

School of Education

ETSP 561 and 561A Internship Handbook

(Traditional)

(As of FALL 2021)



K-12 Special Education General Curriculum Licensure Program

Revised August 2026



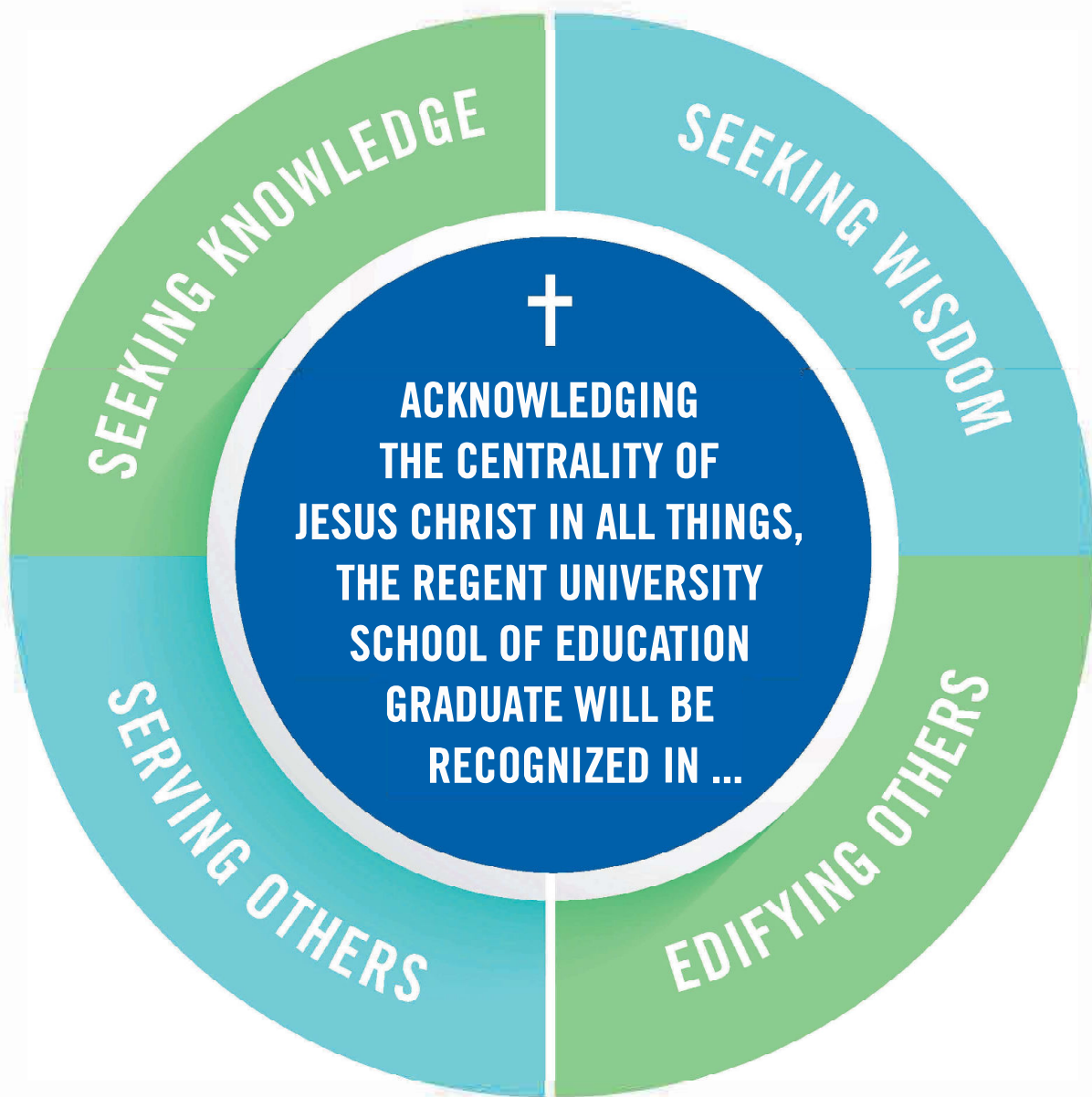
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School of Education

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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.

Internship Responsibilities

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

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

Definitions of Student Teaching

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

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

Student teaching is:

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

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

Traditional Internship Requirements

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

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

Internship Guidelines and Expectations

Guidelines for Transition Into Teaching Responsibilities

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

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

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

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

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

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

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

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

The Use of Traditional Interns as Substitutes

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

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

The Role and Responsibilities of a Cooperating Teacher

The Cooperating/Mentoring Teacher

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

Preparation for Cooperating Teacher

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

Communication

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

Instruction and Management

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

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

Evaluation

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

Intern Responsibilities

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

The School of Education requires the intern to:

A. Preparation

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

B. Instruction

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

C. Management

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

D. Professional Interactions and Responsibilities

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

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

Responsibilities of the Internship Supervisor

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

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

The clinical supervisor will (for Traditional Internships)

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

Internship Evaluation Forms



ETSP 561 and 561A (Traditional)

K-12 Special Education General Curriculum Licensure Program

Grade	Percentage Score Range	Quality Points	Rationale & Meaning of Grade
A	93-100%	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	90-92%	3.67	Excellent work overall but may be lacking in relation to some aspects of the professor's expectations. Excellent content in writing assignments.
B+	87-89%	3.33	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Good content but lacking in some areas.
B	83-86%	3.00	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Attention to detail may have significantly improved the project.
B-	80-82%	2.67	Fair work in most areas: serious disregard of assignment specifications or standard writing and style procedures. Attention to written instructions may have significantly improved the project.
C+	77-79%	2.33	Passing work but in serious need of improvement in many areas, especially regarding form, content, and professor's expectations.
C	73-76%	2.00	Passing work, but in serious need of improvement in many areas, especially regarding form, content, and assignment specifications; below professional quality standards.
C-	70-72%	1.67	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
D+	67-69%	1.33	Marginal performance demonstrating a minimal passing level of attainment appropriate for the graduate level. The student's work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.
D	63-66%	1.0	Marginal performance demonstrating a minimal passing level of attainment appropriate for the graduate level. The student's work indicates poor quality of thought and poor comprehension of course content.
D-	60-62%	.67	Marginal performance demonstrating a minimal passing level of attainment appropriate for the graduate level. The student's work indicates very poor quality of thought and very poor comprehension of course content.
F	0-59%	0	Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.
FX	0%	0	Failure to make-up or finish an incomplete



K-12 Special Education Internships

☐

ETSP 561

ETSP 561A

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Student Name:

Date:

Internship Supervisor:

Possible Points

Total Points Earned

Course Requirements	10 points	
Information Contact Form, Teaching Schedule, Course Survey (<i>survey completion at the end of course</i>) (3 points total)		
Meet and Greet & Mid-Semester Workshop (2 point total)		
Group Discussion Board Forum (3 points total)		
Student Demographic Survey Completion (1 point total)		
Training Certificates (1 points total)		
Assignments	50 points	
Time Log Sheets (9 points total) - 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)		
Portfolio Assignments (40 points total) - Lesson Plans (5 total and reflection for each) - Data Collection- Parts 1, 2, 3 with work samples, graphs, and reflective summary - Video (3 total- 1 of the three 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

Special Education Licensure Portfolio

Licensure Portfolio Evaluation Categories	<u>Performance Rating</u> Highly Effective, Effective, Approaching Effective, or Ineffective	<u>Likert Scale</u> 4, 3, 2, or 1	<u>Weight: (SPED)</u>	<u>Weighted Total</u> (Likert Scale x Weight) List in the Totals Area ____/40
ASSESSMENT: Data Collection			3.33	
PLANNING: Lesson Plan			3.33	
INSTRUCTION: Evaluation of Teaching Video			3.33	
TOTALS:				

Special Education Licensure Portfolio Scoring

Rating	<u>Likert Scale x Weighted Total</u>	<u>Range of Scores</u>	<u>Grade on Rubric (SPED)</u>
Highly Effective (4)	4 x 3.33 = 13	11-13	40
Effective (3)	3 x 3.33 = 10	8-10	33.3
Approaching Effective (2)	2 x 3.33 = 7	5-7	20
Ineffective (1)	1 x 3.33 = 3.33	2-4	10

Special Education 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>Professional Knowledge</i>			1.25	
Standard 2 <i>Instructional Planning</i>			1.25	
Standard 3 <i>Instructional Delivery</i>			1.25	
Standard 4 <i>Assessment of/for Student Learning</i>			1.25	
Standard 5 <i>Learning Environment</i>			1.25	
Standard 6 <i>Culturally Responsive Teaching and Equitable Practices</i>			1.25	
Standard 7 <i>Professionalism</i>			1.25	
Standard 8 <i>Student Academic Progress</i>			1.25	
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	35-40	10	5
Effective	3	26-34	9	4
Approaching Effective	2	20-25	8	3
Ineffective	1	10-19	7	2
TOTAL POINTS				

Special Education 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>Professional Knowledge</i>			1.25	
Standard 2 <i>Instructional Planning</i>			1.25	
Standard 3 <i>Instructional Delivery</i>			1.25	
Standard 4 <i>Assessment of/for Student Learning</i>			1.25	
Standard 5 <i>Learning Environment</i>			1.25	
Standard 6 <i>Culturally Responsive Teaching and Equitable Practices</i>			1.25	
Standard 7 <i>Professionalism</i>			1.25	
Standard 8 <i>Student Academic Progress</i>			1.25	
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	35-40	10	5
Effective	3	26-34	9	4
Approaching Effective	2	20-25	8	3
Ineffective	1	10-19	7	2
TOTAL POINTS				

Special Education 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>Professional Knowledge</i>			1.25	
Standard 2 <i>Instructional Planning</i>			1.25	
Standard 3 <i>Instructional Delivery</i>			1.25	
Standard 4 <i>Assessment of/for Student Learning</i>			1.25	
Standard 5 <i>Learning Environment</i>			1.25	
Standard 6 <i>Culturally Responsive Teaching and Equitable Practices</i>			1.25	
Standard 7 <i>Professionalism</i>			1.25	
Standard 8 <i>Student Academic Progress</i>			1.25	
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	35-40	10	5
Effective	3	26-34	9	4
Approaching Effective	2	20-25	8	3
Ineffective	1	10-19	7	2
TOTAL POINTS				

Professionalism and Christ Like Demeanor 2.0

Welcome to this survey based on Colossians 3:17

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

Background Information

Student's Name

Date of Evaluation

Name of Regent Faculty or Supervisor

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

- ☐ Faculty Recommendation for Program Entrance
- ☐ ETSP 561- Teaching Exceptional Needs Students
- ☐ ETSP 561A- Inclusions Internship
- ☐ ETSP 596- Reading Specialist Internship
- ☐ UED 480B Practicum II
- ☐ UED 495 Field Experience/Student Teaching

Time Frame for this Survey Completion

- ☐ Entrance to the Program
- ☐ 1st Scheduled Assignment Review
- ☐ 2nd Scheduled Assignment Review
- ☐ 3rd Scheduled Assignment Review

For Students in the College of Arts & Sciences Only

Candidate's Endorsement Area

- ☐ Early/Primary Education
- ☐ Elementary Education
- ☐ Secondary English
- ☐ Secondary History and Social Sciences
- ☐ Secondary Math

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 Effective, please document pertinent information and provide suggestions for improvement.

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

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

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

Comments

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

Comments

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

Comments

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Comments

Attitude of Collegiality

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Comments

Use of Communication

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Comments

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

Comments

Informal Observation Form: Cooperating Teacher Feedback to Intern

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

NOTE: It is unlikely that all teacher performance standards would be documented in a single, classroom visit. In fact, an observation might focus on a specific standard. Standards 1,3,5, and 6 are shown below as they are most likely to be observed in a classroom visit.

This form should be completed prior to the intern's first and second assignment review.

Student's Name

Internship:

- ☐ ETSP 561
- ☐ ETSP 561A
- ☐ ETSP 596

Observer's Name

Date of Observation

Standard 1: Professional Knowledge

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

Specific Examples/Comments

Standard 3: Instructional Delivery

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

Specific Examples/Comments:

Standard 5: Learning Environment

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

Specific Examples/Comments

Standard 6: Culturally Responsive Teaching and Equitable Practices

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

Specific Examples/Comments

Teacher Interim Performance Report (Short Form) 3.0

Teacher's Name

Evaluator's Name

Date

Academic Year

☐ 2026-2027

☐ 2027-2028

☐ 2028-2029

☐ 2029-2030

☐ 2030-2031

Grade Level

School

Was evaluation completed during an online observation?

- ☐ Yes
- ☐ No
- ☐ Click to write Choice 4

Select the internship this evaluation is being completed for:

- ☐ ETSP 561 - Teaching Exceptional Needs Students Internship
- ☐ ETSP 561A - Inclusions Internship
- ☐ ETSP 596 - Reading Specialist Internship

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.

Strengths:

Areas of Improvement:

Explanation:

Use this section to evaluate the student you are observing. Please check either evident, not evident, or not observed. If a student receives anything other than evident, please provide pertinent information and provide suggestions for improvement.

Professional Knowledge:

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Instructional Planning:

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Instructional Delivery:

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Assessment of and for Student Learning

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Learning Environment

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Culturally Responsive Teaching and Equitable Practices

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Professionalism

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Student Academic Progress

- ☐ Evident
- ☐ Not Evident
- ☐ Not Observed

Comments:

Licensure Portfolio Evaluation 3.0

Student's name (First and Last)

Student's Sex

☐ Male

☐ Female

Student's Race (US Census Categories)

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

Student's Degree Level

- ☐ Undergraduate
- ☐ Graduate

Student's Endorsement Area

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

Course Number for this Portfolio Evaluation

- ☐ ETSP 561 Internship
- ☐ ETSP 561A Internship

Year

☐ 2026

☐ 2027

☐ 2028

☐ 2029

☐ 2030

Semester of Evaluation

☐ Fall

☐ Spring

☐ Summer

Evaluator's Name (First and Last)

Evaluator's Position/Role

☐ Course Instructor

☐ University Supervisor

☐ Other (please specify)

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

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

Assessment: Data Collection Assignment (9 items)

Planning: Lesson Plan Collection Assignment (9 items)

Instruction: Teaching Video Assignment (15 items)

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

Initial Licensure Portfolio Evaluation 2.0 DTD 2022

Evaluation of Data Collection

Component Description:

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

1. An Introduction provides context, including the subject taught, number of participating students, the state standards associated with the data collection, and a written description and a copy of the pre-assessment tool.

2. An Instructional Learning Activities section includes a description of four learning activities used to teach the concepts after collecting pre-assessment data, along with student work samples resulting from each learning activity.

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

Scoring Rubric:

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

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

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

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

Evaluation of Data Collection

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

Class description for data project includes diversity demographics.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Describes alignment between the pre-assessment and the SOL's for the instructional unit.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Describes results of pre-assessment, identifying student strengths, and deficits. Provides a copy of the assessment.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Describes how pre-assessment data were used to modify activities to meet students' learning needs.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Describes sequence of learning activities prior to and after the differentiated lesson. Provided student work samples.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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)

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Optional - evaluator comments on the teacher candidate's Data Collection Assignment.

Evaluation of Lesson Plan Collection

Component Description:

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

Content knowledge in standard-based instruction and interdisciplinary curriculum. Student-centered and differentiated instruction. Meeting student IEP or ELL needs. Developmentally-appropriate instruction. Culturally-responsive teaching. Integration of technology and media resources for instruction, classroom organization, and student learning. Classroom and behavior management.

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

Scoring Rubric:

Highly Effective - Demonstrated the criterion in an exceptional, creative, and/or innovative way. Artifacts indicate excellent knowledge and skill application in instructional planning. Role model for others.

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

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

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

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

Plans demonstrated accurate knowledge and skills for the subject and age group.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Plans included learning experiences that are appropriate for curriculum goals and content standards and relevant to learners.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Plans required students' critical thinking, creativity, or problem solving, and integrated real-world scenarios.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Lesson content and activities were aligned to SOLs and learning objectives.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The candidate used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The plans included differentiated and culturally responsive instruction.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The plans included reinforcement of learning goals.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The candidate adjusted plans to meet learning needs.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Lesson progressions are logical and will likely lead to positive learning outcomes.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Selects technologies, informed by research, to promote learning for all students.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Integrates technology into instructional methods.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

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.

The candidate demonstrated a sound understanding of the curriculum objectives and subject content.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The candidate accurately and effectively communicated concepts, processes, and knowledge in the discipline.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The candidate used vocabulary and academic language that was clear, correct, and appropriate for learners.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The candidate followed the designated differentiated lesson plan.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

The candidate communicated clearly throughout the lesson.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Licensure Field Evaluation 2.0 Special Education

Placement Information

Student Teacher's Name

Student Teacher's Race

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

Student Teacher's Endorsement Area

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

Placement Grade Taught

Internship (SPECIAL EDUCATION AND READING SPECIALIST ONLY)

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 provisionally or professionally licensed teacher.

Indicate which internship this field evaluation refers to:

- ☐ ETSP 561- Teaching Students with Exceptional Needs (Field Experience III) TRADITIONAL INTERNSHIP
- ☐ ETSP 561- Teaching Students with Exceptional Needs (Field Experience III) NON-TRADITIONAL INTERNSHIP
- ☐ ETSP 561A- Inclusions (Field Experience III) TRADITIONAL INTERNSHIP
- ☐ ETSP 561A- Inclusions(Field Experience III) NON-TRADITIONAL INTERNSHIP
- ☐ ETSP 596- Reading Specialist- TRADITIONAL INTERNSHIP
- ☐ ETPS 596- Reading Specialist- NON-TRADITIONAL INTERNSHIP

Internship Start Date (MM/DD/YYYY)

Internship End Date (MM/DD/YYYY)

School of Internship Placement

School Division

Evaluator's Name (First and Last)

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

Evaluator's Position/Role

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

In what semester is this internship being completed?

- ☐ Fall
- ☐ Spring
- ☐ Summer

Standard One: Professional Knowledge

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

Scoring Rubric:

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

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

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

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

Addresses relevant curriculum standards.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Integrates key content elements and facilitates students' use of higher-level thinking skills in instructions.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.)

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Standard Two: Instructional Planning

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

Scoring Rubric:

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

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

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

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

Analyzes and uses multiple sources of student learning data to guide planning.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Consistently plans for differentiated instruction.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Aligns lesson objectives to the school's curriculum and student learning needs.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Standard Three: Instructional Delivery

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

Scoring Rubric:

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

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

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

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

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

Builds upon students' existing knowledge and skills.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Develops higher-order thinking through questioning and problem-solving activities.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Standard Four: Assessment of and for Student Learning

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

Scoring Rubric:

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

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

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

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

Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Aligns student assessment with established curriculum standards and benchmarks.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Standard Five: 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.

Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Maximizes instructional time and minimizes disruptions.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Encourages student engagement, inquiry, and intellectual risk-taking.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Addresses student needs by working with students individually as well as in small groups or whole groups.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Standard Six: Culturally Responsive Teaching and Equitable Practices

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

Scoring Rubric:

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

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

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

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

Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Standard Seven: Professionalism

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

Scoring Rubric:

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

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

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

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

Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

Standard Eight: Student Academic Progress

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

Scoring Rubric:

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

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

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

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

Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Documents the progress of each student throughout the year.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

- ☐ Highly Effective
- ☐ Effective
- ☐ Approaching Effective
- ☐ Ineffective

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

References:

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

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

Internship Form and Assignment Templates



ETSP 561 and 561A (Traditional)

*K-12 Special Education General Curriculum
Licensure Program*

Information Contact Sheet

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

Your Name:

Home or Cell Phone Numbers:

Your Regent Email Address:

School Name:

School Address:

School City, State, Zip Code:

School Hours of Operation:

Name of School Administrator:

School Administrator Phone Number:

School Administrator Email Address:

Name of Assistant Principal:

Assistant Principal Phone Number:

Assistant Principal Email Address:

Classroom Information:

Classroom Setting /Model:

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

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

Name of Assigned Cooperating Teacher:

Teaching Position of Cooperating Teacher:

Cooperating Teacher Phone Number:

Cooperating Teacher Email Address:

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

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

INTERNSHIP TEACHING SCHEDULE

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

Your Name:

Name of School:

School Address:

School Phone Number:

Subject(s) You Teach:

Grade Level(s) You Teach:

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

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

() _____

() _____

() _____

() _____

() _____

() _____

() _____

() _____

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

Pre-Internship Checklist for Traditional Internship

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

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

Regent University
School of Education
Regent Lesson Plan Template

Name:

Date:

Class/Subject:

Time:

Add Video Link of Lesson Plan Here

Goal/Objective(s) for Lesson:

Related State Standard/Objective

Lesson Rationale:

Anticipated Difficulties:

Materials:

Anticipatory Set:

Review:

Teacher Presentation:

Guided Practice:

Independent Practice:

Differentiation of Instruction:

Closure:

Lesson Plan Reflection

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

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.

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.

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.

***** 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
Week 1 Dates:	Instructional Hours				
	Non-Instructional Hours				
	Observation Hours (if applicable)				
Week 2 Dates:	Instructional Hours				
	Non-Instructional Hours				

	Observation Hours (if applicable)					
Week 3 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)					
Week 4 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)					
Week 5 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)					
Week 6 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)					
Week 7 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)					
Week 8	Instructional Hours					

Dates:	Non-Instructional Hours Observation Hours (if applicable)				
Week 9 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)				
Week 10 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)				
Week 11 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)				
Week 12 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)				
Week 13 Dates:	Instructional Hours Non-Instructional Hours				

	Observation Hours (if applicable)				
Week 14 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)				
Week 15 Dates:	Instructional Hours Non-Instructional Hours Observation Hours (if applicable)				
Total Hours <i>List HERE</i>	Total Instructional Hours: <i>List HERE</i> Total Non-Instructional Hours: <i>List HERE</i> Total Observation Hours: <i>List HERE</i>				

Time Log Sheet Totals Page

[illegible]

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)

SPED Internship Evaluation Reflection

Please use this form to reflect on the effectiveness of your teaching and the overall evaluation process from your assignment review and internship observation.

Intern's name

Internship Course

- ☐ ETSP 561
- ☐ ETSP 561A

Time frame for student evaluation reflection

- ☐ After 1st assignment review and observation
- ☐ After 2nd assignment review and observation
- ☐ Other - not listed

Year

☐ 2026

☐ 2027

☐ 2028

☐ 2029

☐ 2030

Semester

☐ Fall

☐ Spring

☐ Summer

Based on your assignment review and internship observation, identify which area(s) you feel are your strengths. Provide a brief reflection on why you selected the area.

- ☐ Professional knowledge
- ☐ Instructional planning
- ☐ Instructional delivery
- ☐ Assessment of/for student learning
- ☐ Learning environment
- ☐ Culturally responsive teaching and equitable practices
- ☐ Professionalism
- ☐ Student academic progress
- ☐ Other (Please specify)

Based on your assignment review and internship observation, identify an area or areas you feel can be improved. Provide a brief reflection on why you selected the area(s). Remember, the goal of the internship process is to grow as an educator and apply your learning, so reflect on the area(s) you could work to improve/strategies for improvement.

- ☐ Professional knowledge
- ☐ Instructional planning
- ☐ Instructional delivery
- ☐ Assessment of/for student learning
- ☐ Learning environment
- ☐ Culturally responsive teaching and equitable practices
- ☐ Professionalism
- ☐ Student academic progress
- ☐ Other (please specify)

Student Survey Summary Form

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

Teacher's Name:

Internship:

Grade:

Subject:

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

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

Student Satisfaction Analysis

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

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

Grades 1-2 Student Survey

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

Teacher's Name _____

School Year _____

Example: I ride a school bus to school.



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



2. My teacher is ready to teach every day.



3. My teacher makes learning interesting.



4. My teacher explains things so I understand.



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



6. My teacher helps me when learning is hard.



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



8. My teacher knows what I do well.



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

Grades 3-5 Student Survey

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

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

		YES	SOMETIMES	NO
17.	My teacher explains how to use technology appropriately.	☐	☐	☐
18.	My teacher is helpful with online lessons and my learning.	☐	☐	☐
19	My teacher provides books and learning materials that include people from different cultures.	☐	☐	☐

COMMENTS:

Grades 6-8 Student Survey

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

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

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

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

COMMENTS:

Grades 9-12 Student Survey

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

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

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

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

COMMENTS