

School of Education

**Reading Specialist
Internship Handbook**



Master of Education Program

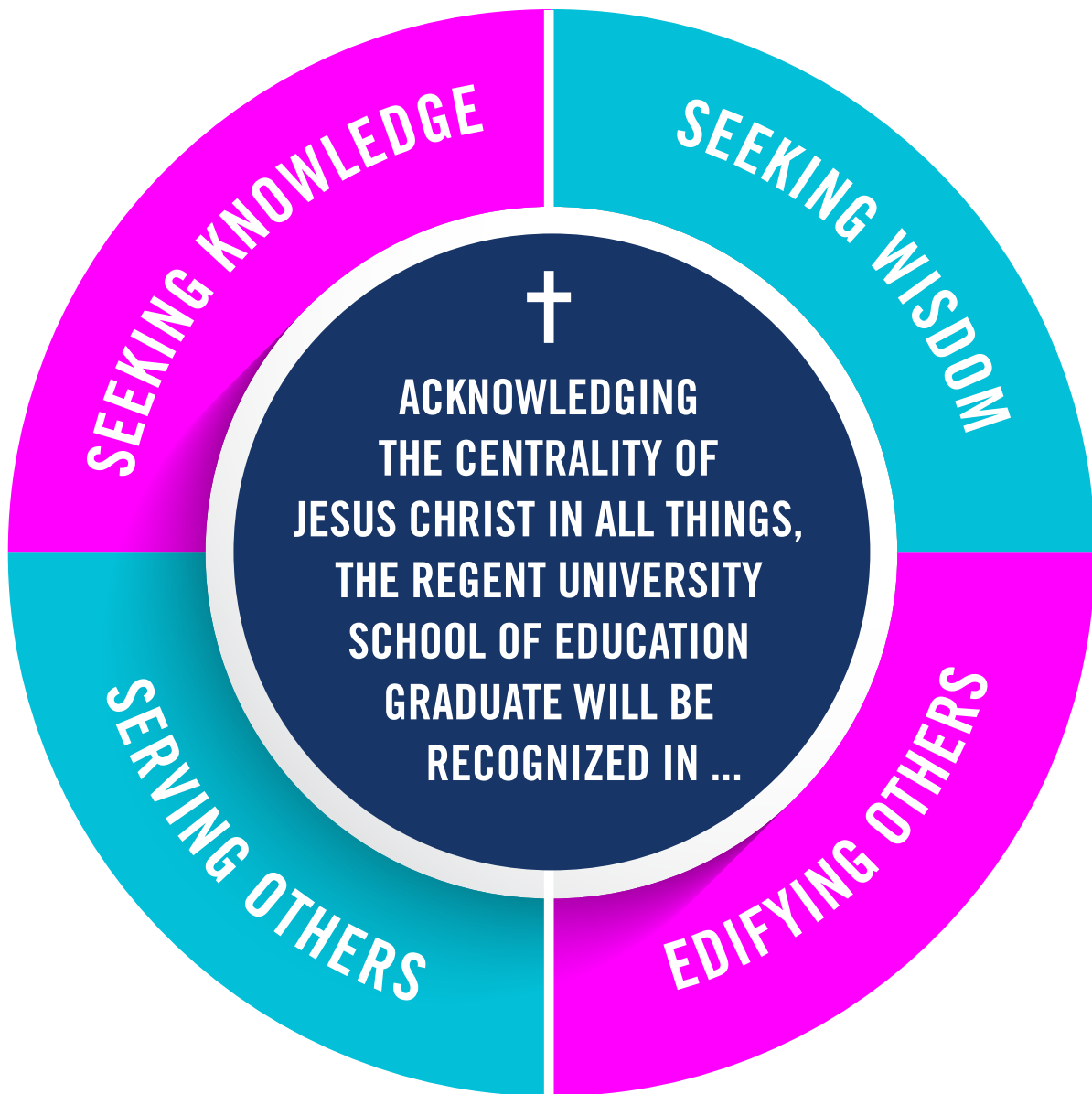
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School of Education

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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.

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 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. **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.



Internship Assignments and Evaluations

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

Internship Hours using Internship Time Log Sheet and Time Log Sheet Totals Page

Lesson Plans and Lesson Plan Reflections using Regent Template

Data Collection Assignment

Portfolio for Final Course Evaluation (Complete Lesson plans and Data Collection Assignment)

Interview Reading Specialist

Evaluation completion by Internship Supervisor, Cooperating Teacher, and

Administrator Internship Supervisor

Assignment Reviews (3)

Professionalism and Christ-Like Demeanor Form (3)

Short Form Evaluations (2)

Field Evaluation (final observation)

Portfolio Evaluation (final observation)

Cooperating Teacher

Informal Observations (2)

Field Evaluation (final observation)

Administrator

Field Evaluation

Other Course Requirements

Completion of Group Forum Discussions in Canvas

Completion of Course Evaluations

Completion of Surveys

Cooperating Teacher

The Cooperating Teacher is the assigned on-site mentor for the internship student.

Cooperating Teachers and University Supervisors will collaborate throughout the semester to support the learning process of the internship student.

Preparation

1. Follow internship processes and procedures outlined in the handbook and the materials provided by the Internship Coordinator.
2. Conduct conferences with the intern throughout internship completion
3. Keep in consistent communication with the University Internship Supervisor as the intern is mentored.

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.
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, data collection assignment, and time log sheets.

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 596 Reading Specialist Internship

**Regent University School of Education
Special Education & Reading Specialist Programs
School of Education Graduate Grading Scale**

Grade	Percentage Score Range	Quality Points
A	97-100%	4.00
A-	93-96%	3.67
B+	90-92%	3.33
B	87-89%	3.00
B-	83-86%	2.67
C+	80-82%	2.33
C	77-79%	2.00
C-	73-76%	1.67
D+	70-72%	1.33
D	67-69%	1.00
D-	65-66%	0.67
F	Below 65%	0.0

Reading Specialist Internship

ETSP 596

Student Name:

Date:

Internship Supervisor:

	Possible Points	Total Points Earned
Course Requirements	10 points	
Information Contact Form (3 points total)		
Teaching Schedule		
Completion of Surveys (<i>end of the semester</i>)		
Meet and Greet & Mid-Semester Workshop (2 point total)		
Group Discussion Board Forum (3 points total)		
Student Demographic Survey (1 point total)		
Training Certificates (1 points total)		
Assignments	50 points	
Time Log Sheets (9 points total) <i>310 Total Hours- 155 Instructional Hours</i>		
<ul style="list-style-type: none"> • Time Log Sheet (3 points) • Time Log Totals Sheet (3 points) • Student Signature Pages (1.5 points) • Cooperating Teacher Signature Page and Two Informal Evaluations Completed (1.5 points) 		
Student Survey and Evaluation Reflection (1 point total)		
Reading Specialist Interview and Reflection (4 points total)		
Portfolio Assignments (36 points total)		Assessment: Planning: Instruction: Total Points Earned:
<ul style="list-style-type: none"> • Lesson Plans (5 total and reflection for each) • Data Collection- Parts 1, 2, 3 with work samples, graphs, and reflective summary • Video (1 will go in your portfolio) 		
Evaluations	40 points	
Three Scheduled Assignment Reviews (10 total points)		
Professionalism and Christ-Like Demeanor Form and Evaluation Reflections (5 points total)		
Internship Supervisor (10 points total)		
Cooperating Teacher (10 points total)		
Administrator (5 points total)		
Total Points	100 Points Possible	
Final Grade		

Student Name:**Internship:****Internship Supervisor:****Semester/Year:****Professionalism and Christ-Like Demeanor Survey:**

Professionalism and Christ-Like Demeanor Survey	Likert Scale 4,3,2,1	Performance Rating in Each Area Highly Effective (4) Effective (3) Approaching Effective (2) Ineffective (1)
<i>Use of Discretion</i>		
<i>Attitude of Compliance</i>		
<i>Workmanship</i>		
<i>Attitude of Integrity</i>		
<i>Teacher Disposition</i>		
<i>Attitude of Service</i>		
<i>Attitude of Collegiality</i>		
<i>Use of Communication</i>		
<i>Attitude of Impartiality</i>		
TOTAL FOR ALL AREAS		

Professionalism and Christ-Like Demeanor Survey Scoring

Rating	Likert Scale	Range of Scores	Points on Rubric
<i>Highly Effective</i>	4	32-36	5 points
<i>Effective</i>	3	25-31	4 points
<i>Approaching Effective</i>	2	24-30	3 points
<i>Ineffective</i>	1	17-23	2 points

Reading Specialist Portfolio Evaluation

Licensure Portfolio Evaluation Categories	Performance Rating Highly Effective, Effective, Approaching Effective, or Ineffective	Likert Scale 4, 3, 2, or 1	Weight: (RS)	Weighted Total (Likert Scale x Weight) List in the Totals Area ____/36
ASSESSMENT: Data Collection			3	
PLANNING: Lesson Plan			3	
INSTRUCTION: Evaluation of Teaching Video			3	
TOTALS:				

Reading Specialist Portfolio Evaluation Scoring

Rating	Weighted Total for Rating Scale	Range of Scores	Grade on Rubric (SPED)
Highly Effective (4)	4 x 3 = 12	11-13	36
Effective (3)	3 x 3 = 9	8-10	27
Approaching Effective (2)	2 x 3 = 6	5-7	18
Ineffective (1)	1 x 3.33 = 3.33	2-4	9

Reading Specialist Licensure Field Evaluation

UNIVERSITY SUPERVISOR EVALUATION

<u>Performance Standard</u>	<u>Performance Rating</u> Highly Effective, Effective, Approaching Effective, or Ineffective	<u>Likert Scale</u> 4, 3, 2, or 1	<u>Weight</u>	<u>Weighted Total</u> (Likert Scale x Weight)
Standard 1 <i>Foundational Knowledge</i>			1.43	
Standard 2 <i>Curriculum and Instruction</i>			1.43	
Standard 3 <i>Assessment and Evaluation</i>			1.43	
Standard 4 <i>Diversity and Equity</i>			1.43	
Standard 5 <i>Learners and Learning Environment</i>			1.43	
Standard 6 <i>Professional Learning and Leadership</i>			1.43	
Standard 7 <i>Practicum/Clinical Experience Process</i>			1.43	
Summative Rating				

Field Evaluation Scoring

Rating	Likert Scale	Range of Scores	Grade on Rubric Supervisor and CT	Grade on Rubric for Administrator
Highly Effective	4	36-40	10	5
Effective	3	28-35	9	4
Approaching Effective	2	20-27	8	3
Ineffective	1	12-19	7	2
TOTAL POINTS				

Reading Specialist Licensure Field Evaluation

COOPERATING TEACHER EVALUATION

<u>Performance Standard</u>	<u>Performance Rating</u> Highly Effective, Effective, Approaching Effective, or Ineffective	<u>Likert Scale</u> 4, 3, 2, or 1	<u>Weight</u>	<u>Weighted Total</u> (Likert Scale x Weight)
Standard 1 <i>Foundational Knowledge</i>			1.43	
Standard 2 <i>Curriculum and Instruction</i>			1.43	
Standard 3 <i>Assessment and Evaluation</i>			1.43	
Standard 4 <i>Diversity and Equity</i>			1.43	
Standard 5 <i>Learners and Learning Environment</i>			1.43	
Standard 6 <i>Professional Learning and Leadership</i>			1.43	
Standard 7 <i>Practicum/Clinical Experience Process</i>			1.43	
Summative Rating				

Field Evaluation Scoring

Rating	Likert Scale	Range of Scores	Grade on Rubric Supervisor and CT	Grade on Rubric for Administrator
Highly Effective	4	36-40	10	5
Effective	3	28-35	9	4
Approaching Effective	2	20-27	8	3
Ineffective	1	12-19	7	2
TOTAL POINTS				

Reading Specialist Licensure Field Evaluation

ADMINISTRATOR EVALUATION

<u>Performance Standard</u>	<u>Performance Rating</u> Highly Effective, Effective, Approaching Effective, or Ineffective	<u>Likert Scale</u> 4, 3, 2, or 1	<u>Weight</u>	<u>Weighted Total</u> (Likert Scale x Weight)
Standard 1 <i>Foundational Knowledge</i>			1.43	
Standard 2 <i>Curriculum and Instruction</i>			1.43	
Standard 3 <i>Assessment and Evaluation</i>			1.43	
Standard 4 <i>Diversity and Equity</i>			1.43	
Standard 5 <i>Learners and Learning Environment</i>			1.43	
Standard 6 <i>Professional Learning and Leadership</i>			1.43	
Standard 7 <i>Practicum/Clinical Experience Process</i>			1.43	
Summative Rating				

Field Evaluation Scoring

Rating	Likert Scale	Range of Scores	Grade on Rubric Supervisor and CT	Grade on Rubric for Administrator
Highly Effective	4	36-40	10	5
Effective	3	28-35	9	4
Approaching Effective	2	20-27	8	3
Ineffective	1	12-19	7	2
TOTAL POINTS				

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:

Reading Specialist 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.

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. Foundational Knowledge

- Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based components of reading (concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.
- Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based components of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.
- Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, convection of standard English, vocabulary acquisition and use of speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.
- Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

Specific Examples/Comments

6. **Curriculum and Instruction**

- Uses foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.
- Designs, selects, adapts, teaches, and evaluates evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.
- Selects, adapts, teaches, and evaluates evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.
- Collaborates with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Specific Examples/Comments

7. **Learners and the Literacy Environment**

- In consultation with families and colleagues, the teacher meets the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.
- Collaborates with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.
- Integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.
- Facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Specific Examples/Comments

8. **Diversity and Equity**

- Demonstrates knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.
- Demonstrates understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.
- Creates and advocates for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.
- Advocate for equity at school, district, and community levels.

Specific Examples/Comments

Reading Specialist Interim Performance Report (Short Form) 1.0

1. Intern's Name**2. Intern'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

3. Placement Grade Taught**4. Academic year**

- 2022-2023
- 2023-2024
- 2024-2025
- 2025-2026

5. Internship Start Date (MM/DD/YYYY)**6. Internship End Date (MM/DD/YYYY)****7. School of Internship Placement**

8. Select the Internship This Evaluation is Being Completed

Please note that a Traditional Internship is for an intern that is not a contracted teacher and does not have a teaching license. A Non-Traditional Internship is for an intern that is completing an internship as a contracted teacher within a school division. This intern is already a professionally licensed teacher.

9. School of Internship Placement

10. School Division

11. Evaluator's Name (First Last)

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

Email Address:

13. Evaluator's Position/Role

University Supervisor

Other (please specify)

Reading Specialist Interim Performance Report (Short Form) 1.0

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.

14. Strengths

15. Areas of Improvement:

Reading Specialist Interim Performance Report (Short Form) 1.0

16. Foundational Knowledge

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

 Evident Not Evident

Comments

17. Curriculum and Instruction

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

 Evident Not Evident

Comments

18. Assessment and Evaluation

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

 Evident Not Evident

Comments

19. Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Evident

Not Evident

Comments

20. Learners and the Learning Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Evident

Not Evident

Comments

21. Professional Learning and Leadership

Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

Evident

Not Evident

Comments

22. Practicum/Clinical Experience Process

Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

Evident

Not Evident

Comment

Reading Specialist Advanced 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

Course Number for this Portfolio Evaluation

Reading Specialist Advanced Licensure Portfolio Evaluation 1.0

Evaluator Information

* Semester of Evaluation

* Evaluator's Name (First Last)

* Evaluator's Position/Role

- University Supervisor
- Other (please specify)

Reading Specialist Advanced Licensure Portfolio Evaluation 1.0

Overview of the Advanced Licensure Portfolio

The Advanced Licensure Portfolio consists of candidate-developed artifacts of teaching competence in assessment, planning, and instruction. Each Advanced Program candidate in a degree program will submit the portfolio to Regent for evaluation at the end of the Reading Specialist 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 (10 items)

Planning: Lesson Plan Collection Assignment (10 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.

Reading Specialist Advanced Licensure Portfolio Evaluation 1.0

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

	Highly Effective	Effective	Approaching Effective	Ineffective
Class description for data project includes diversity demographics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes alignment between the pre-assessment and the SOL's for the instructional unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes results of pre-assessment, identifying student strengths and deficits. Provides a copy of the assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes how pre-assessment data were used to modify activities to meet students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes sequence of learning activities prior to and after the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

differentiated lesson.
Provided student
work samples.

Post-assessment
data shows areas of
student growth
and/or deficits.

Includes charts
showing pre-
assessment, post
assessment, and
comparison data for
all students.

Describes
candidate's thoughts
on the impact of
instructional
activities on student
learning, as shown
in post-assessment
data. [impact can be
positive, neutral, or
negative]

Understands the
purposes, attributes,
formats,
strengths/limitations
and influences of
various types of tools
in a comprehensive
literacy and
language
assessment system
and apply that
knowledge to using
assessment tools.

Uses both written
and oral
communication to
explain assessment
results and advocate
for appropriate
literacy and
language practices.

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

Reading Specialist Advanced Licensure Portfolio Evaluation 1.0

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"/>
Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Reading Specialist Advanced 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"/>
The candidate used vocabulary and academic language that was clear, correct, and appropriate for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

learners.

The candidate followed the designated differentiated lesson plan.

The candidate included components for effective instruction to meet the needs of all students.

The lessons were aligned to the VA SOLs and school's curriculum, and prior and subsequent lessons.

The candidate varied his or her role in the instructional process in relation to the content, purposes of instruction, and the needs of learners.

The candidate guided students' use of suitable strategies and resources for learning.

The candidate communicated clearly throughout the lesson.

The candidate used sound formative or summative assessment strategies to check student understanding and provide feedback to students.

The instructional session provided adequate evidence that data were used to differentiate instruction to meet all students' needs, using a variety of methods.

The candidate set and reinforced expectations for a safe, positive learning environment.

The candidate provided verbal and non-verbal communication in a respectful manner.

The candidate demonstrated respect for learners' cultural backgrounds and differing perspectives.

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

Reading Specialist Advanced 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.



Reading Specialist Licensure Field Evaluation 1.0

Placement Information

* Intern's Name

* Intern'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

* Placement Grade Taught

* Internship (READING SPECIALIST)

Select the type of internship being completed this semester.

Please note that a *Traditional Internship* is for an intern that is not a contracted teacher and does not have a teaching license.

A *Non-Traditional Internship* is for an intern that is completing an internship as a contracted teacher within a school division. This intern is already a professionally licensed teacher.

* 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?



Reading Specialist Licensure Field Evaluation 1.0

Standard One: FOUNDATIONAL KNOWLEDGE

STANDARD ONE DESCRIPTION

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

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's performance in each of the areas below.

Highly Effective Effective Approaching Effective Ineffective

1.1 Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based **components of reading** (concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.

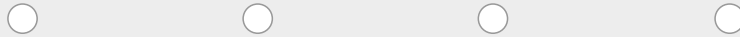
1.2 Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based

components of writing

development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.



1.3 Demonstrates knowledge of major theoretical, conceptual, historical, and evidence-based **components of language** (e.g., language acquisition, structure of language, convection of standard English, vocabulary acquisition and use of speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.



1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the **role of the reading/literacy specialist.**



Please comment on the teacher candidate's overall performance this area.



Reading Specialist Licensure Field Evaluation 1.0

Standard Two: CURRICULUM AND INSTRUCTION

STANDARD TWO DESCRIPTION:

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

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

2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.

2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.

2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.

2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Please comment on the teacher candidate's overall in this area.



Reading Specialist Licensure Field Evaluation 1.0

Standard Three: ASSESSMENT AND EVALUATION

STANDARD THREE DESCRIPTION

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

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

3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.

3.2 Candidates collaborate with colleagues to administer, interpret, and use

data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.

3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.

3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

Please comment on the teacher candidate's overall performance this area.



Reading Specialist Licensure Field Evaluation 1.0

Standard Four: DIVERSITY AND EQUITY

STANDARD FOUR DESCRIPTION

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

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

4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

4.2 Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.

4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

4.4 Candidates advocate for equity at school, district, and community levels.

Please comment on the teacher candidate's overall performance this area.



Reading Specialist Licensure Field Evaluation 1.0

Standard Five: LEARNERS AND THE LITERACY ENVIRONMENT

STANDARD FIVE DESCRIPTION:

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment

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

5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.

5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.

5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.

5.4 Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Please comment on the teacher candidate's overall performance this area.



Reading Specialist Licensure Field Evaluation 1.0

Standard Six: PROFESSIONAL LEARNING AND LEADERSHIP

STANDARD 6 DESCRIPTION

Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

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

6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

6.2 Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.

6.3 Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Please comment on the teacher candidate's overall performance this area.



Reading Specialist Licensure Field Evaluation 1.0

Standard Seven: PRACTICUM/CLINICAL EXPERIENCE

STANDARD SEVEN DESCRIPTION

Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

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

7.1 Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.

7.2 Candidates

collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.

7.3 Candidates have ongoing opportunities for authentic, school-based practicum experiences.

7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.

Please comment on the teacher candidate's overall performance this area.



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Reading Specialist Licensure Field Evaluation 1.0

Submitting Your Completed Form

Thank you for providing your evaluation of our internship student.

**Please click "Done" to submit your form to Regent University's School of Education
Reading Specialist Program.**

Reference

**Adapted from Standards for the Preparation of Literacy Professionals 2017. © 2018
by the International Literacy Association.**

Internship Forms and Assignment Templates



ETSP 596 Reading Specialist
Internship

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

() _____

() _____

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() _____

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() _____

() _____

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

School of Education

Reading Specialist Lesson Plan Template

Name of Intern:

Internship Semester:

Date of Lesson:

Class/Subject:

Add Video Link of Lesson Plan Here

LESSON PLAN OVERVIEW:	<i>Use the space below to describe specific details associated with each Lesson Plan Overview Area.</i>
Goal/Objective for Lesson (SMART GOAL)	
Related State Standard/Objective(s)	
Lesson Plan Rationale:	
Anticipated Difficulties and Meaningful Learning Supports for Differentiation	
Lesson Plan Materials	
Instructional Grouping Plan and Rationale	
Implementation of Culturally Responsive Teaching Practices within the Lesson and Rationale	

TEACHER LESSON PLAN PRESENTATION	<i>Use the space below to provide detailed information associated with each teacher presentation area. Type this information with details and clarity for lesson plan component.</i>
Pre-Reading Strategy	
Background Knowledge/Review	
During Reading (Guided Practice & Informal Assessment)	
After Reading (Closure & Assessment of Learning)	

Informal Assessment Notes/Anecdotal Record Area:

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.

Your reflection should 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 this concept and supporting student learning in this area?
- If you could teach this lesson again, what would you do the same and what would you do differently?
- How has your faith, teaching philosophy, and data influenced instructional planning and decision-making, including adaptations and accommodations for diverse learner needs.

Regent University- School of Education
ETSP 561, ETSP 561A, and ETSP 596 Internship Time Log Sheet

Name:

Semester/Course:

This time log sheet is used to track weekly instructional, non-instructional, observation hours (if applicable) and other activities completed towards your internship hours requirements. Hours logged on this time log sheet must align with the teaching schedule you submit at the start of the internship course.

Instructional Hours- Providing Instruction to students in a classroom setting, tutoring opportunities

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

Observation Hours- Observation of instruction from designated teacher either for Traditional interns as they begin their internship placements, or for Non-Traditional Interns that are completing observation hours in a school setting outside of their own classroom/school.

Independent Study Hours (optional)- Interns can complete Independent Study Hours using the specific internship template provided in Blackboard. Hours can only be included in this area if the Independent Study Template has been complete.

Please be diligent to log hours accurately and in a detailed manner. Information must be typed on the time log. Questions about possible activities to include on this form can be answered by your University Supervisor. If needed, please reach out to the Internship Coordinator.

STATEMENT OF COMPLETION AND ACCURACY

*By submitting this document, you are verifying that you have completed all activities and hours listed below **and** that your Cooperating Teacher has reviewed the hours and information listed below prior to you submitting this document for your assignment review.*

Week and Dates	Type of Hours Completed	Detailed Description of Weekly Activities	Instructional Hours	Non-Instructional Hours	Observation Hours	Independent Study Hours
Week 1 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					

Week 2 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 3 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 4 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 5 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					

Week 6 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 7 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 8 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 9 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 10 Dates:	Instructional Hours Non-Instructional Hours					

	Observation Hours (if applicable) Independent Study Hours					
Week 11 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 12 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)					
Week 13 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Week 14 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					

Week 15 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable) Independent Study Hours					
Total Hours List HERE	Total Instructional Hours: List HERE Total Non-Instructional Hours: List HERE Total Observation Hours: List HERE					

ETSP 561, ETSP 561A, and ETSP 596 Internships

Data Collection Assignment

Name:

Semester/Course:

Part One: (Subject/Grade, Number of Students, SOLs, Pre-Assessment Description)

In Part One, you will write a summary of the class in which the assessment project was completed.

- What placement did this take place?
- Describe the make-up of the class.
- Describe the unit or lesson this pre-assessment was designed to provide data to be used.
- Describe the SOL's the assessment was designed to measure and describe how the assessment task is aligned to the SOL's.
- After scoring the assessment item, describe what the data says about what students know and are able to do. Include a blank copy of the assessment.

Part Two: (Description of 4 Activities, including student work samples)

Describe how you used the data to differentiate instruction to meet student learning needs as indicated by the preassessment data.

Your description should include at 4 lessons/activities. Include student work samples. Make sure your description is detailed enough the reader will know what you did and what students did during each activity.

Activity One:

Activity Two:

Activity Three:

Activity Four:

- What activities did you create and how do they align with what the data indicated students needed?
- How did you use whole group instruction and flexible group instruction based on the assessment data?
- In your description, describe the classroom lessons before, during, and after where differentiation of instruction took place.

Part Three: (Post-Assessment description with graphs (6 per student, Pre, and Post-test graph, one for each activity) and reflective summary (few paragraphs) including data discussion, what went well, future decision-making)

To complete Part 3, describe the post assessment in detail and provide a clean copy. As with the preassessment, be sure to show how this assessment was aligned to the teaching standards.

- Create a chart that shows a comparison of pre-post test data for students showing how their data changed or did not change. Include a robust discussion of any changes in student growth of understanding along with areas of needed remediation.
- Discuss what you would change or modify should you teach this subject/lesson again.

Data Collection Assignment Rubric

Part I Rubric Items:

- 4 Description of alignment of assessment to Standards of Learning is clear and complete. Included in discussion is information about the class make-up and the unit/lesson. Student included copy of assessment and included a description for each student what the data indicated about what they know and can do based on pre-assessment data.
- 3 Description of alignment of assessment to Standards of Learning is clear but it is evident assessment could be more aligned to standards. Description of unit/lesson is present but missing details that would help reader understand instructional goals.
- 2 Description of alignment of assessment to Standards of Learning is lacking in detail and description. Description of unit/lesson is present but serious gaps in details are present.
- 1 Description is missing information and not complete.

Part 2 Rubric Items:

- 4 Description is thorough and clearly articulates how data was used to differentiate learning for students. Description articulates fully and clearly how whole group/flexible groups were used and the sequence of lesson activities prior to and after the lesson in which differentiation occurred. Student work is provided.
- 3 Description is clear, and it is evident student attempted to differentiate instruction. Description describes student learning activities, but details are not as clear as to how the data drove instructional changes.
- 2 Description is provided but is lacking in details and it is not clear how differentiation was used to meet student learning needs.
- 1 Description is lacking is not fully thought out.

Part 3 Rubric Items

- 4 Description provides a clear picture of post assessment data and student growth. Description provides a robust discussion of changes in learning based on the post assessment data. There is also a robust discussion of how the data can be used to create a remediation plan moving forward. Student also provides a discussion of future modifications based on the data.
- 3 Description provides details to describe student learning but is missing elements that might make the discussion more thorough. Student work samples are provided.
- 2 Description provides some details but is lacking in a clear understanding of what the post assessment data is really indicating.
- 1 Description is lacking overall in details and discussion of how student growth is shown.

(CAEP R1.3, InTASC 6, VDOE 4,8) (CAEP R1.4, InTASC 9, VDOE 7)

Student Evaluation Reflection:

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:

Reading Specialist Interview Assignment

Intern's Name:

Cooperating Teacher:

Semester:

Date of Interview:

Directions: Set aside time for an informal interview with the Reading Specialist you are working with during your internship (Cooperating Teacher). Discuss the following questions with them and record responses below.

1. What is your vision for reading programs?

2. Where have you seen reading programs work in the past, and what do programs look like now?

3. Where do you think reading programs are headed?

4. What are the highs and lows of being a Reading Specialist?

5. What adjustments have you made as a Reading Specialist because of virtual learning?

6. What advice would you give to other Reading Specialists during this time of remote learning?

7. Do you have any words of wisdom related to becoming a Reading Specialist?

Interview Reflection

After completing the interview, reflect upon the information that was presented by writing a summary of your learning experience. In the summary, discuss what you have learned from this interview, and how you can apply it to your future career as a Reading Specialist. Be sure that the entire assignment is written in a professional and reflective manner, and free of punctuation, spelling, and grammatical errors.

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 like listening to music.</i>					
		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