



Regent University

Teacher Education Program

Alignment to National Council on Teacher Quality Clinical Practice

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March, 2026



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Regent University Clinical Practice Framework Overview

Regent University's Clinical Practice Framework provides an overview of the teacher education program's design, offering key information to both students and stakeholders about the structure, expectations, and supports embedded in clinical experiences. This framework outlines how the program integrates practicum and student teaching components to ensure that candidates are fully prepared for professional teaching, while articulating alignment to both the Council for the Accreditation of Educator Preparation (CAEP) standards and the National Council on Teacher Quality (NCTQ) Clinical Practice Framework. By clearly articulating program goals, partnership structures, placement processes, and mentoring practices, the document serves as a transparent guide that demonstrates how Regent University systematically prepares teacher candidates to make a meaningful impact in P-12 classrooms.



Glossary of Terms

This glossary provides definitions for key terms and abbreviations used throughout Regent University's Clinical Practice Framework. Its purpose is to ensure that students, cooperating teachers, university supervisors, and other stakeholders share a common understanding of terminology related to teacher preparation, clinical experiences, and program practices. The following list defines essential terms that will appear throughout this document.

Clinical Practice: Opportunities for aspiring teachers to practice activities related to the teaching profession in a P-12 setting, either virtually or in person. Practicum or Student Teaching.

Cooperating Teacher (CT): The P-12 teacher hosting a student teacher in their classroom, who remains the teacher of record for all students.

Director of Student Teaching: The faculty or staff leader who coordinates and oversees all student teaching placements, supports mentors and candidates, and ensures alignment with program standards.

Full-Time Teaching: The time a teacher candidate spends adhering to the cooperating teacher's contractual daily obligations, including but not limited to length of day, faculty meetings, parent conferences, and extracurricular activities.

Professor: Educator assigned the primary responsibility for teaching the content and awarding grades for a class of students.

Teacher Candidate (TC): Individuals engaged in clinical practice while enrolled in a teacher prep program with the goal of becoming a licensed teacher.

University Supervisor (US): The teacher prep program staff member overseeing the clinical practice program and student teachers.



Overview of Clinical Practice Types at Regent University

Regent University’s teacher education program has two distinct clinical practices. The first type consists of structured **practicum experiences**, which provide candidates with progressively intensive opportunities to observe, assist, and actively teach under the guidance of experienced cooperating teachers and university supervisors. These practicums allow candidates to apply theory to practice, refine instructional strategies, and develop classroom management skills in supported, real-world settings.

The second type is a full-time **student teaching placement**, a capstone experience in which candidates assume full responsibility for planning, delivering, and assessing instruction, while continuing to receive mentoring and feedback. Together, these clinical experiences are designed to ensure that candidates are well-prepared, confident, and effective as they transition into professional teaching roles.

Clinical Practice Type	Description/Purpose	Key Components	Candidate Responsibilities	Mentor and Supervisor Role
2 45-hour Practicum Experiences	Structured opportunities to observe, assist, and gradually teach in real classrooms	Two sequential practicums: UED 480 A Practicum I and UED 480 B Practicum II	Observe classroom routines, assist with instruction, co-teach lessons, reflect on practice	CT models, guides and provides feedback; professor provides feedback during courses and seminars.
Minimum 300 Full-Time Student Teaching	Capstone experience where candidates take full responsibility for instruction	Extended placement in a single classroom; complete lesson/unit planning and delivery	Plan, teach, assess, and manage the classroom independently; demonstrate professional dispositions	CT mentors and evaluates; US monitors performance and provides final evaluation; DST provides feedback during Student Teaching Seminars



Focus Area 1: Program Partnerships

Regent University's teacher education program has been designed to be a collaborative partnership between the university and its public and private school partners, ensuring that every clinical experience is intentionally designed to foster candidate success. This collaboration is strengthened through annual joint data analysis meetings, where program and district leaders identify strengths, address challenges, and align experiences with district priorities. Principals, cooperating teachers and teacher candidates are actively engaged in shaping program design, providing insights that inform both coursework and field experiences. By leveraging the combined resources, expertise, and feedback of the university and partner schools, candidates are placed in supportive, well-structured learning environments that promote professional growth and, ultimately, enhance learning outcomes for P-12 students. The following information articulates information related to partnership structure, placement quality, and how feedback is used to make improvements in the partnership.



Standard 1: Strong District Pre Program Partnerships

	Regent Practices / Evidence	NCTQ Focus Area Alignment	CAEP Standard Alignment
Work with school districts to clarify through a memorandum of understanding or other documentation-roles for each party.	<ul style="list-style-type: none"> • Regent University Memorandum of Understanding outlines key roles, expectations, goals and other information agreed upon by partnering schools and school districts. • Partnering schools and districts are: Atlantic Shores Christian School, Chesapeake Public Schools, and Virginia Beach City Public Schools • Roles and expectations for Cooperating Teachers and Teacher Candidates are defined and outlined in both the BEEd. Practicum Guide and the Student Teaching Handbook. 	Focus Area 1: Strong District Pre Program Partnerships	Standard 2: Clinical Partnerships and Practice
Work with school districts to clarify through a memorandum of understanding or other documentation-Clear definitions and measures for key components	<ul style="list-style-type: none"> • Regent University Memorandum of Understanding outlines key roles, expectations, and other information agreed upon by partnering schools and school districts. 	Focus Area 1: Strong District Pre Program Partnerships	Standard 2: Clinical Partnerships and Practice
Work with school districts to clarify through a memorandum of understanding or other documentation-Timelines when each piece of the	<ul style="list-style-type: none"> • Regent University Memorandum of Understanding outlines key roles, expectations, and other information agreed upon by partnering schools and school districts. • For timelines for teacher candidates when applications for practicum and student teaching are due, see respective handbooks. 	Focus Area 1: Strong District Pre Program Partnerships	Standard 2: Clinical Partnerships and Practice



<p>process will be completed.</p>	<p style="text-align: center;">Regent University Practicum Guide</p> <p style="text-align: center;">Regent University Student Teacher Handbook</p> <ul style="list-style-type: none"> • Applications for Internship are due on the following dates: March 1st for Fall semester and September 1st for Spring semester. Internship Application can be found here. • The Coordinator of Field Placements for Licensure Programs will work with partnering school districts to identify Cooperating Teachers. This is completed no later than August 1st for Fall semester and December 20th for Spring semester. Information is then communicated to teacher candidates and the assigned Cooperating Teachers via a welcome letter from the Director of Student Teaching. 		
<p>Work with school districts to clarify through a memorandum of understanding or other documentation-process to review teacher candidate outcomes.</p>	<ul style="list-style-type: none"> • Meetings with local school districts occur in February annually. • Data summit is held in August of each year. 	<p>Focus Area 1: Strong District Pre Program Partnerships</p>	<p>Standard 2: Clinical Partnerships and Practice</p>
<p>Work with school districts to clarify through a memorandum of understanding or other documentation-steps to take when challenges arise.</p>	<ul style="list-style-type: none"> • See section on Handling Challenges in Student Teaching Handbook <p style="text-align: center;">Regent University Student Teacher Handbook</p>	<p>Focus Area 1: Strong District Pre Program Partnerships</p>	<p>Standard 2: Clinical Partnerships and Practice</p>



<p>Identify independent goals, considering what is necessary to meet the needs of the prep program and students teachers (e.g. upcoming hiring needs, opportunities for teachers to engage in mentoring as career advancement)</p>	<ul style="list-style-type: none"> Partnering schools and districts communicate with Regent University by sending emails regarding hiring needs and student informational sessions. 		
<p>Create shared goals that serve both the prep program and partner districts.</p>	<ul style="list-style-type: none"> Regent University Memorandum of Understanding outlines key roles, expectations, goals and other information agreed upon by partnering schools and school districts. Partnering schools and districts communicate with Regent University by sending emails regarding hiring needs and student informational sessions. 	<p>Focus Area 1: Strong District Pre Program Partnerships</p>	<p>Standard 2: Clinical Partnerships and Practice</p>
<p>Identify metrics to evaluate success.</p>	<ul style="list-style-type: none"> Regent University annually reviews Virginia Education Assessment Collaborative (VEAC) data to use for program improvement. The VEAC surveys the completers and employers of initial and advanced licensure of partner Educator Preparation Providers in the Commonwealth. This data allows Regent to review data in the context of benchmarks and trends from other EPPs in Virginia. 	<p>Focus Area 1: Strong District Pre Program Partnerships</p>	<p>Standard 2: Clinical Partnerships and Practice</p>
<p>Identify the “point person” or people who will represent the prep program.</p>	<ul style="list-style-type: none"> Chair: Dr. Cheryl Gould Director of Clinical Practices: Dr. Jenny Sue Flannagan 	<p>Focus Area 1: Strong District Pre Program Partnerships</p>	<p>Standard 2: Clinical Partnerships and Practice</p>
<p>Identify people within the prep program from whom to solicit feedback, and</p>	<p>Feedback is provided by the following persons in various points in the program:</p>	<p>Focus Area 1: Strong District Pre</p>	<p>Standard 2: Clinical</p>



<p>set up a system to do so (e.g., monthly touch base with student teachers, program supervisors)</p>	<p><u>Cooperating Teachers:</u></p> <ul style="list-style-type: none"> • UED 480 A: Formative Assessment. Candidates are provided feedback by CT after teaching lesson plan using Grows and Glows sheet. Candidates then submit this to the professor of UED 480 A who provides feedback. • UED 480 B: Formative Assessment. Candidates are provided feedback by CT after teaching lesson plan using Initial Licensure Field Evaluation. Candidates then submit this to the professor of UED 480 B who provides feedback. <i>*note-this is the same evaluation used during the Student Teaching Internship and is aligned to the VDOE Teacher Evaluation Instrument.</i> • UED 495 Student Teaching Internship: Formative and Summative feedback from CT's and US: <ul style="list-style-type: none"> ○ Formative: TC's are assessed twice during each 8 week placement by their CT using the Bi-Weekly Evaluation form. This form is reviewed by the Director of Student Teaching who meets with students during seminar to provide additional feedback. • Summative: TC's are assessed twice (mid-term and final) for each 8 week placement using the Initial Licensure Evaluation Form. Candidates are evaluated by their CT and the US. This data is reviewed by the Director of Student teaching who then meets with candidates to discuss progress during seminar meetings. 	<p>Program Partnerships</p>	<p>Partnerships and Practice</p>
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	<ul style="list-style-type: none"> Summative: TC's are evaluated by the school Administrator once in each placement using the Regent CAS Student Teacher Evaluation by School Administrator form. <p>Feedback from Professors:</p> <ul style="list-style-type: none"> UED 480 A and UED 480 B students attend 4 seminar meetings with Regent faculty. UED 480 A and B: students write out 3 journal entries discussing how their practicum experience is going-beginning, mid and final reflections with feedback provided by course professor. UED 495 Student Teaching: Students attend 5 seminar meetings UED 495 Student Teaching: Students write a journal reflection every other week describing their classroom experiences. Journals are graded by faculty in the program. Feedback is provided to students. 		
Set regular meetings	<p>Meetings with Partners:</p> <ul style="list-style-type: none"> Regent University meets with partnering schools and district representatives at various times during the year for a variety of purposes: <ul style="list-style-type: none"> Quarterly Partners Meeting. Schools and district representatives meet to discuss current district needs and progress of teacher candidates. Summer Data Summit: School and district representatives meet with Regent faculty and staff to discuss trends in data and assess needs annually. At this meeting, the Virginia Education Assessment Collaborative Employer Survey for Initial Licensure programs is 	Focus Area 1: Strong District Pre Program Partnerships	Standard 2: Clinical Partnerships and Practice



	<p>discussed. The Virginia Education Assessment Collaborative utilizes a common survey of program completers and their employers using the Commonwealth of Virginia's Uniform Performance Standards for teachers. Benchmarking with the other VEAC participants, Regent University can better understand program strengths and areas for improvement.</p> <ul style="list-style-type: none">○ To help guide discussions during focus group meetings and the annual data summit with partnering districts, Regent University analyzes data from a survey that asked initial licensure graduates working in P-12 public schools to self-report their summative evaluations. These evaluations assess performance against the Virginia Uniform Performance Standards that among other things measures teacher impact on student academic progress. <p>Meetings with Practicum and Student Teachers:</p> <ul style="list-style-type: none">● All practicum students attend an orientation meeting where they learn about the practicum and how they will be evaluated.● Practicum Seminars are held monthly. During these meetings, practicum students meet with the course professor to review lesson planning, documenting student progress through assessment, and classroom management techniques.● All student teachers attend an orientation training where they learn about expectations for student teaching.		
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	<ul style="list-style-type: none"> • Student Teaching Seminars occur monthly. During these meetings, teacher candidates meet with the Director of Student Teaching to discuss progress successes and identify solutions. • Mid-Term Clinical Practice Review is conducted with teacher candidates during October and March of each student teaching semester. During this time, the Director of Student Teaching meets with students to discuss evaluations and their progress. Form used is based on the VDOE Teacher Evaluation Instrument. • Summative Clinical Review is conducted during December and April of each student teaching semester with teacher candidates. Final evaluations are based on teacher candidate evaluations and their final student teaching portfolio. Form used is based on the VDOE Teacher Evaluation Instrument. • Exit Conference are scheduled in December and May of each year with teacher candidates. During this time, candidates present their final student teaching portfolios to a team of education faculty and staff. Teacher candidates also provide feedback on program effectiveness during this meeting. 		
<p>Create an environment and culture where feedback is welcomed.</p>	<ul style="list-style-type: none"> • Teacher candidates and Cooperating Teachers provide Regent University with feedback on program goals. This feedback is then used by the Director of Student Teaching to make improvements to the program. The following surveys can be found here: <ul style="list-style-type: none"> • Student Teaching Feedback on Cooperating Teacher • Student Teaching Evaluation of the University Supervisor • Teacher Education Program Exit Conference Questionnaire • Cooperating Teacher Feedback 	<p>Focus Area 1: Strong District Pre Program Partnerships</p>	<p>Standard 2: Clinical Partnerships and Practice</p>



<p>Identify specific changes to make based on district feedback, and shore those changes back with the districts.</p>	<ul style="list-style-type: none">• Spring of 22 DST noticed the Administrator Evaluations in P1 were low in Standard 2: Lesson Planning. DST developed a survey to see how TC's were communicating expectations to Administrators. Results from informal survey led to conversations with TC's about sending emails to Administrators, making sure teaching binders were out and available during observation, and setting expectations about follow up conversations about evaluation.	<p>Focus Area 1: Strong District Pre Program Partnerships</p>	<p>Standard 2: Clinical Partnerships and Practice</p>
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Focus Area 2: Student Teacher-Cooperating Teacher Matches

Regent University's teacher education program is committed to preparing highly effective educators through rigorous coursework, meaningful field experiences, and strong partnerships with P-12 schools. Central to this commitment is the careful selection of high-quality cooperating teachers, who serve as mentors and models of exemplary instructional practice. The program believes that experienced, skilled, and reflective cooperating teachers are essential for supporting candidates' growth, providing constructive feedback, and fostering professional development. By establishing clear criteria for selection, offering mentor training, and maintaining ongoing collaboration with district partners, Regent ensures that cooperating teachers are well-equipped to guide candidates through practicum and student teaching experiences, ultimately promoting positive outcomes for both future educators and the students they serve.



Standard 2: Student Teacher Cooperating Teacher Matches

	Regent Practices / Evidence	NCTQ Focus Area Alignment	CAEP Standard Alignment
Require evidence that cooperating teachers are instructionally effective based on clearly defined criteria.	<ul style="list-style-type: none"> Local school districts first identify potential CT's through recommendations via School Principals. Those names are then sent to district leaders for a second level review/recommendation. Regent University also seeks input from teacher candidates on how well cooperating teacher's model and meet the needs of all students in the classroom. This is done through the evaluation of the Cooperating Teacher Feedback survey which is completed by the teacher candidates each semester. 	Focus Area 2: Selection of Cooperating Teachers	2.2 Clinical Faculty & Supervisors
If using evaluation ratings as a measure, ensure that ratings are based, at least in part, on contributions to student learning.	<ul style="list-style-type: none"> All teacher candidates are rated using Regent University's Initial Licensure Field Evaluation Instrument. This instrument is based on the Virginia Department of Education Teacher Evaluation Instrument. Standard 4 and 8 of this instrument measures contribution to student learning. 	Focus Area 2: Selection of Cooperating Teachers	2.2 Clinical Faculty & Supervisors
Work with districts to develop a shared understanding of criteria for cooperating teachers.	<ul style="list-style-type: none"> Regent University Memorandum of Understanding outlines key roles, expectations, goals and other information agreed upon by partnering schools and school districts. 	Focus Area 2: Selection of Cooperating Teachers	2.2 Clinical Faculty & Supervisors
Tap into program alumni who are willing to serve as cooperating teachers.	<ul style="list-style-type: none"> Regent University also identifies previous alumni who can serve as CT's 	Focus Area 2: Selection of Cooperating Teachers	2.2 Clinical Faculty & Supervisors



<p>Keep a list of past cooperating teachers, with student teacher feedback about them.</p>	<ul style="list-style-type: none"> • Regent University TC's are asked to identify CT's who model best practices and are good mentors. This information is collected when CT's complete their evaluation of their CT's. • Regent University keeps this of potential CT's and it is shared with the TC's prior to clinical practices. TC's can request to work with a particular CT in a few of our partner districts. 	<p>Focus Area 2: Selection of Cooperating Teachers</p>	<p>2.2 Clinical Faculty & Supervisors</p>
<p>Track evidence of effective instruction, coaching, and mentoring of adults.</p>	<ul style="list-style-type: none"> • The Director of Student Teaching mentors all cooperating teachers and provides training for cooperating teachers during the student teaching internship. <ul style="list-style-type: none"> ○ During UED 480 A and B, emails are sent to CT's defining what candidates should be doing in the experience. ○ During UED 495 Student Teaching Internship, weekly emails are sent to all cooperating teachers. • All Ct's receive a welcome email from the DST two weeks prior to the beginning of the semester. • Ct's have two training courses to complete: <ul style="list-style-type: none"> ○ Course 1: Orientation Video. 5 videos that cover the introduction to the university collaboration, stages of student teaching, role of cooperating teacher, what to expect, and evaluating the teacher candidate. ○ Course 2: Virtual, Face-to Face training. In this training, we review what was learned in course 1 and then spend time going through a scoring a sample 	<p>Focus Area 2: Selection of Cooperating Teachers</p>	<p>2.2 Clinical Faculty & Supervisors</p>



	<p>candidate to ensure validity and reliability in the evaluation process.</p> <ul style="list-style-type: none"> • CT's are also given the Cooperating Teacher's Getting Started Checklist • Each week in the student teaching internship, the Director of Student Teaching sends out a detailed email to teacher candidates and their cooperating teacher providing specific guidance on what teacher candidates should be doing on that given week. • All CT's and US are provided with training on and how to use the following tools for quality coaching/mentoring support: Active Listening Stems and Coaching Stems 		
Provide stipends for cooperating teachers.	<ul style="list-style-type: none"> • Regent University Cooperating Teachers are provided with a \$100 stipend upon completing all requirements (submitting evaluation form and information for processing stipend). 	Focus Area 2: Selection of Cooperating Teachers	2.2 Clinical Faculty & Supervisors
Provide other incentives (e.g., free access to professional learning that can satisfy district requirements, course vouchers for the university (not just the teacher prep program))	<ul style="list-style-type: none"> • Regent University provides partnering schools with a 20% tuition discount for classes 	Focus Area 2: Selection of Cooperating Teachers	2.2 Clinical Faculty & Supervisors
Explore options for funding for student teachers, including	<ul style="list-style-type: none"> • Regent University provides students with information on various loans that come available. 	Focus Area 2: Selection of	2.2 Clinical Faculty & Supervisors



<p>applying federal word-study dollars, opening a registered apprenticeship, or working with districts to allow students teachers to work in the district (e.g., as a substitute or paraprofessional for part of the week).</p>		<p>Cooperating Teachers</p>	
<p>Encourage districts to recruit a diverse corps of cooperating teachers so that a large share of student teachers work with cooperating teachers who share their race, gender or other important demographic characteristics.</p>	<ul style="list-style-type: none"> Regent tracks diversity (ethnicity, gender, years of teaching) of CT's on the CT evaluation form. 	<p>Focus Area 2: Selection of Cooperating Teachers</p>	<p>2.2 Clinical Faculty & Supervisors</p>
<p>Disaggregate student teacher survey data by demographics to identify whether different groups of student teachers have different experiences or needs.</p>	<ul style="list-style-type: none"> DST analyzes data from student teaching placements along with data from the Director of Accreditation and Assessment to identify needs of teacher candidates as well as identifying areas of program improvement. 	<p>Focus Area 2: Selection of Cooperating Teachers</p>	<p>2.2 Clinical Faculty & Supervisors</p>
<p>Identify funding sources for financial support for student teachers.</p>	<ul style="list-style-type: none"> Regent University teacher candidates have the following grants available to them: TEACH Grant 	<p>Focus Area 2: Selection of</p>	<p>2.2 Clinical Faculty & Supervisors</p>



	<ul style="list-style-type: none"> Students can find information regarding Scholarship & Grant Opportunities for Preservice & Inservice Teachers at the Teacher Resource Page Regent University under Data and Instructional Resources (bottom of the page) 	Cooperating Teachers	
<p>Establish a process to help student teachers navigate instances of bias and communicate that process to student teachers, cooperating teachers, and the district.</p>	<ul style="list-style-type: none"> Should a conflict arise during the internship process, teacher candidates can refer to page 33 of the Student Teaching Handbook for the process. 	Focus Area 2: Selection of Cooperating Teachers	2.2 Clinical Faculty & Supervisors



Focus Area 3: Cooperating Teachers and Program Supervisor Training

Regent University's Teacher Education Program recognizes that the quality of a candidate's clinical experience is directly influenced by the preparation and support provided to the cooperating teachers and program supervisors who guide them. In alignment with Focus Area 3 of the National Council on Teacher Quality's Clinical Practice Framework, Regent invests in comprehensive, ongoing training that equips these pivotal partners with the tools, strategies, and shared expectations needed to foster candidate success. Training sessions emphasize effective observation and feedback practices, alignment to district and program goals, and targeted support for developing both instructional skills and professional dispositions. By ensuring that cooperating teachers and program supervisors share a clear understanding of program standards, candidate assessment measures, and evidence-based mentoring strategies, Regent creates a network of support that strengthens teacher preparation and ultimately enhances outcomes for P-12 students.



Standard 3: Cooperating Teacher and Program Supervisor Training			
	Regent Practices / Evidence	NCTQ Focus Area Alignment	CAEP Standard Alignment
Require cooperating teachers and program supervisors to complete training on effective adult mentoring practices or provide evidence of past mentoring ability and complete an assessment of mentoring.	<ul style="list-style-type: none"> • Regent requires all CT's and US to view Cooperating Teacher Orientation Video Series and send email indicating completion to DST. • Regent provides training for all CT's and US. In training, CTs and US view video of previous TC lesson. Discussion focuses on calibration of scoring and facilitating conversation regarding what was done well and areas of improvement. • Discussion in training focuses on using active listening skills and coaching stems 	Focus Area 3: Cooperating Teacher and Program Supervisor Training	2.2 Clinical Faculty & Supervisors
Provide high-quality training opportunities for cooperating teachers and program supervisors to learn and practice mentoring skills.	<ul style="list-style-type: none"> • Regent requires all CT's and US to view Cooperating Teacher Orientation Video Series and send email indicating completion to DST. • Regent provides training for all CT's and US. In training, CTs and US view video of previous TC lesson. Discussion focuses on calibration of scoring and facilitating conversation regarding what was done well and areas of improvement. • Discussion in training focuses on using active listening skills and coaching stems. 	Focus Area 3: Cooperating Teacher and Program Supervisor Training	2.2 Clinical Faculty & Supervisors



<p>Consider a joint observation with cooperating teacher and program supervisor, followed by a conversation with the student teacher as a means of aligning expectations.</p>	<ul style="list-style-type: none"> • Regent requires CT's to attend TC's first observation conducted by US. • US complete Observation Report and discuss with CT and TC. • Copy of observation report is then sent out to TC and CT. 	<p>Focus Area 3: Cooperating Teacher and Program Supervisor Training</p>	<p>2.2 Clinical Faculty & Supervisors</p>
<p>Provide explicit guidance on how to provide feedback on critical topics (e.g. classroom management, reading, scaffolding instructional) and at different points (e.g., feedback on lesson plans, in-the-moment coaching, post-lesson feedback)</p>	<ul style="list-style-type: none"> • Regent provides training for all CT's and US. In training, CTs and US view video of previous TC lesson. Discussion focuses on calibration of scoring and facilitating conversation regarding what was done well and areas of improvement. 	<p>Focus Area 3: Cooperating Teacher and Program Supervisor Training</p>	<p>2.2 Clinical Faculty & Supervisors</p>
<p>Require and provide training on use of observation instruments for all cooperating teachers and program supervisors and assess the accuracy and consistency of ratings of using calibration exercises (e.g., a protocol involving collectively watching a video of a teacher teaching a lesson, individually scoring using the observation instrument, comparing scores, and discussing).</p>	<ul style="list-style-type: none"> • All Ct's receive a welcome email from the DST two weeks prior to the beginning of the semester. • Ct's have two training courses to complete: <ul style="list-style-type: none"> ○ Course 1: Orientation Video. 5 videos that cover the introduction to the university collaboration, stages of student teaching, role of cooperating teacher, what to expect, and evaluating the teacher candidate. ○ Course 2: Virtual, Face-to Face training. In this training, we review what was learned in course 1 and then spend time going through a scoring a sample candidate to ensure validity and reliability in the evaluation process. 	<p>Focus Area 3: Cooperating Teacher and Program Supervisor Training</p>	<p>2.2 Clinical Faculty & Supervisors</p>



	<ul style="list-style-type: none"> CT's are also given the Cooperating Teacher's Getting Started Checklist 		
Set clear expectations for program supervisors regarding how many times to observe student teachers and with what frequency, how to provide feedback (e.g. in writing), and how to structure coaching conversations (e.g., including preobservation conferences).	<ul style="list-style-type: none"> Regent requires US's to provide candidates with at least 2 formal evaluations each placement. Written feedback is provided to all teacher candidates using the Observation Report Form. Regent requires TC's to submit a video of a lesson and US provides feedback to TC's Upon completion of student teaching, TC's will have had 5 times over a 16 week period. 	Focus Area 3: Cooperating Teacher and Program Supervisor Training	2.2 Clinical Faculty & Supervisors
Set clear expectations for program supervisors regarding how to build relationships with schools and districts (e.g., how to meet with school administrators and on what topics).	<ul style="list-style-type: none"> Regent provides training for all US. In training, US discuss various strategies on how to keep administrators informed and up to date on TC progress. CT's and US work with TC to ensure an administrator provides an evaluation of the TC. 	Focus Area 3: Cooperating Teacher and Program Supervisor Training	2.2 Clinical Faculty & Supervisors



Focus Area 4 and 5 Teacher Candidate Placement Sites and Skill Development

Regent University's undergraduate teacher education program provides a structured and intentional model of clinical practice designed to prepare candidates for effective teaching. The program integrates two practicum experiences and a culminating student teaching placement to ensure that candidates progressively develop the knowledge, skills, and professional dispositions necessary for success in P-12 classrooms. Differentiated and structured practicums allow candidates to observe, assist, and gradually assume teaching responsibilities under the guidance of experienced cooperating teachers and university supervisors. These experiences build a strong foundation in instructional strategies, classroom management, and reflective practice. The capstone student teaching placement then provides candidates with full-time, immersive teaching experience, enabling them to plan, deliver, and assess instruction independently while continuing to receive mentoring and feedback. This coherent progression ensures that candidates are well-prepared to transition confidently from teacher preparation to professional practice. The following information regarding how placements are secured for students, duration and alignment to program goals, how candidates are assessed during clinical practices, and how candidates relate theory to practice.



Standard 4: Student Teacher Placement			
	Regent Practices / Evidence	NCTQ Focus Area Alignment	CAEP Standard Alignment
Consider when placing student teachers which districts are likely to be hiring in the coming year and for what subjects, grades, or schools.	<ul style="list-style-type: none"> Regent University shares information sent to us from school divisions regarding job openings. This is a topic of discussion during Advisory Council Meetings. 80% of teacher candidates are hired by placement school divisions. 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice
Consider when placing student teachers districts with which your program has or can establish a partnership.	<ul style="list-style-type: none"> Regent University created a partnership with Norfolk Christian Schools when a CT was not available to host a TC during the fall of 2023. 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice
Coordinate placements with the district central office, rather than with individual schools or teachers.	<ul style="list-style-type: none"> TC's will work directly with the Coordinator of Field Placements to fulfill practicum requirements and complete appropriate paperwork. All placements for practicum and student teaching are secured by the Coordinator of Field Placements who works with representatives in the partnership districts. 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice
Work with the state and districts to track teacher demand data and use it to cultivate district partnerships where they are most needed.	<ul style="list-style-type: none"> Regent University shares information sent to us from school divisions regarding job openings. This is a topic of discussion during Advisory Council Meetings. 80% of teacher candidates are hired by placement school divisions. 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice



Review the data on where past program completers were hired.	<ul style="list-style-type: none"> Hiring data is discussed during departmental meetings. 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice
Use the data to place student teachers in schools that are more likely to reflect those where they will get their first teaching jobs.	<ul style="list-style-type: none"> Regent University shares information sent to us from school divisions regarding job openings. This is a topic of discussion during Advisory Council Meetings. 80% of teacher candidates are hired by placement school divisions. 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice
Place student teachers in schools that offer collaborative environments and have low rates of teacher turnover.	<ul style="list-style-type: none"> Regent University shares information sent to us from school divisions regarding job openings. This is a topic of discussion during Advisory Council Meetings. 80% of teacher candidates are hired by placement school divisions. 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice
Place student teachers in schools that are diverse along a range of dimensions (e.g., racial diversity, socioeconomic diversity, presence of English learners).	<ul style="list-style-type: none"> UED 480 A Practicum I focuses on Grades K-2 for Elementary Candidates, Middle School for Secondary Candidates UED 480 B Practicum II: focuses on Grades 3-6 for Elementary Candidates and High School for Secondary Candidates Student Teaching: Elementary Candidates complete two 8 week placements (Lower and Upper Elementary; Secondary Candidates complete two 8 week placements (Middle and High School) 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice
Place student teachers in schools that show strong student learning gains.	<u>Atlantic Shores Christian School:</u> <ul style="list-style-type: none"> Academic Performance: 1180 average SAT (580 Math, 600 Verbal). Average GPA: 3.65 	Standard 4: Student Teacher Placement Sites	2.3 Clinical Partnerships and Practice



	<p><u>Chesapeake Public Schools:</u> Scores surpassed the Virginia state average.</p> <ul style="list-style-type: none"> • Proficiency Rates (Approximate): <ul style="list-style-type: none"> • Elementary: 68% Reading, 77% Math. • Middle School: 70% Reading, 72% Math. • High School: 89% Reading, 88% Math. <p><u>Virginia Beach City Public Schools:</u></p> <ul style="list-style-type: none"> • VBCPS exceeded state averages in all subject areas, with notable strength in writing, history, and science. • Proficiency Rates: Approximately 73-75% of elementary students and 75-77% of middle school students are at or above proficiency in reading/math. • High School Achievement: Over 90% pass rates in Algebra I, Algebra II, Geometry, and Earth Science. 		
<p>Identify the types of schools and districts in which candidates are most likely to get their first jobs, and look to similar schools for student teaching placements.</p>	<ul style="list-style-type: none"> • Regent University shares information sent to us from school divisions regarding job openings. • This is a topic of discussion during Advisory Council Meetings. • 80% of teacher candidates are hired by placement school divisions. 	<p>Standard 4: Student Teacher Placement Sites</p>	<p>2.3 Clinical Partnerships and Practice Sites</p>
<p>Identify opportunities to give candidates experience with several settings throughout the progression of the program (e.g., through two different clinical practice placements in separate</p>	<ul style="list-style-type: none"> • Regent University TC's spend time in a variety of classroom during clinical practices: <ul style="list-style-type: none"> ○ UED 480 A Practicum I focuses on Grades K-2 for Elementary Candidates, Middle School for Secondary Candidates 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>



<p>settings prior to full -time student teaching)</p>	<ul style="list-style-type: none">○ UED 480 B Practicum II: focuses on Grades 3-6 for Elementary Candidates and High School for Secondary Candidates○ Student Teaching: Elementary Candidates complete two 8 week placements (Lower and Upper Elementary; Secondary Candidates complete two 8 week placements (Middle and High School)○ Students are place in both urban and suburban schools over the clinical practice.		
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Standard 5: Student Teacher Skills Development			
	Regent Practices / Evidence	NCTQ Focus Area Alignment	CAEP Standard Alignment
Embed field experiences in methods courses throughout the teacher prep program.	<p>Requirements for Field Placements:</p> <ul style="list-style-type: none"> • Field experiences have varying requirements: <ul style="list-style-type: none"> ○ For UED 480 A and UED 480 B, those can be found in the Practicum Guide on page 6. ○ For UED 495 Student Teaching, those can be found on page 5 in the Student Teaching Handbook. <p>Type of Placements at Regent University:</p> <ul style="list-style-type: none"> • UED 480 A Practicum I focuses on Grades K-2 for Elementary Candidates, Middle School for Secondary Candidates; 45 hours in a classroom setting • UED 480 B Practicum II: focuses on Grades 3-6 for Elementary Candidates and High School for Secondary Candidates; 45 hours in a classroom setting • UED 495: Student Teaching: Elementary Candidates complete two 8-week placements (Lower and Upper Elementary; Secondary Candidates complete two 8-week placements (Middle and High School); 300 hours in a classroom setting <p>Alignment of Field Experiences to Method Courses:</p> <ul style="list-style-type: none"> • UED 480 A is taken when students are currently enrolled or have taken UED 442 Foundations of Education, UED 441 Child 	Standard 5: Student Teacher Skill Development	3.1 Candidate Knowledge, Skills, and Dispositions



	<p>and Adolescent Development, UED 406/407 Classroom Management and Instructional Strategies: UED 487 Teaching History & Social Science in Education, UED 489 Teaching Mathematics in Secondary Education, UED 491 Teaching English in Secondary Education</p> <ul style="list-style-type: none"> UED 480 B is taken when students are currently enrolled or have taken UED 400/401 Curriculum Design and Assessment Techniques (Elem & Sec), UED 405 and UED 406 (Elem), UED 444 Content Reading and Differentiation, UED 451 Students with Disabilities, UED 488 Adv. Methods of Teaching History in Sec. Education, UED 490 Adv. Methods of Teaching Math in Secondary Ed., UED 492 Adv. Methods of Teaching English in Secondary Education 		
<p>Gradually increase the scope of field experiences (e.g., from observing to tutoring to small-group instruction to whole-group instruction).</p>	<ul style="list-style-type: none"> UED 480 A Practicum I: Teacher candidates teach a minimum of 3 lessons focused on moving from whole group to small group; using instructional and cooperative learning structures from previous courses; and managing classroom behaviors. Teacher candidates must also work with a variety of small group learning experiences and assist with grading student work. Teacher candidates work with their cooperating teacher to develop all lesson plans. Candidates spend time observing various classroom lessons to analyze student engagement and behavior management techniques UED 480 B Practicum II: Teacher candidates teach a minimum of 6 lessons. Teacher candidates also give a pre assessment and work with their cooperating teacher to analyze the data and make instructional decisions based on the data analysis. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>



	<p>Candidates also develop lesson plans that integrate reading strategies in the content area (for elementary) or use a reading strategy with a text (secondary). Candidates also focus on applying differentiation strategies to meet the needs of all learners.</p>		
<p>Align field experiences to coursework in terms of content and methods used.</p>	<ul style="list-style-type: none"> • Assignments in UED 480 A are associated with the following classes: UED 442 Foundations of Education, UED 441 Child and Adolescent Development, UED 406/407 Classroom Management and Instructional Strategies; UED 487 Teaching History & Social Science in Education, UED 489 Teaching Mathematics in Secondary Education, UED 491 Teaching English in Secondary Education • Assignments UED 480 B are associated with the following classes: UED 400/401 Curriculum Design and Assessment Techniques (Elem & Sec), UED 405 and UED 406 (Elem), UED 444 Content Reading and Differentiation, UED 451 Students with Disabilities, UED 488 Adv. Methods of Teaching History in Sec. Education, UED 490 Adv. Methods of Teaching Math in Secondary Ed., UED 492 Adv. Methods of Teaching English in Secondary Education • UED 495 and UED 496 Student Teaching: All courses are reflected in this internship. 		
<p>Provide specific guidance to student teachers and cooperating teachers that the students teachers should take on increasing responsibility, extending to grading student work, teaching full lessons,</p>	<ul style="list-style-type: none"> • The Director of Student Teaching mentors all cooperating teachers and provides training for cooperating teachers during the student teaching internship. ○ During UED 480 A and B, emails are sent to CT's defining what candidates should be doing in the experience. 		



<p>and potentially teaching full days. Specific structures may vary based on approach.</p>	<ul style="list-style-type: none"> • During UED 495 Student Teaching Internship, weekly emails are sent to all cooperating teachers. These weekly emails provide guidance to TC's and CT's regarding increasing responsibility over the placement. 		
<p>Provide student work samples for a specific grade and assignment to help student teachers calibrate what grade-level work looks like and how it should be evaluated.</p>	<ul style="list-style-type: none"> • In UED 408 Teaching Reading and Language Arts Across the Curriculum course, student look at data sets provided by the professor to examine evaluation of students. • UED 480 A, seminar #4, student examine data from a six grade language arts classroom writing assignment and score student writing samples. Discussion focuses on calibrating grading in conjunction to discussing student academic progress. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>
<p>Align coursework for candidates with the student skills and knowledge expectations outlines in the state learning standards.</p>	<ul style="list-style-type: none"> • Regent has aligned coursework to expectations outlined in state learning standards, InTASC, and CAEP. This alignment is in every syllabus. See UED 400 Curriculum Design and Assessment Techniques syllabus for program alignment. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>
<p>Place candidates in districts that use high-quality, research-aligned curriculum.</p>	<ul style="list-style-type: none"> • Regent University has formal agreements with Atlantic Shores Christian School, Chesapeake City Public Schools, and Virginia Beach City Public Schools. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>
<p>Assign and assess students teachers on their ability to analyze, prepare, or implement lessons from high-quality curricula used by partner districts, rather than requiring candidates to design lessons from scratch.</p>	<ul style="list-style-type: none"> • Regent TC's are instructed to use district resources to build their lesson plans rather than designing from scratch. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>



<p>Provide guidance to student teachers on how to participate in common planning meetings, data team meetings, IEP meetings and professional development sessions.</p>	<ul style="list-style-type: none"> All teacher candidates complete the Meaningful IEP Meetings Module developed by the Virginia Department of Education. During this training, students learn how to build relationships and reach decisions which foster a positive difference for students. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>
<p>Require program supervisors to observe and provide written feedback to student teachers at least five times during the student teaching experience, spaced out so that student teachers have time to implement suggested changes.</p>	<ul style="list-style-type: none"> Regent requires US's to provide candidates with at least 2 formal evaluations each placement. Written feedback is provided to all teacher candidates using the Observation Report Form. Regent requires TC's to submit a video of a lesson and US provides feedback to TC's Upon completion of student teaching, TC's will have had 5 times over a 16-week period. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>
<p>Ensure that the observation instrument is aligned to state, district, and prep program expectations for effective practice.</p>	<ul style="list-style-type: none"> Regent University's Initial Licensure Field Evaluation is aligned to the VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>
<p>Differentiate observation instrument by state and intensity of clinical experience and by whether the instrument is designed for formative or summative evaluation.</p>	<ul style="list-style-type: none"> UED 480 A: Formative Assessment. Candidates are assessed by cooperating teachers after teaching lesson plan using Grows and Glows sheet. Candidates then submit this to the professor of UED 480 A who provides feedback. UED 480 B: Formative Assessment. Candidates are assessed by cooperating teachers after teaching lesson plan using the Initial Licensure Field Evaluation. Candidates then submit this to the professor of UED 480 B who provides feedback. <i>*note-</i> 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>



	<p><i>this is the same evaluation used during the Student Teaching Internship and is aligned to the VDOE Teacher Evaluation Instrument.</i></p> <ul style="list-style-type: none"> • UED 495 Student Teaching Internship: Formative and Summative. ○ Formative: TC’s are assessed twice during each 8 week placement by their CT using the Bi-Weekly Evaluation form. This form is reviewed by the Director of Student Teaching who meets with students during seminar to provide additional feedback. • Summative: TC’s are assessed twice (mid-term and final) for each 8 week placement using the Initial Licensure Evaluation Form. Candidates are evaluated by their CT and the US. This data is reviewed by the Director of Student teaching who then meets with candidates to discuss progress during seminar meetings. • Summative: TC’s are evaluated by the school Administrator once in each placement using the Regent CAS Student Teacher Evaluation by School Administrator form. 		
<p>Consider using the observation instrument used by the state or district for in-service teachers for at least some observations.</p>	<ul style="list-style-type: none"> • Regent University developed and using the Initial Licensure Field Evaluation. This instrument mirrors evaluation instruments recommended by the VDOE. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>
<p>Work with the state and partner districts to identify the</p>	<ul style="list-style-type: none"> • Regent University’s programs are approved by the Virginia Department of Education 	<p>Standard 5: Student</p>	<p>3.1 Candidate</p>



<p>specific knowledge and skills candidates will need to be successful during student teaching and align coursework accordingly.</p>	<ul style="list-style-type: none"> ○ Biennial Report 2019-2021 ○ VDOE Approval Letter Bachelor of Education Degrees ○ VDOE Notification Approved Programs 2019-21 Biennial Report 	<p>Teacher Skill Development</p>	<p>Knowledge, Skills, and Dispositions</p>
<p>Incorporate feedback from student teachers, cooperating teachers, and district partnership meetings.</p>	<ul style="list-style-type: none"> ● At the end of the student teaching experience, Regent University's TC's provide feedback through online surveys for: <ul style="list-style-type: none"> ○ Self-Evaluation using the Initial Licensure Evaluation Instrument ○ University Supervisor ○ Cooperating Teacher ● End of Program Evaluation: TC's provide the program with an evaluation that is discussed at the Exit Conference each semester. ● CT's provide an evaluation of the program at the end of each placement. 	<p>Standard 5: Student Teacher Skill Development</p>	<p>3.1 Candidate Knowledge, Skills, and Dispositions</p>



Focus Area 6: Data and Outcomes

Regent University's teacher education program is committed to using meaningful, transparent data to strengthen clinical practice and improve candidate outcomes in alignment with CAEP and the National Council on Teacher Quality's (NCTQ) Focus Area 6: Data and Outcomes. Through ongoing collection, analysis, and sharing of performance metrics—such as supervisor and cooperating teacher evaluations, candidate self-reflections, and P-12 student growth data—Regent ensures that program design and delivery are continually informed by evidence. This data-driven approach allows faculty, school district partners, and stakeholders to identify trends, celebrate strengths, and address areas for growth in real time. The following information reflects information related to what data is collected and how it is used to improve clinical practices.



Standard 6: Data and Outcomes

	Regent Practices / Evidence	NCTQ Focus Area Alignment	CAEP Standard Alignment
Gather feedback from student teachers via surveys, focus groups, and informal means.	<p>Teacher candidates and Cooperating Teachers provide Regent University with feedback on program goals. This feedback is then used by the Director of Student Teaching to make improvements to the program. The following surveys can be found here:</p> <ul style="list-style-type: none"> • Student Teaching Feedback on Cooperating Teacher • Student Teaching Evaluation of the University Supervisor • Teacher Education Program Exit Conference Questionnaire • Cooperating Teacher Feedback 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous
Share feedback with program supervisors and use feedback to identify specific changes to improve the quality of coursework and the clinical practice experience.	<ul style="list-style-type: none"> • University Supervisors receive copies of their feedback from Teacher Candidates after each semester. The Director of Student Teaching meets with each supervisors and reviews this information. 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous
Gather feedback from cooperating teachers and host sites about specific students teachers and the broader clinical practice experience.	<p>Cooperating Teachers provide Regent University with feedback on program goals.</p> <ul style="list-style-type: none"> • Cooperating Teacher Feedback 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous
Use feedback to identify changes to improve the	<ul style="list-style-type: none"> • Data is discussed in departmental meetings and changes are made accordingly. 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality



quality of clinical practice experience.			Assurance & Continuous
Develop an agreement with districts about how cooperating teachers' feedback on student teachers will be used to inform evaluation of student teachers.	<ul style="list-style-type: none"> Feedback from Teacher Candidates regarding Cooperating Teacher Feedback is shared with school districts during Advisory Council Meetings. 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous
Share feedback with program supervisors for evaluation of student teachers and inform cooperating feedback about how their feedback was used.	<ul style="list-style-type: none"> Copies of TC evaluations are emailed to TC's, CT's, and US so there is transparency in how feedback was used to inform practice. Observation reports are send to TC's and CT's from US so there is transparency in recommendations for improvements. 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous
Track data on student teaching completion.	<ul style="list-style-type: none"> DST tracks program completers. 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous
Track data or use data from district or state on the proportion of students teaches who get hired into teaching positions.	<ul style="list-style-type: none"> DST tracks program completers and which students get hired and where they get hired. 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous



<p>Track data or use data from the district or state on whether student teachers are hired into the school or district where they student taught.</p>	<ul style="list-style-type: none"> DST tracks program completers and which students get hired and where they get hired. DST also keeps record of students who do not go into teaching and what they are doing instead. 	<p>Focus Area 6: Data Outcomes</p>	<p>R4: Program Impact & R5: Quality Assurance & Continuous</p>
<p>Track data or use data from the district or state on if student teachers are not hired into teaching positions and what they are doing instead.</p>	<ul style="list-style-type: none"> DST tracks program completers and which students get hired and where they get hired. DST also keeps record of students who do not go into teaching and what they are doing instead. 	<p>Focus Area 6: Data Outcomes</p>	<p>R4: Program Impact & R5: Quality Assurance & Continuous</p>
<p>Adjust program preparation and student teaching placements based on outcomes (e.g., placing more candidates in districts that tend to hire more)</p>	<ul style="list-style-type: none"> Regent University places students in both VBCPS and Chesapeake. VB typically hires more Regent students as they are the largest of our partners. 	<p>Focus Area 6: Data Outcomes</p>	<p>R4: Program Impact & R5: Quality Assurance & Continuous</p>
<p>Use data from the state and partner districts about novice teachers (e.g., aggregate feedback from principals, aggregate evaluation ratings, and aggregate performance on measure of student learning growth) to adjust programs.</p>	<ul style="list-style-type: none"> Regent University annually reviews Virginia Education Assessment Collaborative (VEAC) data to use for program improvement 	<p>Focus Area 6: Data Outcomes</p>	<p>R4: Program Impact & R5: Quality Assurance & Continuous</p>
<p>Collect data on specific aspects of preparation connected to individual candidates.</p>	<ul style="list-style-type: none"> Data collected on individual teacher candidates: <ul style="list-style-type: none"> Test data related to Praxis exams and successful completion 	<p>Focus Area 6: Data Outcomes</p>	<p>R4: Program Impact & R5: Quality Assurance</p>



	<ul style="list-style-type: none"> ○ Data related to completion of required modules outlined by VDOE 		& Continuous
Use data to investigate the outcomes associated with specific aspects of teacher prep or make data available to researchers.	<ul style="list-style-type: none"> ● All data associated with Regent University's Teacher Education programs can be found here. 	Focus Area 6: Data Outcomes	R4: Program Impact & R5: Quality Assurance & Continuous