship Coordinator and University Supervisor if this occurs.
4. **Substitute teaching during student teaching** Regent University interns may not be used as substitutes. If the cooperating teacher is absent, the school division is expected to hire a substitute for the purposes of liability.
5. **Attendance** The intern should call his/her internship supervisor and his/her internship school if he/she is going to miss a day for illness, a doctor's appointment, etc. Missed student teaching days must be made up to ensure the correct clock hours necessary for state certification.
6. **Liability insurance** Options for liability insurance will be provided to the student teacher prior to the first day of student teaching. It is strongly suggested, but not required, that you have liability insurance. This does not apply to those doing on-the-job internships.
7. **Professionalism** The intern should remember that he/she is a guest of both the school and school system. Student teaching is just that---*student* teaching. The intern is a guest of the cooperating teacher whose classroom practices and procedures must continue smoothly throughout the intern's arrival and departure. Please review the traits that are emphasized in our course evaluations.
8. **Evaluation** The intern is in a mentoring situation to learn, to experiment, to question, to reflect, and to grow. It is imperative that the intern remain open to the suggestions, critiques, and evaluations of the cooperating teacher and internship supervisor. Remember, evaluation of teaching practices does not end at the conclusion of the internship. Teachers at all experience levels can learn and grow professionally from the evaluation process.

Definitions of Student Teaching

The purpose of student teaching is to provide a mentoring situation, which allows for opportunities, with guidance, for students to develop their competencies in their major areas of teaching. Each intern should have the opportunity to:

1. Evaluate basic personal qualifications for teaching
2. Apply and test professional knowledge, understanding, and skills
3. Participate in and assume responsibility for various teaching activities
4. Have direct contact with as many major phases of a school's operation as possible
5. Observe other master teachers at the school internship site
6. Develop professionalism and readiness to enter the teaching profession

Student teaching is:

1. Learning about and developing teaching techniques
2. Evaluating personal and professional growth as a teacher
3. Diagnosing teaching difficulties; implementing changes as necessary
4. Teaching individuals, small groups, and whole classes
5. Evaluating students and their learning styles
6. Evaluating and tracking pupil progress
7. Conferring with other teachers
8. Conferring with principals and supervisors
9. Assisting and individualizing instruction
10. Developing an on-going personal philosophy of teaching
11. Learning how to make a difference in the lives of students both academically and personally
12. Collaborating as part of a team
13. Reviewing student records and IEPs and using this information to plan instruction

The mentoring relationships and the student teaching experience will be the most relevant part of the student teacher's program. This is where knowledge, theory, and practical application must combine into cohesive and successful classroom practices.

Traditional Internship Requirements

The requirements for the internships include, but are not limited to:

- a. Information Contact Form Submitted
 - b. Teaching Schedule Submitted
 - c. Cooperating Teacher Stipend Form Submitted
 - d. Time Log Sheet for Internship Hours (Including Observation Hours)
 - e. Time Log Sheet Total Page
 - f. Lesson Plans (Five) Submitted in Regent University Format
 - g. Data Collection Assignment
 - h. Informal Evaluation Completed by Cooperating Teacher (2x) (electronic link will be provided)
 - i. Field Evaluation Completed by Cooperating Teacher (electronic link will be provided)
 - j. Field Evaluations Completed by Administrator (electronic link will be provided)
 - k. Field Evaluations Completed by Internship Supervisor (electronic link will be provided)
 - l. Internship Supervisor will complete Assignment Reviews during the semester.
 - m. Discussion Boards and Group Forum Discussions in Canvas.
 - n. Student Surveys and Reflection
- Scheduled assignment reviews will occur by the assigned internship supervisor. See Course Assignment Sheet for details.
- At the conclusion of the internship, the students will complete lesson plans, data collection assignment, and lesson plan video into a portfolio.

Internship Guidelines and Expectations

Guidelines for Transition Into Teaching Responsibilities

In a typical internship experience, the student should gradually assume responsibility for planning, teaching, and grading assignments. The cooperating teacher should regularly confer, examine plans, and discuss options and alternatives, making both formal and informal observations while giving the intern as much latitude in classroom technique as possible.

Since the internship is a learning situation, the teaching load during this assignment should be manageable enough to enable the individual to feel secure and to realize success in what is undertaken. The intern can gradually assume additional responsibility in areas other than teaching (i.e. duties). The responsibilities of the cooperating teacher, such as grading papers and other responsibilities should be initially shared on a mutually acceptable basis.

A minimum requirement for this experience is at least three (3) full weeks of “solo” intern teaching during the semester. However, it is anticipated that a normal teaching internship will accommodate the intern with the following suggested timetable. Exception is available through the cooperating teacher and internship supervisor collectively if they determine the student’s experience should vary from the suggested schedule.

The schedule for Special Education/READING SPECIALIST INTERNS should be as follows: (as the cooperating teacher feels he/she is ready). 8 weeks or equivalent (310 hours and completion of all competencies). These guidelines are for those doing the traditional internship.

Those doing on-the-job internships will take over the class as the primary teacher as follows:

- 1st full week finish necessary orientation and preparation of lesson plans.
- 2nd week of teaching 35% of the cooperating teacher’s schedule.
- 3rd week teaching 75% of the cooperating teacher’s schedule.
- 4th week through 7th week assume the maximum cooperating teacher’s schedule.
- 8th week - begin transitioning responsibilities back to cooperating teacher

As noted, under normal circumstances, an intern should gradually assume an extended teaching responsibility. However, in some classroom situations, due to the nature of the learner and the classroom organizational structure, this experience may be modified. In some situations, the intern may lack the confidence or skills to assume a major teaching responsibility for any extended time.

It is important that the cooperating teacher to communicate with the internship supervisor regard the intern’s teaching schedule if changes are made to this pacing. This conference will assist in making this experience a growing as well as a culminating internship.

The Use of Traditional Interns as Substitutes

To reiterate information presented earlier in this handbook, the position of the School of Education is as follows:

1. A student teacher may not be used as a substitute except in an emergency and, even then, only briefly while the emergency is in progress.
2. In such emergency situations, a student teacher may be used as a substitute for his/her cooperating teacher only.
3. No student teacher shall receive compensation in any form for such emergency substitute service.
4. A student teacher may teach classes in the absence of the cooperating teacher if a certified substitute is in charge and the student teacher teaches only those classes for which he/she is normally responsible.

The Role and Responsibilities of a Cooperating Teacher

The Cooperating/Mentoring Teacher

The cooperating teacher should communicate with the internship supervisor about the progress and performance of the intern.

Preparation for Cooperating Teacher

1. Orient the intern to the building, school policies, rules of the school system, and the line of authority he/she is to follow when necessary.
2. Alert your students that an intern will soon begin to teach. Reassure them that no major changes will take place. Tell the students that the visit is temporary (8 weeks for Inclusion, Disabilities, or Reading Specialist). Remind them that all current rules and regulations remain in place.
3. Notify the parents regarding the intern's involvement as a teacher in your class.
4. Provide an area with storage space that the intern can call his/her own.
5. Acquaint the intern teacher with the curriculum, departments, grades, and building structure.
6. Complete the Pre-Internship Checklist

Communication

1. Provide the intern with copies of textbooks, guides, policy handbooks, class rules, and anything else you feel would be necessary for his/her experience, e.g., access to student files and IEPs.
2. Conduct training conferences with the intern in anticipation of varying situations, such as conducting conferences with students regarding academic progress and/or behavioral problems.,
3. Indicate existing opportunities that will encourage the intern to experience the whole school environment to reinforce the promise that teaching is not an 8-3 occupation (i.e., PTA meetings, faculty meetings, student assemblies, and related events).
4. Provide the intern with opportunities to observe other teachers and classrooms in various settings (i.e., inclusions, resource/self-contained).

Instruction and Management

1. Assist in the analysis and correction of problems encountered by the intern. Advise the intern during pre and post teaching conferences about skills in planning, analyzing, and evaluating lesson plans and teaching effectiveness.
2. Consult with the intern to identify strengths and weaknesses of his/her clerical as well as teaching duties (i.e., keeping attendance registers, roll books, report cards, lunch money, field trip collections, record-keeping procedures, etc.).
3. Direct the intern to appropriate techniques of pupil control and situation management by modeling as well as by discussing specific issues.

4. Help the intern analyze and evaluate alternate teaching styles and encourage the student teacher with opportunities to try different teaching approaches. The intern will use a variety of teaching strategies learned at the university. Application of these techniques should not be thought of as rigid, but as educational tools that are applied and modified while observing your techniques. Your evaluation will further guide his/her efforts.
5. As the intern's teaching experience nears completion, confer with him/her regarding a timetable for phasing the intern out the teaching responsibilities. The cooperating teacher should review the intern's lesson plans and instructional materials, then, discuss with him/her any unresolved issues. Relevant topics for discussion could include, but are not limited to the following:
 - a. Lesson plan objectives not completely met or mastered.
 - b. Classroom management duties not yet realized or completed.
 - c. Student disciplinary issues not resolved.
 - d. Projects the intern did not complete.

Evaluation

1. Guide the intern in the selection, development, administration, and interpretation of a variety of assessment instruments.
2. Oversee the intern's written assessments, students' daily academic progress charts, and anecdotal records. Use these to aid the decision making for instructional changes.
3. Regarding the evaluation of the total internship (forms will be provided) the cooperating teacher should:
 - a. Keep a weekly reflective journal to analyze and evaluate the intern's lesson plans, teaching responsibilities, and follow-up activities. Offer suggestions for improvement
 - b. Make constructive contributions that are vital for making this internship a meaningful experience. Your daily involvement and constant evaluation are indispensable elements in the process of developing a special educator. We are truly grateful for your time and expertise.
 - c. Formally evaluate the intern's performance **two** times using the Informal Assessment. Evaluation Link will be provided by the internship coordinator.
 - d. Then conduct a final evaluation using the Field Evaluation Assessment. Share results of the evaluations with the intern. Evaluation Link will be provided by the internship coordinator.
 - e. Complete *Evaluation of Pre-Internship Checklist* Form and return to intern to submit.
 - f. Note: Should concerns arise regarding the intern's performance, please contact the university supervisor immediately.

Intern Responsibilities

The intern is expected to meet specific requirements as established by the School of Education. The intern also has certain responsibilities to the cooperating school system, the cooperating teacher, the staff of which he/she is working, and the students with whom he/she is involved.

The School of Education requires the intern to:

A. Preparation

1. Complete Information Contact Form and send/give to Coordinator within the first week of your teaching assignment.
2. Provide university supervisor with a schedule, map to school, and classroom location.
3. Observe at least 1 or 2 other teachers during the student teaching experience representing a variety of settings and teaching styles.
4. Write daily lesson plans for all lessons taught. Have copies of all lesson plans available for the internship supervisor's review.
5. Prepare selective teaching aids and use supplemental resources.
6. Submit lesson plans to the cooperating teachers two days prior to their instruction so that the cooperating teacher has the opportunity to make any needed corrections or suggestions. Be sure to complete the lesson plan reflection.
7. Present tests to the cooperating teacher for review two days prior to the day given. Follow-up should include administering and scoring the test.

B. Instruction

1. Utilize audiovisual equipment and computer technology.
2. Assume teaching responsibilities without assistance from the cooperating teacher.
3. Work with various groups of students (whole group, small group, and individuals) to become aware of the range of student motivation levels and general academic abilities.

C. Management

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

D. Professional Interactions and Responsibilities

Keep a professional notebook that contains the following for your reference. This will not be collected or reviewed by the internship supervisor, but is important to have in order to stay organized during this learning process.

1. *School Information*- Copies of bell schedule, student handbook, map of the school, etc. should be kept in this section.
2. *Observation*- Written records of any observation assignments.
3. *Plans*- Daily plans which have been critiqued by the cooperating teacher should be included along with any handouts, tests, etc. that will be used. This is also the section where the student teacher should critique his/her own lesson.
4. *Behavior Observation and Data Collection*- Daily anecdotal records and academic progress charts.
5. *Evaluation*- All evaluation materials including cooperating teacher and supervisor evaluation forms and the dialogue journal (spiral notebook) should be kept in this section.
6. *Dialogue Journal*- Daily communication between cooperating teacher and the intern, as well as the intern's reflections.
7. *Resources*- Include forms and ideas.

Responsibilities of the Internship Supervisor

The university internship supervisor is the official representative of the School of Education at Regent University and is assigned by the internship coordinator to work with interns. The School of Education adheres to a team approach in which the supervisor and the cooperating teacher provide a continuity in internship guidance. This continues in the university classroom by relating the experience in the field to discussions with peers and university professors in appropriate seminars.

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

The clinical supervisor will (for Traditional Internships)

1. Observe the intern by:
 - a. Completing scheduled assignment and teaching review. This will be completed virtually.
 - b. Observing the intern in a variety of teaching situations (when applicable).
 - c. Conferring with the intern and cooperating teacher.
 - d. Reviewing lessons and assignments maintained by the intern relating to the field experience.
2. Evaluate the intern by:
 - a. Having the intern self-evaluate during post-conference with the university supervisor.
 - b. Providing feedback with suggestions for improvement.
 - c. Reviewing the intern's assignments submitted during specific time frames.
 - d. Helping to determine the final evaluation grade for the internship.
3. Act as a resource by:
 - a. Providing information on teaching resources and teaching procedures.
 - b. Contacting other university personnel to assist in any situation occurring at the site if needed.
 - c. If you have any further questions, they should be directed to the internship coordinator.

Internship Evaluation Forms



ETSP 561 and 561A (Traditional)

K-12 Special Education General Curriculum Licensure Program

Evaluation of Intern

School of Education Graduate Grading Scale

Grade	Percentage Score Range	Quality Point Range	Quality Points	Rationale & Meaning of Grade
A	97-100%	3.72- 4.00	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93-96%	3.43- 3.71	3.66	Excellent work overall, but may be lacking in relation to some aspects of the professor's expectations. Excellent content in writing assignments.
B+	89-92%	3.14- 3.42	3.33	Good work in most areas, minor deficiency in relations to the professor's expectations regarding content, standard writing style, or procedures. Good content, but lacking in some areas (see professor's comments on course work).
B	85-88%	2.86- 3.13	3.00	Good work in most areas, minor deficiency in relations to the professor's expectations regarding content, standard writing style, or procedures. Attention to detail may have significantly improved the project.
B-	81-84%	2.57- 2.85	2.66	Fair work in most areas: serious disregard for professor's expectations or standard writing and style procedures. Attention to writing instruction many have significantly improved the project.
C+	77-80%	2.29- 2.56	2.33	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations;
C	73-76%	2.00- 2.28	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations; below professional quality standards.
F	<73%	<2.00	0	Failing; little conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

****The student must maintain a 3.00 grade point average to remain in good academic standing.**

Informal Observation Form: Cooperating Teacher Feedback to Intern

Directions: This form can be used by the evaluator to document informal classroom observation. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

NOTE: *It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard. Standards 1, 3, 5, and 6 are shown below as they are the most likely to be observed in a classroom visit. This form should be completed prior to the intern's first and second assignment review.*

1. Student's Name

2. Internship

3. Observer's Name

4. Date of Observation

5. **Standard 1: Professional Knowledge**

- ☐ Addresses appropriate curriculum standards
- ☐ Integrates key content elements and facilitates students' use of higher level thinking skills
- ☐ Links present content with past and future learning
- ☐ Has accurate knowledge of the subject area(s) taught and relevant technology
- ☐ Demonstrates skills relevant to the subject area(s) taught
- ☐ Bases instruction on goals that reflect high expectations
- ☐ Understands the development of student age group
- ☐ Understands appropriate accommodations for diverse learners and students learning in unique context
- ☐ Uses precise language, vocabulary, and grammar as they relate to discipline/grade level

Specific Examples/Comments:

6. **Standard 3: Instructional Delivery**

- ☐ Builds on prior knowledge
- ☐ Differentiates instruction
- ☐ Reflects on plans after delivery
- ☐ Motivates student and reinforces learning goals/objectives
- ☐ Uses a variety of strategies/resources
- ☐ Provides remediation, enrichment, and acceleration
- ☐ Uses appropriate instructional technology
- ☐ Communicates clearly and checks for understanding

Specific Examples/Comments:

7. **Standard 5: Learning Environment**

- ☐ Arranges/modifies the classroom to maximize learning
- ☐ Establishes clear expectations
- ☐ Maximizes instruction and minimizes disruption
- ☐ Establishes a climate of trust/teamwork
- ☐ Encourages student engagement, inquiry, intellectual risks
- ☐ Listens and makes accommodations for students' needs
- ☐ Works with students individually and in groups
- ☐ Promotes respectful interactions
- ☐ Promotes academically appropriate/challenging environment

Specific Examples/Comments

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8. **Standard 6: Culturally Responsive Teaching and Equitable Practices**

- ☐ Disaggregates data by student group and differentiates strategies to support the achievement of all students
- ☐ Creates opportunities for equitable access, empowerment, and achievement for all students
- ☐ Cultivates relationships anchored in affirmation and mutual respect
- ☐ Models and communicates high expectations for all students
- ☐ Utilizes instructional resources that validate and affirm racial, ethnic, social, and economic diversity
- ☐ Utilizes the cultural knowledge, frames of reference, and performance styles of ethnically diverse students
- ☐ Connects classroom curriculum and instruction to the experiences, backgrounds, and traditions of all learners
- ☐ Communicates in linguistically and culturally responsive ways
- ☐ Mediates classroom power imbalances based on race, culture, ethnicity, identity, and socioeconomic conditions

Professionalism and Christ-Like Demeanor Survey

Welcome to this Survey Based on Colossians 3:17

Please base your responses on the candidate's performance during your course.

Professionalism and Christ-Like Demeanor Survey

Background Information

* 1. Student's Name

* 2. Date of Evaluation

* 3. Name of Regent Faculty or Supervisor

* 4. For which stage of the student's program are you completing this survey?

Professionalism and Christ-Like Demeanor Survey

For Students in the College of Arts & Sciences Only

5. Candidate's Endorsement Area

Professionalism and Christ-Like Demeanor Survey

Assessment Items Based on Colossians 3:17

Explanation

Use this section to evaluate the Professionalism and Christ-Like Demeanor of the student you are supervising. Please check either Ineffective, Approaching Effective, Effective, or Highly Effective. If a student receives anything below Proficient, please document pertinent information and provide suggestions for improvement.

*** 6. Use of Discretion**

Throughout this course, the student exhibited sound judgment and tact, being mindful of confidentiality and how spoken words and personal actions affect the outcome of situations and the response of others (Romans 14:19, Proverbs 3:21).

Highly Effective

Effective

Approaching Effective

Ineffective

☐
☐
☐
☐

Comments:

*** 7. Attitude of Compliance**

During this course, the student displayed respect for authority and a willingness to accept directions from assigned mentors, teachers, or supervisors, doing so with an amenable attitude (Hebrews 13:17, Philippians 2:5).

Highly Effective

Effective

Approaching Effective

Ineffective

☐
☐
☐
☐

Comments:

* 8. **Workmanship**

The student exhibited diligence, perseverance, attentiveness, punctuality, and decisiveness while completing the necessary work for this course (Romans 15:17, Colossians 3:23).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 9. **Attitude of Integrity**

Throughout this course, the student demonstrated integrity by adhering to the policies and procedures of the University, being honest, trustworthy, and dependable in words and in conduct (Hebrews 13:17, 1 Thessalonians 5:21).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 10. **Teacher Disposition**

For the duration of this course, the student's mannerisms, communication, and interactions with others demonstrated attributes that represent the Fruits of the Spirit- love, joy, peace, patience, kindness, goodness, faithfulness, and self- control (Galatians 5:22-23).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 11. **Attitude of Service**

The student demonstrated initiative by communicating ideas, being creative and resourceful, and working effectively with limited supervision to serve others well (Philippians 2:4, Colossians 3:23-24).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

12. **Attitude of Collegiality**

The student worked well with others, as part of a team, willingly sharing information and materials, and actively seeking opportunities to work with school personnel (Proverbs 27:17, Ecclesiastes 4:9-12).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 13. **Use of Communication**

Throughout this course, the student's oral and written communication was articulate, clear, and demonstrated proper use of grammar (Ephesians 4:29, Colossians 4:6, Regent's QEP).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 14. **Attitude of Impartiality**

Throughout this course, the student modeled and promoted respect for those with differing backgrounds, abilities, experiences, religions, and viewpoints and challenged injustice and oppression in all its forms (Micah 6:8, James 2:1-26).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Teacher Interim Performance Report (Short Form)

1. Teacher's Name

2. Evaluator's Name

3. Date

4. Academic year

☐ 2018-19

☐ 2019-20

☐ 2020-21

☐ 2021-22

☐ 2022-23

5. Grade Level

6. School

7. Was Evaluation Completed During Virtual Learning?

8. Select the Internship This Evaluation is Being Completed For

Teacher Interim Performance Report (Short Form)

Directions:

Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

9. Strengths

10. Areas of Improvement:

Teacher Interim Performance Report (Short Form)

11. Professional Knowledge

☐

Evident

☐

Not Evident

Comments

12. Instructional Planning

- ☐ Evident
- ☐ Not Evident

Comments

13. Instructional Delivery

- ☐ Evident
- ☐ Not Evident

Comments

14. Assessment of and for Student Learning

- ☐ Evident
- ☐ Not Evident

Comments

15. Learning Environment

- ☐ Evident
- ☐ Not Evident

Comments

16. Culturally Responsive Teaching and Equitable Practices

- ☐ Evident
- ☐ Not Evident

Comments

17. Professionalism

- ☐ Evident
- ☐ Not Evident

Comments

18. Student Academic Progress

- ☐ Evident
- ☐ Not Evident

Comments

Licensure Portfolio Evaluation 1.0

Student Information

* Student's Name (First and Last)

* Student's Sex

☐ Female☐ Male

* Student's Race (US Census Categories)

☐ American Indian or Alaska Native☐ Asian or Asian American☐ Black or African American☐ Hispanic or Latino☐ Native Hawaiian or Other Pacific Islander☐ White or Caucasian☐ Multiple Races☐ Other

* Student's Degree Level

☐ Undergraduate☐ Graduate

Undergraduate Program Information

* Student's Endorsement Area



Licensure Portfolio Evaluation 1.0

Graduate Program Information

* Course Number for this Portfolio Evaluation

- ☐ ETSP 561 Internship: Teaching Students with Exceptional Needs
- ☐ ETSP 561A Internship: Inclusion
- ☐ ETSP 596 Internship: Reading Specialist



Licensure Portfolio Evaluation 1.0

Evaluator Information

* Semester of Evaluation

* Evaluator's Name (First Last)

* Evaluator's Position/Role

- ☐ Course Instructor
- ☐ University Supervisor
- ☐ Other (please specify)



Licensure Portfolio Evaluation 1.0

Overview of the Initial Licensure Portfolio

The Initial Licensure Portfolio consists of candidate-developed artifacts of teaching competence in assessment, planning, and instruction. Each candidate in a licensure-track degree program will submit the portfolio to Regent for evaluation at the end of the final clinical teaching internship. In addition to summative candidate evaluation, score results provide data for program decision-making related and state and national accreditation.

This grading rubric is used to evaluate the following portfolio components:

Assessment: Data Collection Assignment (3 items)
Planning: Lesson Plan Collection Assignment (9 items)
Instruction: Teaching Video Assignment (15 items)

The survey provides a description and scoring rubric for each portfolio component along with line-item criteria used to evaluate the portfolio.

Initial Licensure Portfolio Evaluation 1.0

Evaluation of Data Collection

Component Description

The candidate will present a data collection demonstrating their proficiency using student academic data to plan for differentiation and to evaluate student growth.

1. An Introduction provides context, including the subject taught, number of participating students, the state standards associated with the data collection, and a written description and a copy of the pre-assessment tool.
2. An Instructional Learning Activities section includes a description of four learning activities used to teach the concepts after collecting pre-assessment data, along with student work samples resulting from each learning activity.

3. Post-Assessment Findings include a written description of the post-assessment tool, one graph with pre-assessment results, four graphs showing student data from each learning activity, one graph with post-assessment results, and a reflective summary discussing instructional successes and actions for instructional decision-making.

Scoring Rubric

Highly Effective - Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.

Effective - Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.

Approaching Effective – Minor aspects of criterion were omitted, not met, or need revision. Further professional development may increase the effectiveness of the use of data to improve teaching and learning.

Ineffective – Major elements of criterion were not met or omitted. Requires focused and substantial professional growth to become effective in the use of data to improve teaching and learning.

Evaluation of Data Collection

* Using the following scale, please enter the teacher candidate's earned rating.

	Highly Effective	Effective	Approaching Effective	Ineffective
The data collection assignment is organized with each component included and detailed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate provided student work samples and useful supporting information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evidence is organized and presented along with the work samples from the data collection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional - Evaluator comments on the teacher candidate's Assessment: Data Collection Assignment.

Evaluation of Lesson Plan Collection

Component Description

The candidate will submit five lesson plans for evaluation. Lesson plans will demonstrate effective use of the elements below.

Content knowledge in standard-based instruction and interdisciplinary curriculum.

Student-centered and differentiated instruction.

Meeting student IEP or ELL needs.

Developmentally-appropriate instruction.

Culturally-responsive teaching.

Integration of technology and media resources for instruction, classroom organization, and student learning. Classroom and behavior management.

The candidate will write one reflection (1+ pages) per lesson plan to substantially address how the candidate's faith, teaching philosophy, and data influenced instructional planning and decision-making, including adaptations and accommodations for diverse learner needs.

Scoring Rubric

Highly Effective - Demonstrated the criterion in an exceptional, creative, and/or innovative way.

Artifacts indicate excellent knowledge and skill application in instructional planning. Role model for others.

Effective - Met the criterion as described. Artifacts indicate adequate knowledge and skill application needed for effective instructional planning.

Approaching Effective – Minor aspects of the criterion were omitted, not met, or need revision. Further professional development may increase the candidate's level of effectiveness in instructional planning.

Ineffective – Major elements of the criterion were not met or omitted. The candidate requires focused and substantial professional growth to become effective in instructional planning.

* * Using the following scale, please enter the teacher candidate's earned rating.

	Highly Effective	Effective	Approaching Effective	Ineffective
Plans demonstrated accurate knowledge and skills for the subject and age group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans included learning experiences that are appropriate for curriculum goals and content standards and relevant to learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans required students' critical thinking, creativity, or problem-solving, and integrated real-world scenarios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson content and activities were aligned to SOLs and learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plans included differentiated and culturally responsive instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plans included reinforcement of learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate adjusted plans to meet learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson progressions are logical and will likely lead to positive learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional - Evaluator comments on the teacher candidate's lesson plan collection.

Licensure Portfolio Evaluation 1.0

Evaluation of Teaching - Video

Evaluation of Teaching - Video
Component Description

The candidate will provide a video of a continuous 30-minute teaching session of one of the five lessons submitted in the Lesson Plan Collection. The candidate will upload the UNEDITED video to YouTube on an unlisted setting and submit the link (URL) for the YouTube video to Regent University as part of the final portfolio.

Please rate each item below based on the candidate's level of effectiveness based on the candidate's teaching performance as observed during the videotaped session.

Scoring Rubric

Highly Effective - Demonstrated the criterion in an exceptional, creative, and/or innovative way. It is highly likely the candidate's teaching will result in positive student learning outcomes. A role model for others.

Effective - Met the criterion as described. The candidate's teaching will likely result in positive student learning outcomes.

Approaching Effective – Minor aspects of the criterion were omitted, not met, or need revision. Further professional development may increase the candidate's level of effectiveness in instructional delivery.

Ineffective – Major elements of the criterion were not met or omitted. The candidate requires focused and substantial professional growth to become effective in instructional delivery.

* * Using the following scale, please enter the teacher candidate's earned rating.

	Highly Effective	Effective	Approaching Effective	Ineffective
The candidate demonstrated a sound understanding of the curriculum objectives and subject content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate accurately and effectively communicated concepts, processes, and knowledge in the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Highly Effective	Effective	Approaching Effective	Ineffective
The candidate used vocabulary and academic language that was clear, correct, and appropriate for learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate followed the designated differentiated lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate included components for effective instruction to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lessons were aligned to the VA SOLs and school's curriculum, and prior and subsequent lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate varied his or her role in the instructional process in relation to the content, purposes of instruction, and the needs of learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate guided students' use of suitable strategies and resources for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate communicated clearly throughout the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate used sound formative or summative assessment strategies to check student understanding and provide feedback to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional session provided adequate evidence that data were used to differentiate instruction to meet all students' needs, using a variety of methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Highly Effective	Effective	Approaching Effective	Ineffective
The candidate set and reinforced expectations for a safe, positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate provided verbal and non-verbal communication in a respectful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate demonstrated respect for learners' cultural backgrounds and differing perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional - Evaluator comments on the candidate's teaching performance as demonstrated in the submitted video.



Licensure Portfolio Evaluation 1.0

Finalizing the Report

Thank you for submitting the teacher candidate's scores from the Initial Licensure Portfolio Scoring Rubric.

Please be sure to click "DONE" to submit this report.



Licensure Field Evaluation 1.0

Placement Information

* Student Teacher's Name

* Student Teacher's Race

- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White or Caucasian
- ☐ Mixed Race
- ☐ Not Listed, Uncertain, or Prefer Not to Respond

* Student Teacher's Endorsement Area

- ☐ Early/Primary PreK-3
- ☐ Elementary Education, PreK-6
- ☐ Secondary English
- ☐ Secondary History/Social Studies
- ☐ Secondary Math
- ☐ K-12 Special Education- General Curriculum
- ☐ Reading Specialist

* Placement Grade Taught

Internship

* Internship Start Date (MM/DD/YYYY)

* Internship End Date (MM/DD/YYYY)

* School of Internship Placement

* School Division

* Evaluator's Name (First Last)

* Evaluator's Email. We will return a PDF copy of your report to this address.

Email Address:

* Evaluator's Position/Role

- ☐ Cooperating Teacher
- ☐ School Administrator
- ☐ University Supervisor
- ☐ University Department Chair

* In what semester is this internship being completed?



REGENT
UNIVERSITY

Christian Leadership
to Change the World

Standard One: Professional Knowledge

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Addresses relevant curriculum standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall performance in the area of professional knowledge.



Licensure Field Evaluation 1.0

Standard Two: Instructional Planning

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

Scoring Rubric:

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Analyzes and uses multiple sources of student learning data to guide planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently plans for differentiated instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligns lesson objectives to the school's curriculum and student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness of instructional planning.



Licensure Field Evaluation 1.0

Standard Three: Instructional Delivery

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Builds upon students' existing knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops higher-order thinking through questioning and problem-solving activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness of instructional delivery.

Standard Four: Assessment of and for Student Learning

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligns student assessment with established curriculum standards and benchmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's performance in the area of assessment of and for student learning.

Licensure Field Evaluation 1.0

Standard Five: Learning Environment

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximizes instructional time and minimizes disruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages student engagement, inquiry, and intellectual risk-taking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses student needs by working with students individually as well as in small groups or whole groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness in creating an environment conducive to learning.



Christian Leadership
to Change the World

Licensure Field Evaluation 1.0

Standard Six: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students (including for gender, race, ethnicity, English Language Learners, and students with disabilities).

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness in culturally responsive teaching and inclusive practices.



Licensure Field Evaluation 1.0

Standard Seven: Professionalism

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's professionalism throughout the period of observation.

Standard Eight: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documents the progress of each student throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the students academic progress throughout the period of observation.



Licensure Field Evaluation 1.0

Submitting Your Completed Form

Thank you for providing your evaluation of our student-teacher. Please click "Done" to submit your form to Regent University's Teacher Education Department.

References:

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

Virginia Department of Education. (2011, 2021). Guidelines for uniform performance standards and evaluation criteria for teachers. Richmond, VA: Author.

Internship Form and Assignment Templates



ETSP 561 and 561A (Traditional)

*K-12 Special Education General Curriculum
Licensure Program*

Information Contact Sheet

Type of Internship: (Mark Appropriate Internship Course)
ETSP 561 ETSP 561A ETSP 596

Your Name:

Home or Cell Phone Numbers:

Your Regent Email Address:

School Name:

School Address:

School City, State, Zip Code:

School Hours of Operation:

Name of School Administrator:

School Administrator Phone Number:

School Administrator Email Address:

Name of Assistant Principal:

Assistant Principal Phone Number:

Assistant Principal Email Address:

Classroom Information:

Classroom Setting /Model:

Grade Level(s)/Subject(s) Taught: :

If Inclusion: Names of Co-Teacher(s):

Name of Assigned Cooperating Teacher:

Teaching Position of Cooperating Teacher:

Cooperating Teacher Phone Number:

Cooperating Teacher Email Address:

******* This Form Must Be Typed When Completed. *******

Please post a copy of this form and your teaching schedule in the designated Google Drive Folder for your internship. The deadline to submit both documents is listed on the Course Assignment Sheet.

INTERNSHIP TEACHING SCHEDULE

Internship: (Mark Specific Course) **ETSP 561** **ETSP 561A** **ETSP 596**

Your Name:

Name of School:

School Address:

School Phone Number:

Subject(s) You Teach:

Grade Level(s) You Teach:

In this section, please list details (subjects, grade levels, times) that align with your daily teaching schedule. This schedule should match the hours that you are listing on your weekly time log sheets for this internship process. While schedules do change, having the basic outline of your daily schedule is important.

Example on How to Log This Information : (8:45AM-9:00AM) 4th Grade- Language Arts, Morning Meeting with Student

() _____

() _____

() _____

() _____

() _____

() _____

() _____

() _____

After School Extracurricular Activity Participation (*if applicable*):

COOPERATING TEACHER STIPEND FORM
(ETSP 561, ETSP 561A, and & ETSP 596 Internships)

(Only the individual who is designated as the Cooperating Teacher for the interns should complete this form.)

Name of Cooperating Teacher:

Home Address:

Phone Number:

Work Phone Number:

Work Email Address:

School Division:

School Name:

School Address:

School Phone Number:

Name of Intern/ Regent Student:

Place a check mark near the appropriate line below.

(Put Check Mark Here If Applicable) **CT for One Internship, \$75 Stipend**

(Put Check Mark Here If Applicable) **CT for Two Internships, \$150 Stipend**

Cooperating Teacher Signature Page

By signing this page, you are acknowledging the review and confirmation of feedback given to the Regent Intern regarding lesson plan accuracy and time log hours verification, as well as the results from each internship evaluation. Please sign the necessary boxes prior to each internship notebook check. Contact the Internship Coordinator at rachcop@regent.edu if you have questions associated with document review or this signature page.

Regent University Lesson Plans (5) and Reflections (5)

Lesson Plan Review	Date of Review/Feedback:	Cooperating Teacher Signature	Comments (If Applicable)
Review of Lesson Plan 1			
Review of Lesson Plan 2			
Review of Lesson Plan 3			
Review of Lesson Plan 4			
Review of Lesson Plan 5			

Time Log Sheet Hours Review

Time Log Sheet Review	Date of Review	Cooperating Teacher Signature	Comments (If Applicable)
Time Log Review			
Time Log Review			
Time Log Review			
Additional Hours (Only Use If Applicable)			

Internship Evaluations

Internship Evaluation	Date of Review	Cooperating Teacher Signature	Comments (If Applicable)
Informal Observation #1			
Information Observation #2			
Field Evaluation Completion			

Internship Student Signature Page

By signing this page, you are acknowledging that you have received feedback from your Internship Supervisor regarding all assignments and evaluation forms used during each scheduled Assignment Review. Please sign the necessary boxes below following each completed Assignment Review. File this document in the Evaluation Forms Folder in Google Drive. Your Internship Supervisor will check to ensure that a signature is included.

Intern Name:

Internship:

Semester:

Assignment Review Form

Assignment Review	Date of Review	Internship Student Signature	Comments (If Applicable)
Assignment Review Form 1			
Assignment Review Form 2			
Assignment Review Form 3			
<i>Additional Assignment Review (only if applicable)</i>			
<i>Additional Assignment Review (Only if applicable)</i>			

Internship Evaluation Forms

Evaluation Forms	Date of Review	Internship Student Signature	Comments (If Applicable)
Short Form Evaluation #1			
Short Form Evaluation #2			
<i>Additional Short Form Evaluation(only if applicable)</i>			
<i>Additional Short Form Evaluation(only if applicable)</i>			

Evaluation Forms	Date of Review	Internship Student Signature	Comments (If Applicable)
Professionalism/Christ-Like Demeanor #1			
Professionalism/Christ-Like Demeanor #2			
Professionalism/Christ-Like Demeanor #3			
Student Evaluation Reflection Form 1			
Student Evaluation Reflection Form 2			

Regent University
School of Education
Regent Lesson Plan Template

Name:

Date:

Class/Subject:

Time:

Add Video Link of Lesson Plan Here

Goal/Objective(s) for Lesson:

Related State Standard/Objective

Lesson Rationale:

Anticipated Difficulties:

Materials:

Anticipatory Set:

Review:

Teacher Presentation:

Guided Practice:

Independent Practice:

Differentiation of Instruction:

Closure:

Lesson Plan Reflection

Please complete a one-page reflection based on the prompt below. This document should be double spaced and a full page in length.

How has your faith, teaching philosophy, and data influenced instructional planning and decision-making, including adaptations and accommodations for diverse learner needs.

Your reflection could also include:

- Did students meet the objective set for the lesson? Provide an explanation on how you know.
- If students had difficulties with content from the lesson, identify how you will address them moving forward.
- Now that the lesson is taught, reflect on what you learned about teaching and student learning?
- If you could teach this lesson again, what would you do the same and what would you do differently?

Regent University- School of Education

ETSP 561, ETSP 561A, and ETSP 596 Internship Hours Recording Sheet

Name:

Semester/Course:

This time log sheet should be used to track weekly instructional and non-instructional activities completed towards your internship hours.

Student Instructional Hours- Providing Instruction in-person or virtually to students

Observation Hours- (On the Job Interns Only) Observation of instruction from designated teacher either virtually or in-person (in a setting opposite to where you are currently teaching)

Non-Instructional Hours- Professional Development, Lesson Plan Preparation, Teacher Collaboration, Meetings, IEP Preparation, IEP Meetings, Personal Planning (up to 8 hours per week)

Independent Study Hours- (Optional) Completion of Independent Study Assignment using template and guidelines provided

Please be diligent to log hours accurately and in a detailed manner. Information must be typed on the time log. Cooperating Teacher signatures are required on the Cooperating Teacher Signature Page provided separate from this document. Questions about possible activities to include on this form can be answered by your University Supervisor the Internship Coordinator.

Week of

Date	Activity	Detailed Description of Activity	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total Hours							

Internship Time Log Totals Sheet:

Intern's Name:

Internship & 1st or 2nd Placement:

Semester:

Week of Internship and Dates	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Week 1					
Week 2					
Total Internship Hours for Weeks 1-2 As of (List Date)					
Week 3					
Week 4					
Week 5					
Total Internship Hours for Week 3-5 As of (List Date)					
Total Internship Hours for Weeks 1-5 As of (List Date)					

Week of Internship and Dates	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Week 6					
Week 7					
Week 8					
Total Internship Hours for Weeks 6-8 As of (List Date)					
Total Internship Hours Weeks 1-8					
Additional Weeks for Internship Hours (if applicable)					

ETSP 561, ETSP 561A, and ETSP 596 Internships
Data Collection Assignment

Part One: *(Include detailed information for each of the questions listed below)*

Subject/Grade Level Chosen for Data Collection Process:

Number of Students Chosen for Data Collection Process:
(Please ensure that all student names remain confidential throughout this process.)

SOL Objective: (List and Define)
Identify the Reason for Choosing This Objective:

Pre-Assessment Activity Description *(Include Student Work Samples)*

Part Two: *(Include a detailed description and work sample for each of the four activities)*

Description of Four Activities for Data Collection Process *(Include Student Work Samples)*

Part Three:

Post-Assessment Activity Description *(Include Student Work Samples)*

- a. Graphs of All Activities Assessed
- b. Reflective Summary of Data Collection Process

Intern Self-Evaluation Form:

Directions: Teachers should use this form to reflect on the effectiveness and adequacy of their practice based on one or more performance standard.

Teacher's Name

Date of Form Completion

Professionalism and Christ-Like Demeanor Survey

Area of strength:

Areas needing work/strategies to improve performance

1. Professional Knowledge

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

Areas of strength:

Areas needing work/strategies for improving performance:

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Areas of strength:

Areas needing work/strategies for improving performance:

6: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Areas of strength:

Areas needing work/strategies for improving performance:

8. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

Student Survey Summary Form

***Directions:** Summarize according to your best judgment. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as appropriate.*

Teacher's Name:

Internship:

Grade:

Subject:

Survey form used: Grades 1-2 Grades 3-5 Grades 6-8 Grades 9-12

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
_____ **percentage**

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).
5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).
6. Analyze survey responses and answer the following questions:
 - A) What did students perceive as your major strengths?
 - B) What did students perceive as your major weaknesses?
 - C) How can you use this information for continuous professional growth?

(Include a copy of the survey summary and student samples in your Google Drive Folder.)

Grades 1-2 Student Survey

Directions: Teachers, please explain that you are going to read this sentence twice: As I read the sentence, color the face that describes how you feel about the sentence.

Teacher's Name

School Year

Example: I ride a school bus to school.



-
1. My teacher knows a lot about what he or she is teaching.



-
2. My teacher is ready to teach every day.



-
3. My teacher makes learning interesting.



-
4. My teacher explains things so I understand.



-
5. My teacher uses different ways to help me learn.



-
6. My teacher helps me when learning is hard.




































-
7. I can do the work my teacher gives me.



-
8. My teacher knows what I do well.



9.	My teacher lets my parents know how I am doing in school.			
10.	I can ask and answer questions in my class.			
11.	I know what the rules are in my class.			
12.	I am happy when I am in class.			
13.	I learn new things in my class.			
14.	My teacher is eager to learn new things.			
15.	My teacher listens to me.			
16.	My teacher makes learning on the computer fun.			
17.	My teacher knows how to teach class through the computer.			
18.	My teacher shows me how to do activities on the computer.			
19.	My teacher teaches us about people who do not look like me.			

Grades 3-5 Student Survey

Directions: Follow along as I read the statements. Respond to the statements by placing a checkmark (✓) beneath the response – “YES,” “SOMETIMES,” or “NO” – that best describes how you feel about the statement.

Teacher's Name		School Year	Class Period		
			YES	SOMETIMES	NO
	<i>Example: I like listening to music.</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	My teacher knows a lot about what is taught.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	My teacher is prepared and ready for teaching every day.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	My teacher explains things so I understand.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	My teacher makes class interesting and challenging.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	My teacher uses different ways to teach and help me learn.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I am able to do the work my teacher gives me.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	My teacher allows me to show my learning in a variety of ways.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	My teacher lets my parents know how I am doing in school.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	My teacher returns my work with helpful comments on it.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	My teacher makes it okay for me to ask questions when I don't understand something.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	My teacher shows respect to all students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I know what the rules are in my class.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I learn new things in my class.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	My teacher is enthusiastic and eager to learn.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	My teacher listens to me.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	My teacher makes learning online enjoyable.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		YES	SOMETIMES	NO
17.	My teacher explains how to use technology appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	My teacher is helpful with online lessons and my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	My teacher provides books and learning materials that include people from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Grades 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

***Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree, circle 4. If you wish to comment, please write your comments at the end of the survey.*

Teacher's Name		School Year	Class Period				
			Strongly Disagree	Disagree	Agree	Strongly Agree	
<i>Example:</i> I like listening to music.			1	2	3	4	
1.	My teacher creates a classroom environment that allows me to learn.		1	2	3	4	
2.	My teacher encourages me to evaluate my own learning.		1	2	3	4	
3.	My teacher allows me to demonstrate my learning in a variety of ways.		1	2	3	4	
4.	My teacher gives clear instructions.		1	2	3	4	
5.	My teacher shows respect to all students.		1	2	3	4	
6.	My teacher is available to help outside of class.		1	2	3	4	
7.	My teacher grades my work in a timely manner.		1	2	3	4	
8.	My teacher relates lessons to other subjects or the real world.		1	2	3	4	
9.	My teacher respects different opinions.		1	2	3	4	
10.	My teacher uses a variety of activities in class.		1	2	3	4	
11.	My teacher encourages all students to learn.		1	2	3	4	
12.	My teacher expects me to be successful.		1	2	3	4	
13.	My teacher is knowledgeable about the subject.		1	2	3	4	
14.	My teacher gives me help when I need it.		1	2	3	4	
15.	My teacher prepares materials in advance and has them ready to use.		1	2	3	4	

		Strongly Disagree	Disagree	Agree	Strongly Agree
16.	My teacher explains things so I understand.	1	2	3	4
17.	My teacher makes class interesting and challenging.	1	2	3	4
18.	My teacher uses different ways to teach and help me learn.	1	2	3	4
19.	My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.	1	2	3	4
20.	My teacher handles classroom disruptions well.	1	2	3	4
21.	My teacher encourages me to use a variety of online resources.	1	2	3	4
22.	My teacher has routines and procedures for our online class.	1	2	3	4
23.	My teacher handles online disruptions well.	1	2	3	4
24.	My teacher helps me appreciate different cultures.	1	2	3	4

COMMENTS:

Grades 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle **1**; if you strongly agree, circle **4**. If you wish to comment, please write your comments at the end of the survey.*

Teacher's Name	School Year	Class Period			
		Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Example: I like listening to music.</i>		1	2	3	4
<i>In this class, my teacher...</i>					
1.	gives clear instructions.	1	2	3	4
2.	treats everyone fairly.	1	2	3	4
3.	is available for help outside of class time.	1	2	3	4
4.	clearly states the objectives for the lesson.	1	2	3	4
5.	grades my work in a reasonable time.	1	2	3	4
6.	relates lessons to other subjects or the real world.	1	2	3	4
7.	allows for and respects different opinions.	1	2	3	4
8.	encourages all students to learn.	1	2	3	4
9.	uses a variety of activities and teaching methods in class.	1	2	3	4
10.	communicates in a way I can understand.	1	2	3	4
11.	manages the classroom with a minimum of disruptions.	1	2	3	4
12.	shows respect to all students.	1	2	3	4
13.	consistently enforces disciplinary rules in a fair manner.	1	2	3	4
14.	makes sure class time is used for learning.	1	2	3	4
15.	is knowledgeable about his/her subject area.	1	2	3	4
16.	clearly defines long-term assignments (such as projects).	1	2	3	4
17.	sets high expectations.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
18.	helps me reach my potential.	1	2	3	4
19	assigns relevant homework.	1	2	3	4
20.	communicates honestly with me.	1	2	3	4
21.	allows me to demonstrate my learning in a variety of ways.	1	2	3	4
22.	makes class interesting and challenging.	1	2	3	4
23.	is approachable and listens to me.	1	2	3	4
24.	shares feedback about my learning progress with me and my parents/caregivers.	1	2	3	4
25.	demonstrates an appreciation of students' cultural diversity.	1	2	3	4

COMMENTS

Pre-Internship Checklist for Traditional Internship

The following should be initialed and dated by the intern and the cooperating teacher to indicate completion of the following competencies.

	DATE	COOP	INTERN
1. Orient the intern to the building, policies, and rules of the school system.			
2. Acquaint the student intern with curriculum and materials.			
3. Provide the intern with opportunities to experience the whole school environment.			
4. Provide the intern with opportunities to observe other teachers and classrooms.			
5. Review IEPs and select goals and objectives to be addressed during the internship.			
6. Develop a plan for addressing these goals and objectives.			
7. Develop a plan and schedule for the intern's interactions with other professionals. (e.g., child study teams)			
8. Discuss classroom discipline and management procedures.			
9. Conduct behavior observations and design interventions.			
10. Begin daily interactive journal.			

Special Education Non-Traditional Internship Handbook Spring 2022

School of Education

ETSP 561 and 561A Internship Handbook

(Non-Traditional)



K-12 Special Education General Curriculum Licensure Program

Revised January 2022

last edited 01/31/2022 RCC



Regent University Contact Information

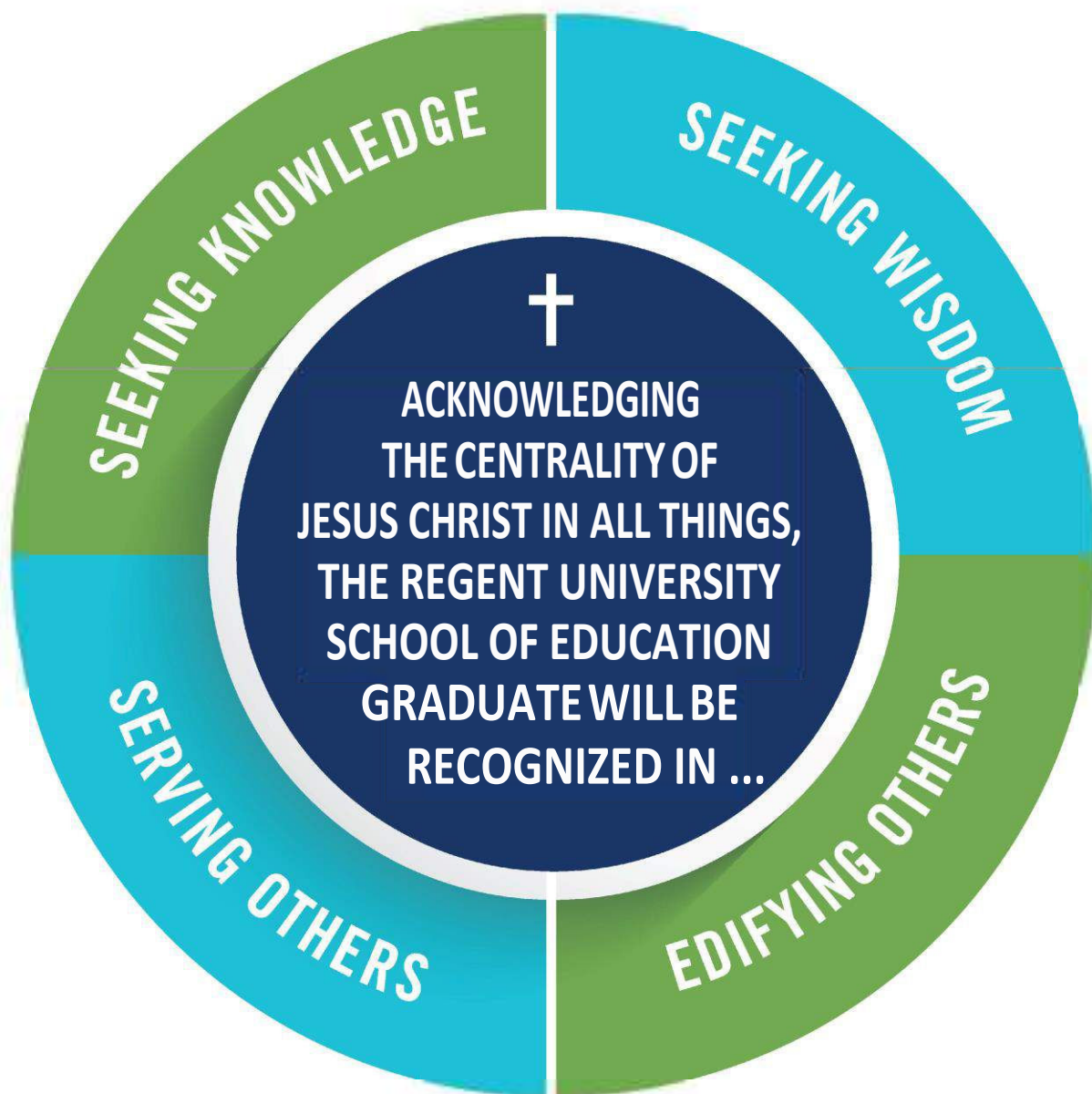
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SCHOOL OF EDUCATION

MISSION



We, at Regent, are delighted to enter into the internship process with you, our intern, and the university internship supervisor. We look forward to our forthcoming professional interactions. This handbook is designed to acquaint you with our university, to detail the responsibilities of all those involved in the mentoring process, and to provide you with the necessary criteria and forms for the intern evaluation.

Regent University School of Education

Mission and Vision

The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership.

The Regent University School of Education, affirming the University vision, mission, and values and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding faculty and a diverse student body consistent with the mission of the university.

Philosophy

Conceptual Framework Regent's foundation is more than a date carved on a cornerstone. It's a perspective that's imprinted on every program, class and relationship you'll experience. Our School of Education programs will deepen your understanding of both the power of knowledge and the spiritual truths that give it value and meaning in a curriculum that balances timeless Judeo-Christian principles with the highest standards of contemporary theory and practice. How do we accomplish this? Through our commitment to provide learning opportunities which promote the skills, dispositions and understandings that encourage our graduates to:

Seek knowledge by formulating questions and answers to current educational issues and by formulating research-based solutions.

Seek wisdom by applying the knowledge in a manner that demonstrates a God-given wisdom to create an environment in which justice, human dignity and academic achievement are valued.

Serve others by treating others with dignity, love and respect, as well as supporting and encouraging others.

Edify others by demonstrating awareness of and sensitivity to the individual needs of students, colleagues, and community by growing in competence and character. Thus, we seek to prepare competent, caring and qualified graduates who will become Christian leaders that transform education through their example. When you graduate from Regent, you will hold more than an advanced degree in education. You will hold the knowledge and leadership skills you need for professional and personal success.

School of Education General Information

The School of Education offers a Master of Education, an Educational Specialist (Ed.S.) in Special Education, and an Educational Doctorate Program. Each program of study requires a core group of foundation courses as well as courses for major program requirements. Programs for state licensure and endorsement have the Commonwealth of Virginia approval. Special Education General Curriculum K-12 and Reading Specialist programs are among the areas approved by Virginia for endorsement. The Educational Leadership (principal preparation) Program is also state-approved. Regent University is accredited by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) and has membership with ACSI (Association of Christian Schools International). Students seeking licensure endorsement from a state other than Virginia should be sure to check requirements from that state in order to ensure that their intended program will meet all necessary requirements or to determine if there is reciprocity with Virginia. Approval for out- of-state licensure/endorsement must come from that state, not Regent's School of Education as Regent's endorsements are only for the state of Virginia.

Distinctions

Regent University's faculty prides itself with current research and best practices in each discipline. Additional distinctions include:

1. Interdisciplinary collaborative efforts. The school faculty networks and partner internally with other Regent schools and externally with public and Christian school systems, institutions of higher education, ministries, private industry to provide quality programs that are effective and functional. A special emphasis is placed on evaluating the needs of the public school to be sure that our programs are not only cutting edge but also meet community needs.
2. Classroom and Behavior Management. Effective discipline/classroom management programs with an emphasis on civic responsibility, character development, and service learning are endorsed/promoted.
3. Technology. An emphasis is placed on the appropriate use of technology for enhanced instruction and assessment that improves student achievement, allows the educator to function more efficiently and professionally, as well as to communicate with parents.
4. Program flexibility. The teaching of K-12 curriculum and instructional techniques, as well as faculty expertise is adapted to the true needs of all learners. Course schedules vary according to participant needs.
5. Community Outreach. The school of education works with the surrounding school districts to offer conferences and professional development opportunities.
6. Emphasis on application for Master's level courses. Field experiences highlights sound instructional delivery with emphasis on practical and functional competencies. The course assignments are designed with practical application.

7. A diverse yet unified faculty. The faculty possesses varying gifts, professional orientations and experiences while united in a shared spirit of collaboration.

8. A biblical foundation. Our biblical standards and integration of faith are reflected in students' dedication to their profession, their positive interactions with others and their emphasis on continuously increasing their levels of skill and knowledge.

Regent University School of Education Special Education Program Overview

The M. Ed. Special Education General Curriculum K-12 courses are offered as online classes. This provides students the opportunity to do the majority of work online and at their convenience from any location. Course material is presented with immediate application in mind; assignments are designed for immediate implementation in classrooms. These "real world" assignments allow students to complete course requirements with projects and assignments that apply to what is currently needed in their classrooms. Speakers and other instructional team members from the community supplement the course material with presentations that reflect what is currently in schools today. The sequence of courses meets the Virginia requirements for those on conditional or provisional licenses. The online portion of the courses include state of the art audio and video presentations; thus, making these courses current and student friendly.

Today's schools are looking for general and special education teachers who can address a wide range of student needs. In the special education program, students can complete a master's degree with endorsement in Special Education General Curriculum and/or reading specialist. This major requires completion of the VCLA and the Reading for Virginia Educators (RVE 5306 for Special Education and 5304 for Reading Specialists) prior to receiving a degree conferral. . Participation in field experiences and final projects are contingent upon successfully demonstrating key competencies.

General Course Sequence
Special Education Initial Licensure

Getting Started

UNIV LIB Information, Research, & Resources	0 credits
UNIV 500 Regent Foundations for Graduate Success	2 credits
ENGL 500- Graduate Academic Writing Seminar (if not exempt)	0 credits
EDUC 500 Online Orientation	0 credits

Required Courses (42 credits)

EFND 598 Professional Project	1 credit
ETSP 550 Legal & Ethical Aspects Associated with Students with Disabilities	3 credits
ETSP 551 Characteristics of Students with Disabilities	3 credits
ETSP 552 Behavior Management & Social Skills Training	3 credits
ETSP 553 Language Acquisition & the Communicative Arts	3 credits
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts	4 credits
ETSP 555 Collaboration & Consultation	3 credits
ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs	3 credits
ETSP 561 Field Experience III Internship (Students with Disabilities)	3 credits
ETSP 561A Field Experience III Internship (Inclusions)	3 credits
ETSP 570 Instructional Methods for Students with Disabilities	3 credits
ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas	3 credits
ETSP 576 Data Driven Assessment	3 credits
ETSP 581 Foundations of Education and Human Growth and Development	3 credits
ETSP 587 Literacy Seminar	1 credit
ETSP 501 Faith Integration Assessment	

(Optional add-on Reading Specialist endorsement)

ETSP 584 Reading Service Delivery: Supervision & Current Trends	3 credits
ETSP 585 Reading Research, Curriculum & Technology	3 credits
ETSP 596 Reading Internship	3 credits
ETSP 557 Field Experience I – Reading & Math	1 credit
Total – 10 credits	

*** Passing ETSP 596 is required for students enrolled in the endorsement option. ***

Additional Required courses for Autism Certificate:

ETSP 600 Autism Overview	3 credits
(**Required for those that do not complete the Regent Special Education Masters program. **)	
ETSP 610 Introduction to Identification and Assessment of	3 credits
Autism Spectrum Disorders	3 credits
ETSP 620 Methods for Students with Autism Spectrum	3 credits
Disorders ETSP 630 Autism Practicum Project	Total – 9-12 credits

**Course Descriptions for
Special Education Program Courses**

ETSP 550 Legal & Ethical Aspects Associated with Students with Disabilities (3)

The history and foundations of special education including key legislative and judicial decisions that have shaped the current special education laws and policies. Interpretation of laws and their impact associated with special education. Ethical frameworks will be developed for appropriate decision making.

ETSP 551 Characteristics of Students with Disabilities (3)

Discusses students who demonstrate patterns of behavior consistent with learning disabilities, intellectual disabilities and emotional disorders, and the characteristics of students with hearing, vision and/or physical Impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services.

ETSP 552 Behavior Management and Social Skills training (3)

In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations.

ETSP 553 Language Acquisition and the Communicative Arts (3)

Prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

ETSP 554 Assessing & Teaching Reading of Narrative and Expository Texts (4)

Prepares participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. The course will specifically address reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

ETSP 555 Collaboration & Consultation (3)

Participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching.

ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs

Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

ETSP 561 Field Experience III Internship (Students with Disabilities) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in resource and/or self-contained settings. Students will participate in a classroom for students with learning disabilities, emotional/behavioral disabilities, and/or intellectual disabilities. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 561A Field III Internship (Inclusion) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in an inclusive setting. Students will participate in an inclusive classroom that includes students with learning disabilities, emotional/behavioral disabilities, and/or intellectual disabilities. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 570 Instructional Methods for Students with Disabilities (3) Learning disabilities, emotional/behavioral disabilities, and intellectual disabilities investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and intellectual disabilities across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3) Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

ETSP 576 Data Driven Assessment (3) The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 581 Foundations of Education and Human Growth and Development (3) Foundations of education in the U.S. from historical, philosophical, and sociological development, and various worldviews. This course covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on theories of human development and incorporating children's individual differences. Individual differences, such as socio-economic, racial, ethnic, religious, physical, and mental, approximate timing and effects of age-related changes and at-risk factors on normal development (for instance, attention deficit disorder, substance abuse, child abuse, and family disruptions).

ETSP 587 Literacy Seminar (1) Review and synthesize teaching reading content and skills through the context of literacy as well as prepare those students who need to complete the Reading for Virginia Education (RVE) assessment.

ETSP 501 Faith Integration Assessment (1) Required prior to program completion and should be completed in the last semester of the program. Includes a required culminating activity that investigates individual faith growth as assessed through a reflective writing activity.

EFND 598 Professional Project (1) Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met. Cross-listed with EFND 698.

Additional Autism Certificate Courses

ETSP 600 Autism Overview (3)

This course is designed as an introduction to autism and will cover such topics as definition of autism spectrum disorders, language acquisition, behavior management, and autism and the law. This course is required for those students that intend to complete the autism certificate, and who have not completed the Special Education masters program in addition to those that completed the masters program prior to December 2002.

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)

This course will introduce participants to the history, characteristics, and theory associated with Autism Spectrum Disorders to enhance understanding of autism. Participants will receive an overview of autism as an educational disorder including basic information regarding diagnosis of the condition. Designed to expand on the introductory knowledge gained in the Regent Special Education Program, content will provide an overview of the seven evaluation areas emphasized in federal law (vision, hearing, health/motor, social/emotional/behavioral, verbal & non-verbal communication, cognitive and adaptive behavior, and academic/vocational). Functional assessment for programming and IEP writing will also be addressed. Prerequisite – completion of the Special Education masters program (December 2002 and after), ETSP 600, or permission from Department Chair.

ETSP 620 Methods for Students with Autism Spectrum Disorders (3)

This course explores the educational methods (including current research and best-practice) of students with autism. Strong emphasis will be placed on practical methods and strategies for teaching language/communication, reading, and appropriate behavior. Topics may include (but are not limited to): Sensory Integration, Applied Behavior Analysis, TEACH (Treatment and Education of Autistic and related Communication Handicapped Children), Picture Exchange Communication System (PECS), Cognitive Behavioral Methods, etc. Participants will complete a practicum as part of this course. Prerequisite – completion of ETSP 610 or permission from Department Chair

ETSP 630 Autism Practicum Projects (3)

This applied project will require one to one contact with at least one autistic student. Academic and behavioral assessments will be completed and an analysis and report will be written on each assessment. These assessments will be used to write an IEP with emphasis on writing the PLOP (Present Level of Performance) and Objectives. A four-week program (behavioral and academic) will then be designed and partially implemented. The program will include continuous assessment that is intended to guide instructional decisions.

Ethical Obligations--General Principles of the School of Education and Regent University

1. The intern works primarily under the authority and guidance of the cooperating teacher(s) or mentor teacher or administrator to whom he/she is assigned, as well as being under the authority of the principal or administrative head of the school and the School of Education's Internship Supervisor.
2. As a member of the teaching profession, the intern needs to maintain the same professional standards expected of all teaching employees of the cooperating school.
3. The cooperating/mentor teacher and administrator should emphasize the importance of professional ethics. The plan is to strengthen the intern's understanding of ethical obligations and accountability to the students in the classroom and to the participating school district.
4. When analyzing and discussing specific educational situations observed at the site, discretion is vital, and interns should use caution to not reveal names of teacher, student, staff, or class observed. Students' personal and academic files, which are privileged information, should always be treated as such.
5. The intern should establish guidelines that will support the cooperating school's policies and reflect support for the school system.
6. The intern must be sure the students understand all classroom rules and regulations and should encourage the good in students, praise appropriate behavior, and consistently reinforce the established classroom procedures.
7. The intern is urged to accept every task as a potential learning experience, in order to effectively fulfill his/her role as a teacher. The intern should develop his/her own educational philosophy consistent with the principles of Regent University.
8. The Field Placement Coordinator, in consultation with the district's office, cooperating teacher, and Internship Supervisor can change or terminate the intern's placement if necessary.

Internship Requirements

This section will address the most common problems confronting interns and will answer some of the most frequently asked questions regarding the internship.

1. **Commitment** This internship should be a priority as it is the culmination of the student's program.
2. **Communication** Open communication is very important for the success of our partnerships. The Internship Supervisor may be contacted at the university or at home if necessary. Access numbers will be provided.
3. **Schedule** All students enrolled in an internships course will follow Regent University's calendar for starting and stopping dates of each experience. Once started, however, the student shall follow the calendar of the individual school to which he/she is assigned. This also includes holidays, spring/fall breaks, half-days, weather-related or any other called cancellation. Any loss of time, due to illness or related family issues would need to be accounted for and the individual's schedule adjusted accordingly. Please contact the Internship Coordinator and University Supervisor if this occurs.
4. **Professionalism** Professionalism in appearance, conduct, and spoken words is required during this internship process. Please review the traits that are stressed in our course evaluations.
5. **Attendance** The intern should call Regent University and his or her internship school if he/she is going to miss a day for illness, a doctor's appointment, etc. Missed hours must be made up to ensure the correct clock hours necessary for state certification.
6. **Evaluation** The intern is in a mentoring situation to learn, to experiment, to reflect, and to grow as a professional educator. It is imperative that the intern remain open to the suggestions, critiques, and evaluations of the cooperating teacher and university supervisor. Remember, evaluation of teaching practices does not end at the conclusion of the internship. Teachers at all experience levels can learn and grow professionally from the evaluation process.

Non-Traditional Internship Requirements

The assignment requirements for the internships include, but are not limited to:

- a. Information Contact Form Submitted
- b. Teaching Schedule Submitted
- c. Cooperating Teacher Stipend Form Submitted
- d. Time Log Sheet for Internship Hours (Including Observation Hours)
- e. Time Log Sheet Total Page
- f. Lesson Plans (Five) Submitted in Regent University Format
- g. Data Collection Assignment
- h. Informal Evaluation Completed by Cooperating Teacher (2x) (electronic link will be provided)
- i. Field Evaluation Completed by Cooperating Teacher
- j. Field Evaluations Completed by Administrator
- k. Field Evaluations Completed by Internship Supervisor
- l. Internship Supervisor will complete Assignment Reviews during the semester.
- m. Discussion Boards and Group Forum Discussions in Canvas
- n. Student Surveys and Reflection
- o. Internship Evaluation Reflection

Scheduled assignment reviews will occur by the assigned internship supervisor. See Course Assignment Sheet for details.

At the conclusion of the internship, the students will complete lesson plans, data collection assignment, and lesson plan video into a portfolio.

Cooperating Teacher

The Cooperating/Mentoring Teacher

The cooperating teacher should communicate with the university supervisor about the progress and performance of the intern during this process. On-the-job internships are employees of that district and should abide by all rules, regulations, and expectations of that district.

Preparation and Communication from Cooperating Teacher

1. Provide the intern with copies of textbooks, guides, policy handbooks, class rules, and anything else you feel would be necessary for his/her experience, e.g., access to student files and IEPs.
2. Conduct training conferences with the intern in anticipation of varying situations, such as conducting conferences with students regarding academic progress and/or behavioral problems.
3. Provide the intern with opportunities to observe other teachers and classrooms in various settings (i.e., resource/self-contained).

Instruction and Management

1. Assist in the analysis and correction of problems encountered by the intern. Advise the intern during pre and post teaching conferences about skills in planning, analyzing, and evaluating lesson plans and teaching effectiveness.
2. Consult with the intern to identify strengths and weaknesses of his/her clerical as well as teaching duties (i.e., keeping attendance registers, roll books, report cards, lunch money, field trip collections, record-keeping procedures, etc.).
3. Direct the intern to appropriate techniques of pupil control and situation management by modeling as well as by discussing specific issues.
4. Help the intern analyze and evaluate alternate teaching styles and encourage the student teacher with opportunities to try different teaching approaches. The intern will use a variety of teaching strategies learned at the university. Application of these techniques should not be thought of as rigid, but as educational tools that are applied and modified while observing your techniques. Your evaluation will further guide his/her efforts.
5. The cooperating teacher should review and discuss the intern's lesson plans and instructional materials.

Evaluation

1. Guide the intern in the selection, development, administration, and interpretation of a variety of assessment instruments.
2. Oversee the intern's written assessments, students' daily academic progress charts, and anecdotal records. Use these to aid the decision making for instructional changes.
3. Regarding the evaluation of the total internship (forms will be provided) the cooperating teacher should:

Keep a weekly reflective journal to analyze and evaluate the intern's lesson plans, teaching responsibilities, and follow-up activities. Offer suggestions for improvement.

Make constructive contributions that are vital for making a meaningful experience. Your daily involvement and constant evaluation are indispensable elements in the internship process. We are truly grateful for your time and expertise.

Formally evaluate the intern's performance two times using the Informal Assessment provided. Then conduct a final evaluation using the Final Evaluation Form. Share results of the evaluations with the intern.



Intern Responsibilities

The intern is expected to meet specific requirements as established by the School of Education. The intern also has certain responsibilities to the cooperating school system, the cooperating teacher, the staff of which he/she is working, and the students with whom he/she is involved.

The School of Education requires the intern to:

A. Preparation

1. Complete Information Contact Form and Submit Teaching Schedule to by the due date assigned on the course assignment sheet.
2. Observe other educators representing a variety of settings and teaching styles during the internship experience .
3. Write lesson plans during this internship process using format provided during the internship course.

B. Instruction

1. Utilize audiovisual equipment and computer technology.
2. Assume teaching responsibilities without assistance from the cooperating teacher
3. Work with various groups of students (whole group, small group, and individuals) to become aware of the range of student motivation levels and general academic abilities.

C. Management

Use positive verbal and non-verbal reinforcement for the tasks assigned within
Manage the instruction of the classroom including the start and end of each class period, subject lessons, the end of day dismissal, etc.

Handle discipline problems according to school and classroom guidelines.

Maintain grading standards and apply these standards during the grading period. In conjunction with the cooperating teacher, assume responsibility for recording grades and assisting in reporting student progress.



Responsibilities of the Internship Supervisor

The university internship supervisor is the official representative of the School of Education at Regent University and is assigned by the internship coordinator to work with interns. The School of Education adheres to a team approach in which the supervisor and the cooperating teacher provide a continuity in internship guidance. This continues in the university classroom by relating the experience in the field to discussions with peers and university professors in appropriate seminars.

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

The university supervisor will:

1. Observe the intern by:
 - a. Completing scheduled assignment and teaching review. This will be completed virtually.
 - b. Observing the intern in a variety of teaching situations (when applicable).
 - c. Conferring with the intern and cooperating teacher.
 - d. Reviewing lessons and assignments maintained by the intern relating to the field experience.
2. Evaluate the intern by:
 - a. Having the intern self-evaluate during post-conference with the university supervisor.
 - b. Providing feedback with suggestions for improvement.
 - c. Reviewing the intern's assignments submitted during specific time frames.
 - d. Helping to determine the final evaluation grade for the internship.
3. Act as a resource by:
 - a. Providing information on teaching resources and teaching procedures.
 - b. Contacting other university personnel to assist in any situation occurring at the site if needed.
 - c. If you have any further questions, they should be directed to the internship coordinator.

Internship Evaluation Forms



ETSP 561 and 561A (Traditional)

K-12 Special Education General Curriculum Licensure Program



Evaluation of Intern
School of Education Graduate Grading Scale

Grade	Percentage Score Range	Quality Point Range	Quality Points	Rationale & Meaning of Grade
A	97-100%	3.72- 4.00	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93-96%	3.43- 3.71	3.66	Excellent work overall, but may be lacking in relation to some aspects of the professor's expectations. Excellent content in writing assignments.
B+	89-92%	3.14- 3.42	3.33	Good work in most areas, minor deficiency in relations to the professor's expectations regarding content, standard writing style, or procedures. Good content, but lacking in some areas (see professor's comments on course work).
B	85-88%	2.86- 3.13	3.00	Good work in most areas, minor deficiency in relations to the professor's expectations regarding content, standard writing style, or procedures. Attention to detail may have significantly improved the project.
B-	81-84%	2.57- 2.85	2.66	Fair work in most areas: serious disregard for professor's expectations or standard writing and style procedures. Attention to writing instruction many have significantly improved the project.
C+	77-80%	2.29- 2.56	2.33	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations;
C	73-76%	2.00- 2.28	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations; below professional quality standards.
F	<73%	<2.00	0	Failing; little conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

****The student must maintain a 3.00 grade point average to remain in good academic standing.**

Informal Observation Form: Cooperating Teacher Feedback to Intern

Directions: This form can be used by the evaluator to document informal classroom observation. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

NOTE: *It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard. Standards 1, 3, 5, and 6 are shown below as they are the most likely to be observed in a classroom visit. This form should be completed prior to the intern's first and second assignment review.*

1. Student's Name

2. Internship

3. Observer's Name

4. Date of Observation

5. **Standard 1: Professional Knowledge**

- ☐ Addresses appropriate curriculum standards
- ☐ Integrates key content elements and facilitates students' use of higher level thinking skills
- ☐ Links present content with past and future learning
- ☐ Has accurate knowledge of the subject area(s) taught and relevant technology
- ☐ Demonstrates skills relevant to the subject area(s) taught
- ☐ Bases instruction on goals that reflect high expectations
- ☐ Understands the development of student age group
- ☐ Understands appropriate accommodations for diverse learners and students learning in unique context
- ☐ Uses precise language, vocabulary, and grammar as they relate to discipline/grade level

Specific Examples/Comments:

--

6. **Standard 3: Instructional Delivery**

- ☐ Builds on prior knowledge
- ☐ Differentiates instruction
- ☐ Reflects on plans after delivery
- ☐ Motivates student and reinforces learning goals/objectives
- ☐ Uses a variety of strategies/resources
- ☐ Provides remediation, enrichment, and acceleration
- ☐ Uses appropriate instructional technology
- ☐ Communicates clearly and checks for understanding

Specific Examples/Comments:

--

7. **Standard 5: Learning Environment**

- ☐ Arranges/modifies the classroom to maximize learning
- ☐ Establishes clear expectations
- ☐ Maximizes instruction and minimizes disruption
- ☐ Establishes a climate of trust/teamwork
- ☐ Encourages student engagement, inquiry, intellectual risks
- ☐ Listens and makes accommodations for students' needs
- ☐ Works with students individually and in groups
- ☐ Promotes respectful interactions
- ☐ Promotes academically appropriate/challenging environment

Specific Examples/Comments

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8. **Standard 6: Culturally Responsive Teaching and Equitable Practices**

- ☐ Disaggregates data by student group and differentiates strategies to support the achievement of all students
- ☐ Creates opportunities for equitable access, empowerment, and achievement for all students
- ☐ Cultivates relationships anchored in affirmation and mutual respect
- ☐ Models and communicates high expectations for all students
- ☐ Utilizes instructional resources that validate and affirm racial, ethnic, social, and economic diversity
- ☐ Utilizes the cultural knowledge, frames of reference, and performance styles of ethnically diverse students
- ☐ Connects classroom curriculum and instruction to the experiences, backgrounds, and traditions of all learners
- ☐ Communicates in linguistically and culturally responsive ways
- ☐ Mediates classroom power imbalances based on race, culture, ethnicity, identity, and socioeconomic conditions

Professionalism and Christ-Like Demeanor Survey

Welcome to this Survey Based on Colossians 3:17

Please base your responses on the candidate's performance during your course.

Professionalism and Christ-Like Demeanor Survey

Background Information

* 1. Student's Name

* 2. Date of Evaluation

* 3. Name of Regent Faculty or Supervisor

* 4. For which stage of the student's program are you completing this survey?

Professionalism and Christ-Like Demeanor Survey

For Students in the College of Arts & Sciences Only

5. Candidate's Endorsement Area

Professionalism and Christ-Like Demeanor Survey

Assessment Items Based on Colossians 3:17

Explanation

Use this section to evaluate the Professionalism and Christ-Like Demeanor of the student you are supervising. Please check either Ineffective, Approaching Effective, Effective, or Highly Effective. If a student receives anything below Proficient, please document pertinent information and provide suggestions for improvement.

*** 6. Use of Discretion**

Throughout this course, the student exhibited sound judgment and tact, being mindful of confidentiality and how spoken words and personal actions affect the outcome of situations and the response of others (Romans 14:19, Proverbs 3:21).

Highly Effective

Effective

Approaching Effective

Ineffective

☐
☐
☐
☐

Comments:

*** 7. Attitude of Compliance**

During this course, the student displayed respect for authority and a willingness to accept directions from assigned mentors, teachers, or supervisors, doing so with an amenable attitude (Hebrews 13:17, Philippians 2:5).

Highly Effective

Effective

Approaching Effective

Ineffective

☐
☐
☐
☐

Comments:

* 8. **Workmanship**

The student exhibited diligence, perseverance, attentiveness, punctuality, and decisiveness while completing the necessary work for this course (Romans 15:17, Colossians 3:23).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 9. **Attitude of Integrity**

Throughout this course, the student demonstrated integrity by adhering to the policies and procedures of the University, being honest, trustworthy, and dependable in words and in conduct (Hebrews 13:17, 1 Thessalonians 5:21).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 10. **Teacher Disposition**

For the duration of this course, the student's mannerisms, communication, and interactions with others demonstrated attributes that represent the Fruits of the Spirit- love, joy, peace, patience, kindness, goodness, faithfulness, and self- control (Galatians 5:22-23).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 11. **Attitude of Service**

The student demonstrated initiative by communicating ideas, being creative and resourceful, and working effectively with limited supervision to serve others well (Philippians 2:4, Colossians 3:23-24).

Highly Effective

Effective

Approaching Effective

Ineffective



Comments:

12. **Attitude of Collegiality**

The student worked well with others, as part of a team, willingly sharing information and materials, and actively seeking opportunities to work with school personnel (Proverbs 27:17, Ecclesiastes 4:9-12).

Highly Effective

Effective

Approaching Effective

Ineffective



Comments:

* 13. **Use of Communication**

Throughout this course, the student's oral and written communication was articulate, clear, and demonstrated proper use of grammar (Ephesians 4:29, Colossians 4:6, Regent's QEP).

Highly Effective

Effective

Approaching Effective

Ineffective



Comments:

* 14. **Attitude of Impartiality**

Throughout this course, the student modeled and promoted respect for those with differing backgrounds, abilities, experiences, religions, and viewpoints and challenged injustice and oppression in all its forms (Micah 6:8, James 2:1-26).

Highly Effective	Effective	Approaching Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Teacher Interim Performance Report (Short Form)

1. Teacher's Name

2. Evaluator's Name

3. Date

4. Academic year

☐ 2018-19

☐ 2019-20

☐ 2020-21

☐ 2021-22

☐ 2022-23

5. Grade Level

6. School

7. Was Evaluation Completed During Virtual Learning?

8. Select the Internship This Evaluation is Being Completed For

Teacher Interim Performance Report (Short Form)

Directions:

Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

9. Strengths

10. Areas of Improvement:

Teacher Interim Performance Report (Short Form)

11. Professional Knowledge

☐

Evident

☐

Not Evident

Comments

12. Instructional Planning

- ☐ Evident
- ☐ Not Evident

Comments

13. Instructional Delivery

- ☐ Evident
- ☐ Not Evident

Comments

14. Assessment of and for Student Learning

- ☐ Evident
- ☐ Not Evident

Comments

15. Learning Environment

- ☐ Evident
- ☐ Not Evident

Comments

16. Culturally Responsive Teaching and Equitable Practices

- ☐ Evident
- ☐ Not Evident

Comments

17. Professionalism

- ☐ Evident
- ☐ Not Evident

Comments

18. Student Academic Progress

- ☐ Evident
- ☐ Not Evident

Comments

Licensure Portfolio Evaluation 1.0

Student Information

* Student's Name (First and Last)

* Student's Sex

☐ Female☐ Male

* Student's Race (US Census Categories)

☐ American Indian or Alaska Native☐ Asian or Asian American☐ Black or African American☐ Hispanic or Latino☐ Native Hawaiian or Other Pacific Islander☐ White or Caucasian☐ Multiple Races☐ Other

* Student's Degree Level

☐ Undergraduate☐ Graduate

Undergraduate Program Information

* Student's Endorsement Area



Licensure Portfolio Evaluation 1.0

Graduate Program Information

* Course Number for this Portfolio Evaluation

- ☐ ETSP 561 Internship: Teaching Students with Exceptional Needs
- ☐ ETSP 561A Internship: Inclusion
- ☐ ETSP 596 Internship: Reading Specialist



Licensure Portfolio Evaluation 1.0

Evaluator Information

* Semester of Evaluation

* Evaluator's Name (First Last)

* Evaluator's Position/Role

- ☐ Course Instructor
- ☐ University Supervisor
- ☐ Other (please specify)



Licensure Portfolio Evaluation 1.0

Overview of the Initial Licensure Portfolio

The Initial Licensure Portfolio consists of candidate-developed artifacts of teaching competence in assessment, planning, and instruction. Each candidate in a licensure-track degree program will submit the portfolio to Regent for evaluation at the end of the final clinical teaching internship. In addition to summative candidate evaluation, score results provide data for program decision-making related and state and national accreditation.

This grading rubric is used to evaluate the following portfolio components:

Assessment: Data Collection Assignment (3 items)
Planning: Lesson Plan Collection Assignment (9 items)
Instruction: Teaching Video Assignment (15 items)

The survey provides a description and scoring rubric for each portfolio component along with line-item criteria used to evaluate the portfolio.

Initial Licensure Portfolio Evaluation 1.0

Evaluation of Data Collection

Component Description

The candidate will present a data collection demonstrating their proficiency using student academic data to plan for differentiation and to evaluate student growth.

1. An Introduction provides context, including the subject taught, number of participating students, the state standards associated with the data collection, and a written description and a copy of the pre-assessment tool.
2. An Instructional Learning Activities section includes a description of four learning activities used to teach the concepts after collecting pre-assessment data, along with student work samples resulting from each learning activity.

3. Post-Assessment Findings include a written description of the post-assessment tool, one graph with pre-assessment results, four graphs showing student data from each learning activity, one graph with post-assessment results, and a reflective summary discussing instructional successes and actions for instructional decision-making.

Scoring Rubric

Highly Effective - Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.

Effective - Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.

Approaching Effective – Minor aspects of criterion were omitted, not met, or need revision. Further professional development may increase the effectiveness of the use of data to improve teaching and learning.

Ineffective – Major elements of criterion were not met or omitted. Requires focused and substantial professional growth to become effective in the use of data to improve teaching and learning.

Evaluation of Data Collection

* Using the following scale, please enter the teacher candidate's earned rating.

	Highly Effective	Effective	Approaching Effective	Ineffective
The data collection assignment is organized with each component included and detailed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate provided student work samples and useful supporting information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evidence is organized and presented along with the work samples from the data collection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional - Evaluator comments on the teacher candidate's Assessment: Data Collection Assignment.

Evaluation of Lesson Plan Collection

Component Description

The candidate will submit five lesson plans for evaluation. Lesson plans will demonstrate effective use of the elements below.

Content knowledge in standard-based instruction and interdisciplinary curriculum.

Student-centered and differentiated instruction.

Meeting student IEP or ELL needs.

Developmentally-appropriate instruction.

Culturally-responsive teaching.

Integration of technology and media resources for instruction, classroom organization, and student learning. Classroom and behavior management.

The candidate will write one reflection (1+ pages) per lesson plan to substantially address how the candidate's faith, teaching philosophy, and data influenced instructional planning and decision-making, including adaptations and accommodations for diverse learner needs.

Scoring Rubric

Highly Effective - Demonstrated the criterion in an exceptional, creative, and/or innovative way.

Artifacts indicate excellent knowledge and skill application in instructional planning. Role model for others.

Effective - Met the criterion as described. Artifacts indicate adequate knowledge and skill application needed for effective instructional planning.

Approaching Effective – Minor aspects of the criterion were omitted, not met, or need revision. Further professional development may increase the candidate's level of effectiveness in instructional planning.

Ineffective – Major elements of the criterion were not met or omitted. The candidate requires focused and substantial professional growth to become effective in instructional planning.

* * Using the following scale, please enter the teacher candidate's earned rating.

	Highly Effective	Effective	Approaching Effective	Ineffective
Plans demonstrated accurate knowledge and skills for the subject and age group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans included learning experiences that are appropriate for curriculum goals and content standards and relevant to learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans required students' critical thinking, creativity, or problem-solving, and integrated real-world scenarios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson content and activities were aligned to SOLs and learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plans included differentiated and culturally responsive instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plans included reinforcement of learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate adjusted plans to meet learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson progressions are logical and will likely lead to positive learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional - Evaluator comments on the teacher candidate's lesson plan collection.

Licensure Portfolio Evaluation 1.0

Evaluation of Teaching - Video

Evaluation of Teaching - Video
Component Description

The candidate will provide a video of a continuous 30-minute teaching session of one of the five lessons submitted in the Lesson Plan Collection. The candidate will upload the UNEDITED video to YouTube on an unlisted setting and submit the link (URL) for the YouTube video to Regent University as part of the final portfolio.

Please rate each item below based on the candidate's level of effectiveness based on the candidate's teaching performance as observed during the videotaped session.

Scoring Rubric

Highly Effective - Demonstrated the criterion in an exceptional, creative, and/or innovative way. It is highly likely the candidate's teaching will result in positive student learning outcomes. A role model for others.

Effective - Met the criterion as described. The candidate's teaching will likely result in positive student learning outcomes.

Approaching Effective – Minor aspects of the criterion were omitted, not met, or need revision. Further professional development may increase the candidate's level of effectiveness in instructional delivery.

Ineffective – Major elements of the criterion were not met or omitted. The candidate requires focused and substantial professional growth to become effective in instructional delivery.

* * Using the following scale, please enter the teacher candidate's earned rating.

	Highly Effective	Effective	Approaching Effective	Ineffective
The candidate demonstrated a sound understanding of the curriculum objectives and subject content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate accurately and effectively communicated concepts, processes, and knowledge in the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Highly Effective	Effective	Approaching Effective	Ineffective
The candidate used vocabulary and academic language that was clear, correct, and appropriate for learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate followed the designated differentiated lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate included components for effective instruction to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lessons were aligned to the VA SOLs and school's curriculum, and prior and subsequent lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate varied his or her role in the instructional process in relation to the content, purposes of instruction, and the needs of learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate guided students' use of suitable strategies and resources for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate communicated clearly throughout the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate used sound formative or summative assessment strategies to check student understanding and provide feedback to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional session provided adequate evidence that data were used to differentiate instruction to meet all students' needs, using a variety of methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Highly Effective	Effective	Approaching Effective	Ineffective
The candidate set and reinforced expectations for a safe, positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate provided verbal and non-verbal communication in a respectful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate demonstrated respect for learners' cultural backgrounds and differing perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional - Evaluator comments on the candidate's teaching performance as demonstrated in the submitted video.



Licensure Portfolio Evaluation 1.0

Finalizing the Report

Thank you for submitting the teacher candidate's scores from the Initial Licensure Portfolio Scoring Rubric.

Please be sure to click "DONE" to submit this report.

Licensure Field Evaluation 1.0

Placement Information

* Student Teacher's Name

* Student Teacher's Race

- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White or Caucasian
- ☐ Mixed Race
- ☐ Not Listed, Uncertain, or Prefer Not to Respond

* Student Teacher's Endorsement Area

- ☐ Early/Primary PreK-3
- ☐ Elementary Education, PreK-6
- ☐ Secondary English
- ☐ Secondary History/Social Studies
- ☐ Secondary Math
- ☐ K-12 Special Education- General Curriculum
- ☐ Reading Specialist

* Placement Grade Taught

Internship

* Internship Start Date (MM/DD/YYYY)

* Internship End Date (MM/DD/YYYY)

* School of Internship Placement

* School Division

* Evaluator's Name (First Last)

* Evaluator's Email. We will return a PDF copy of your report to this address.

Email Address:

* Evaluator's Position/Role

- ☐ Cooperating Teacher
- ☐ School Administrator
- ☐ University Supervisor
- ☐ University Department Chair

* In what semester is this internship being completed?



Standard One: Professional Knowledge

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Addresses relevant curriculum standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall performance in the area of professional knowledge.



Licensure Field Evaluation 1.0

Standard Two: Instructional Planning

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

Scoring Rubric:

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Analyzes and uses multiple sources of student learning data to guide planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently plans for differentiated instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligns lesson objectives to the school's curriculum and student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness of instructional planning.



Licensure Field Evaluation 1.0

Standard Three: Instructional Delivery

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Builds upon students' existing knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops higher-order thinking through questioning and problem-solving activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness of instructional delivery.

Standard Four: Assessment of and for Student Learning

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligns student assessment with established curriculum standards and benchmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's performance in the area of assessment of and for student learning.

Licensure Field Evaluation 1.0

Standard Five: Learning Environment

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximizes instructional time and minimizes disruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages student engagement, inquiry, and intellectual risk-taking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses student needs by working with students individually as well as in small groups or whole groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness in creating an environment conducive to learning.



Christian Leadership
to Change the World

Licensure Field Evaluation 1.0

Standard Six: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students (including for gender, race, ethnicity, English Language Learners, and students with disabilities).

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness in culturally responsive teaching and inclusive practices.



Licensure Field Evaluation 1.0

Standard Seven: Professionalism

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

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's professionalism throughout the period of observation.

Standard Eight: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Scoring Rubric

Highly Effective - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

Effective- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

Approaching Effective- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

Ineffective- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documents the progress of each student throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the students academic progress throughout the period of observation.



Licensure Field Evaluation 1.0

Submitting Your Completed Form

Thank you for providing your evaluation of our student-teacher. Please click "Done" to submit your form to Regent University's Teacher Education Department.

References:

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

Virginia Department of Education. (2011, 2021). Guidelines for uniform performance standards and evaluation criteria for teachers. Richmond, VA: Author.

Internship Forms and Assignment Templates



ETSP 561 and 561A
(Non- Traditional)

*K-12 Special Education General Curriculum
Licensure Program*

Information Contact Sheet

Type of Internship: (Mark Appropriate Internship Course)

ETSP 561

ETSP 561A

ETSP 596

Your Name:

Home or Cell Phone Numbers:

Your Regent Email Address:

School Name:

School Address:

School City, State, Zip Code:

School Hours of Operation:

Name of School Administrator:

School Administrator Phone Number:

School Administrator Email Address:

Name of Assistant Principal:

Assistant Principal Phone Number:

Assistant Principal Email Address:

Classroom Information:

Classroom Setting /Model:

Grade Level(s)/Subject(s) Taught: :

If Inclusion: Names of Co-Teacher(s):

Name of Assigned Cooperating Teacher:

Teaching Position of Cooperating Teacher:

Cooperating Teacher Phone Number:

Cooperating Teacher Email Address:

******* This Form Must Be Typed When Completed. *******

Please post a copy of this form and your teaching schedule in the designated Google Drive Folder for your internship. The deadline to submit both documents is listed on the Course Assignment Sheet.

INTERNSHIP TEACHING SCHEDULE

Internship: (Mark Specific Course) **ETSP 561** **ETSP 561A** **ETSP 596**

Your Name:

Name of School:

School Address:

School Phone Number:

Subject(s) You Teach:

Grade Level(s) You Teach:

In this section, please list details (subjects, grade levels, times) that align with your daily teaching schedule. This schedule should match the hours that you are listing on your weekly time log sheets for this internship process. While schedules do change, having the basic outline of your daily schedule is important.

Example on How to Log This Information : (8:45AM-9:00AM) 4th Grade- Language Arts, Morning Meeting with Student

() _____

() _____

() _____

() _____

() _____

() _____

() _____

() _____

After School Extracurricular Activity Participation (*if applicable*):

COOPERATING TEACHER STIPEND FORM
(ETSP 561, ETSP 561A, and & ETSP 596 Internships)

(Only the individual who is designated as the Cooperating Teacher for the interns should complete this form.)

Name of Cooperating Teacher:

Home Address:

Phone Number:

Work Phone Number:

Work Email Address:

School Division:

School Name:

School Address:

School Phone Number:

Name of Intern/ Regent Student:

Place a check mark near the appropriate line below.

(Put Check Mark Here If Applicable) **CT for One Internship, \$75 Stipend**

(Put Check Mark Here If Applicable) **CT for Two Internships, \$150 Stipend**

Cooperating Teacher Signature Page

By signing this page, you are acknowledging the review and confirmation of feedback given to the Regent Intern regarding lesson plan accuracy and time log hours verification, as well as the results from each internship evaluation. Please sign the necessary boxes prior to each internship notebook check. Contact the Internship Coordinator at rachcop@regent.edu if you have questions associated with document review or this signature page.

Regent University Lesson Plans (5) and Reflections (5)

Lesson Plan Review	Date of Review/Feedback:	Cooperating Teacher Signature	Comments (If Applicable)
Review of Lesson Plan 1			
Review of Lesson Plan 2			
Review of Lesson Plan 3			
Review of Lesson Plan 4			
Review of Lesson Plan 5			

Time Log Sheet Hours Review

Time Log Sheet Review	Date of Review	Cooperating Teacher Signature	Comments (If Applicable)
Time Log Review			
Time Log Review			
Time Log Review			
Additional Hours (Only Use If Applicable)			

Internship Evaluations

Internship Evaluation	Date of Review	Cooperating Teacher Signature	Comments (If Applicable)
Informal Observation #1			
Information Observation #2			
Field Evaluation Completion			

Internship Student Signature Page

By signing this page, you are acknowledging that you have received feedback from your Internship Supervisor regarding all assignments and evaluation forms used during each scheduled Assignment Review. Please sign the necessary boxes below following each completed Assignment Review. File this document in the Evaluation Forms Folder in Google Drive. Your Internship Supervisor will check to ensure that a signature is included.

Intern Name:

Internship:

Semester:

Assignment Review Form

Assignment Review	Date of Review	Internship Student Signature	Comments (If Applicable)
Assignment Review Form 1			
Assignment Review Form 2			
Assignment Review Form 3			
<i>Additional Assignment Review (only if applicable)</i>			
<i>Additional Assignment Review (Only if applicable)</i>			

Internship Evaluation Forms

Evaluation Forms	Date of Review	Internship Student Signature	Comments (If Applicable)
Short Form Evaluation #1			
Short Form Evaluation #2			
<i>Additional Short Form Evaluation(only if applicable)</i>			
<i>Additional Short Form Evaluation(only if applicable)</i>			

Evaluation Forms	Date of Review	Internship Student Signature	Comments (If Applicable)
Professionalism/Christ-Like Demeanor #1			
Professionalism/Christ-Like Demeanor #2			
Professionalism/Christ-Like Demeanor #3			
Student Evaluation Reflection Form 1			
Student Evaluation Reflection Form 2			

Regent University
School of Education
Regent Lesson Plan Template

Name:

Date:

Class/Subject:

Time:

Add Video Link of Lesson Plan Here

Goal/Objective(s) for Lesson:

Related State Standard/Objective

Lesson Rationale:

Anticipated Difficulties:

Materials:

Anticipatory Set:

Review:

Teacher Presentation:

Guided Practice:

Independent Practice:

Differentiation of Instruction:

Closure:

Lesson Plan Reflection

Please complete a one-page reflection based on the prompt below. This document should be double spaced and a full page in length.

How has your faith, teaching philosophy, and data influenced instructional planning and decision-making, including adaptations and accommodations for diverse learner needs.

Your reflection could also include:

- Did students meet the objective set for the lesson? Provide an explanation on how you know.
- If students had difficulties with content from the lesson, identify how you will address them moving forward.
- Now that the lesson is taught, reflect on what you learned about teaching and student learning?
- If you could teach this lesson again, what would you do the same and what would you do differently?

Regent University- School of Education

ETSP 561, ETSP 561A, and ETSP 596 Internship Hours Recording Sheet

Name:

Semester/Course:

This time log sheet should be used to track weekly instructional and non-instructional activities completed towards your internship hours.

Student Instructional Hours- Providing Instruction in-person or virtually to students

Observation Hours- (On the Job Interns Only) Observation of instruction from designated teacher either virtually or in-person (in a setting opposite to where you are currently teaching)

Non-Instructional Hours- Professional Development, Lesson Plan Preparation, Teacher Collaboration, Meetings, IEP Preparation, IEP Meetings, Personal Planning (up to 8 hours per week)

Independent Study Hours- (Optional) Completion of Independent Study Assignment using template and guidelines provided

Please be diligent to log hours accurately and in a detailed manner. Information must be typed on the time log. Cooperating Teacher signatures are required on the Cooperating Teacher Signature Page provided separate from this document. Questions about possible activities to include on this form can be answered by your University Supervisor the Internship Coordinator.

Week of

Date	Activity	Detailed Description of Activity	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total Hours							

Non-Traditional Internship Time Log Totals Sheet:

Intern Name:

Internship:

Semester:

Week of Internship and Dates	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Week 1					
Week 2					
Week 3					
Week 4					
Total Internship Hours for Weeks 1-4 As of (List Date)					
Week of Internship and Dates	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Week 5					
Week 6					

Week 7					
Week 8					
Week 9					
Total Internship Hours for Weeks 5-9 As of (List Date)					
Total Internship Hours Weeks 1-9					
Week of Internship and Dates	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non- Instructional Hours	Independent Study Hours
Week 10					
Week 11					
Week 12					
Week 13					
Week 14					
Week 15					
Total Internship Hours for Weeks 10-15 As of (List Date)					

Week of Internship and Dates	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Week 16					
Total Internship Hour Weeks 1-16					
Additional Weeks for Internship Hours <i>(Use only if needed)</i>					

ETSP 561, ETSP 561A, and ETSP 596 Internships
Data Collection Assignment

Part One: *(Include detailed information for each of the questions listed below)*

Subject/Grade Level Chosen for Data Collection Process:

Number of Students Chosen for Data Collection Process:
(Please ensure that all student names remain confidential throughout this process.)

SOL Objective: (List and Define)
Identify the Reason for Choosing This Objective:

Pre-Assessment Activity Description *(Include Student Work Samples)*

Part Two: *(Include a detailed description and work sample for each of the four activities)*

Description of Four Activities for Data Collection Process *(Include Student Work Samples)*

Part Three:

Post-Assessment Activity Description *(Include Student Work Samples)*

- a. Graphs of All Activities Assessed
- b. Reflective Summary of Data Collection Process

Intern Self-Evaluation Form:

Directions: Teachers should use this form to reflect on the effectiveness and adequacy of their practice based on one or more performance standard.

Teacher's Name

Date of Form Completion

Professionalism and Christ-Like Demeanor Survey

Area of strength:

Areas needing work/strategies to improve performance

1. Professional Knowledge

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

Areas of strength:

Areas needing work/strategies for improving performance:

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Areas of strength:

Areas needing work/strategies for improving performance:

8. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

Student Survey Summary Form

***Directions:** Summarize according to your best judgment. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as appropriate.*

Teacher's Name:

Internship:

Grade:

Subject:

Survey form used: Grades 1-2 Grades 3-5 Grades 6-8 Grades 9-12

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
_____ **percentage**

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).
5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).
6. Analyze survey responses and answer the following questions:
 - A) What did students perceive as your major strengths?
 - B) What did students perceive as your major weaknesses?
 - C) How can you use this information for continuous professional growth?

(Include a copy of the survey summary and student samples in your Google Drive Folder.)

Grades 1-2 Student Survey

Directions: Teachers, please explain that you are going to read this sentence twice: As I read the sentence, color the face that describes how you feel about the sentence.

Teacher's Name _____

School Year _____

Example: I ride a school bus to school.



1. My teacher knows a lot about what he or she is teaching.



2. My teacher is ready to teach every day.



3. My teacher makes learning interesting.



4. My teacher explains things so I understand.



5. My teacher uses different ways to help me learn.



6. My teacher helps me when learning is hard.




































7. I can do the work my teacher gives me.



8. My teacher knows what I do well.



9.	My teacher lets my parents know how I am doing in school.			
10.	I can ask and answer questions in my class.			
11.	I know what the rules are in my class.			
12.	I am happy when I am in class.			
13.	I learn new things in my class.			
14.	My teacher is eager to learn new things.			
15.	My teacher listens to me.			
16.	My teacher makes learning on the computer fun.			
17.	My teacher knows how to teach class through the computer.			
18.	My teacher shows me how to do activities on the computer.			
19.	My teacher teaches us about people who do not look like me.			

Grades 3-5 Student Survey

Directions: Follow along as I read the statements. Respond to the statements by placing a checkmark (✓) beneath the response – “YES,” “SOMETIMES,” or “NO” – that best describes how you feel about the statement.

Teacher's Name		School Year	Class Period		
			YES	SOMETIMES	NO
<i>Example:</i> I like listening to music.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	My teacher knows a lot about what is taught.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	My teacher is prepared and ready for teaching every day.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	My teacher explains things so I understand.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	My teacher makes class interesting and challenging.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	My teacher uses different ways to teach and help me learn.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I am able to do the work my teacher gives me.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	My teacher allows me to show my learning in a variety of ways.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	My teacher lets my parents know how I am doing in school.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	My teacher returns my work with helpful comments on it.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	My teacher makes it okay for me to ask questions when I don't understand something.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	My teacher shows respect to all students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I know what the rules are in my class.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I learn new things in my class.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	My teacher is enthusiastic and eager to learn.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	My teacher listens to me.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	My teacher makes learning online enjoyable.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		YES	SOMETIMES	NO
17.	My teacher explains how to use technology appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	My teacher is helpful with online lessons and my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	My teacher provides books and learning materials that include people from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Grades 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

***Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree, circle 4. If you wish to comment, please write your comments at the end of the survey.*

Teacher's Name		School Year		Class Period				
				Strongly Disagree	Disagree	Agree	Strongly Agree	
<i>Example:</i> I like listening to music.				1	2	3	4	
1.	My teacher creates a classroom environment that allows me to learn.			1	2	3	4	
2.	My teacher encourages me to evaluate my own learning.			1	2	3	4	
3.	My teacher allows me to demonstrate my learning in a variety of ways.			1	2	3	4	
4.	My teacher gives clear instructions.			1	2	3	4	
5.	My teacher shows respect to all students.			1	2	3	4	
6.	My teacher is available to help outside of class.			1	2	3	4	
7.	My teacher grades my work in a timely manner.			1	2	3	4	
8.	My teacher relates lessons to other subjects or the real world.			1	2	3	4	
9.	My teacher respects different opinions.			1	2	3	4	
10.	My teacher uses a variety of activities in class.			1	2	3	4	
11.	My teacher encourages all students to learn.			1	2	3	4	
12.	My teacher expects me to be successful.			1	2	3	4	
13.	My teacher is knowledgeable about the subject.			1	2	3	4	
14.	My teacher gives me help when I need it.			1	2	3	4	
15.	My teacher prepares materials in advance and has them ready to use.			1	2	3	4	

		Strongly Disagree	Disagree	Agree	Strongly Agree
16.	My teacher explains things so I understand.	1	2	3	4
17.	My teacher makes class interesting and challenging.	1	2	3	4
18.	My teacher uses different ways to teach and help me learn.	1	2	3	4
19.	My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.	1	2	3	4
20.	My teacher handles classroom disruptions well.	1	2	3	4
21.	My teacher encourages me to use a variety of online resources.	1	2	3	4
22.	My teacher has routines and procedures for our online class.	1	2	3	4
23.	My teacher handles online disruptions well.	1	2	3	4
24.	My teacher helps me appreciate different cultures.	1	2	3	4

COMMENTS:

Grades 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle **1**; if you strongly agree, circle **4**. If you wish to comment, please write your comments at the end of the survey.*

Teacher's Name	School Year	Class Period				
		Strongly Disagree	Disagree	Agree	Strongly Agree	
<i>Example: I like listening to music.</i>		1	2	3	4	
<i>In this class, my teacher...</i>						
1.	gives clear instructions.	1	2	3	4	
2.	treats everyone fairly.	1	2	3	4	
3.	is available for help outside of class time.	1	2	3	4	
4.	clearly states the objectives for the lesson.	1	2	3	4	
5.	grades my work in a reasonable time.	1	2	3	4	
6.	relates lessons to other subjects or the real world.	1	2	3	4	
7.	allows for and respects different opinions.	1	2	3	4	
8.	encourages all students to learn.	1	2	3	4	
9.	uses a variety of activities and teaching methods in class.	1	2	3	4	
10.	communicates in a way I can understand.	1	2	3	4	
11.	manages the classroom with a minimum of disruptions.	1	2	3	4	
12.	shows respect to all students.	1	2	3	4	
13.	consistently enforces disciplinary rules in a fair manner.	1	2	3	4	
14.	makes sure class time is used for learning.	1	2	3	4	
15.	is knowledgeable about his/her subject area.	1	2	3	4	
16.	clearly defines long-term assignments (such as projects).	1	2	3	4	
17.	sets high expectations.	1	2	3	4	

		Strongly Disagree	Disagree	Agree	Strongly Agree
18.	helps me reach my potential.	1	2	3	4
19.	assigns relevant homework.	1	2	3	4
20.	communicates honestly with me.	1	2	3	4
21.	allows me to demonstrate my learning in a variety of ways.	1	2	3	4
22.	makes class interesting and challenging.	1	2	3	4
23.	is approachable and listens to me.	1	2	3	4
24.	shares feedback about my learning progress with me and my parents/caregivers.	1	2	3	4
25.	demonstrates an appreciation of students' cultural diversity.	1	2	3	4

COMMENTS