School of Education

University Supervisor Handbook

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Introduction

The Regent University School of Education Teacher Education Department is committed to providing teacher candidates with practical experiences that will challenge and reward students. University faculty, staff, and cooperating teachers will work with teacher candidates to provide support and expertise while he/she is immersed in a local school using research-based best practices, exhibiting growth in interpersonal relationships, and demonstrating progress in classroom leadership. The teacher education program at Regent University has been developed in accordance with the framework of nationally recognized professional organizations and is accredited by the Council for the Accreditation of Teacher Preparation (CAEP). This handbook was designed to provide information to anyone who serves as a University Supervisor for the School of Education's Undergraduate Teacher Education Program.



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Overview of Programs at Regent University

The School of Education at Regent University is committed to providing teacher candidates with practical experiences that will challenge and reward students. University faculty, staff, and cooperating teachers will work with teacher candidates to provide support and expertise while the candidate is immersed in a local school using research-based best practices, exhibiting growth in interpersonal relationships, and demonstrating progress in classroom leadership. The teacher education program at Regent University has been developed in accordance with the framework of nationally recognized professional organizations and is accredited by the Council for the Accreditation of Teacher Preparation (CAEP).

The faculty in the Department of Teacher Education seek to equip students with the knowledge and skills necessary to be effective teachers in PreK-3, PreK-6, or 6-12classrooms. Students graduating from the Teacher Education Program will receive a broad-based, comprehensive education through coursework in various disciplines including English, mathematics, natural science, history, social science, arts and humanities, and computer technology. Students will be reflective Christian leaders capable of analyzing, synthesizing, and communicating information and ideas related to their specific teaching disciplines. The faculty seek to foster students' awareness of how their Christian worldview impacts the profession. Through the professional studies coursework, students are prepared to engage their learners effectively, to maximize the educational experience, and to prepare children for success. Students gain hands-on experience through practicum and a student teaching internship, which enhance their opportunities to become successful beginning teachers of children in grades in PreK-3, PreK-6, or 6-12. The program is continuously refined to meet and exceed the changing expectations of the Virginia Department of Education and other professional organizations.

Education seeks to prepare leaders to teach in public and private schools. Furthermore, Regent students graduating from the program will be prepared to enter a graduate program or the workforce.



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Role of Regent University Supervisors

University Supervisors are experienced teachers and administrators whose role as a liaison with the school district, with the cooperating teachers, and with the student teachers, is key. University supervisors assume the roles of consultant, counselor, resource person, evaluator, and administrator. The university supervisor is the principal representative of Regent University School of Education with regard to student teaching. The supervisor's primary goal is to help the teacher candidates achieve to the best of his or her ability. The supervisor visits the local school at least four times during the semester, or more frequently as needed. They serve as a valuable resource for teacher candidates, pointing out what candidates need to do to improve, ensuring that candidates are doing the planning and "homework" necessary to prepare properly, and overseeing the academic aspects of the candidate's preparation and delivery.

Supervisors are also a resource for analyzing and understanding the culture of the partner schools and helping the student teacher learn to relate successfully there. They will want to see evidence that candidates are doing everything they can to prepare and deliver effective teaching methodology. If candidates are experiencing doubt or conflicts about any aspect of the experience, they should be encouraged to consult with the university supervisor as soon as these feelings arise. As the eyes and ears of Regent University, the supervisor will do whatever is possible to help student teachers succeed.

University supervisors will observe student teachers a minimum of four times during the semester. Additional observations may be necessary. University supervisors will combine their observations with feedback from the cooperating teacher to fully assess the student teacher.

Throughout the semester, candidates are encouraged to discuss their progress with their cooperating teachers and with the university supervisors. It is to the advantage of all involved that whenever possible, there be a three-way discussion of the observed lesson, including the student teacher, the cooperating teacher, and the university supervisor. This helps to minimize any misunderstandings and promotes strategies for future development.

Responsibilities of Regent University Supervisors

- Attend the orientation session and meetings throughout the semester.
- Organize and facilitate weekly seminars with student teachers to allow both the supervisor and student teachers the opportunity to focus on general concerns of group

members and to provide materials and/or instruction as needed. These seminars are mandatory for both the supervisor and the student teachers.

- Promote a positive relationship with the cooperating teacher by acting as a consultant in developing a quality student teaching experience.
- Assist with problem-solving.
- Maintain communication with the cooperating teacher and student teacher to discuss concerns and successes about the student teaching experience.
- Communicate with the cooperating teacher on a regular basis to discuss and to help plan a sequential schedule for assuming teaching duties.
- Provide insights and assist the student teacher in meeting program objectives.
- Serve as a resource to discuss concerns about the student's teaching experience, as well as offering guidance in the areas of planning, instruction, management, and professional behavior.
- Make at least four visits to the school site during the semester. Supervisors record and report on a minimum of four observations of lessons taught.
- Act in accordance with criteria established throughout this handbook to remediate and/or remove a student from the student teaching program when difficulties such as the following arise:
    - Unprofessional behavior
    - Lack of preparation for teacher duties
    - Frequent tardiness or absenteeism
    - Incompetence
- Determine the final grade of his/her student teachers, with the aid of the cooperating teacher's evaluations, the student teacher's log, class observations, and the student teacher's final report. Supervisors communicate with the cooperating teacher regularly throughout the semester to make this determination.
- Maintain all paperwork related to the student teacher's file, submitting it at the end of the semester to the Director of Clinical Practices
- Submit a mileage log at the end of the semester.

Training for University Supervisors

All University Supervisors will attend a training provided by the Director of Clinical Practices. This training will be set up before the semester begins and will be conducted either in person or via Zoom. (link will be sent to you).

University Supervisors are also required to view the cooperating teacher orientation before the placement begins. You can view, or listen to, the Cooperating Teacher Orientation Video Series in its entirety before the student teacher arrives. In the video series, you will learn a CT's

responsibilities, student teaching assessment criteria, and other information pertaining to their role as cooperating teacher. You will also learn how to evaluate teacher candidates using the different evaluation forms developed by Regent University.

Protocols for Conducting Observations in the Schools

Admittance to All Schools

All public schools in Virginia require visitors to sign in at a security desk and show a photo ID. Please be sure to follow these protocols in addition to any others that the school may require.

Establishing Channels of Communication with Your Assigned Cooperating Teachers

Open communication between supervisors and cooperating teachers enhances and supports their work as colleagues and partners. Get to know the cooperating teacher. After attending the mandatory training for all cooperating teachers, email your assigned cooperating teachers and

Exchange phone numbers to facilitate opportunities to confer and discuss progress between observations;

When you schedule observations, please use your Regent Email to send a calendar appointment to your teacher candidate and the cooperating teacher. Use the sample Observation Email template to set up your appointment.

When you go in for your first observation, encourage cooperating teachers to observe alongside you and to participate in subsequent post-observation conferences with student teachers;

Share your insights and solicit theirs. While the observations you conduct are critical to student teacher development, they still represent snap-shots of practice;

Develop a professional relationship with the cooperating teacher to support observations and triangulate data.

Observation and Feedback of all Teacher Candidates

Frequent, specific, timely feedback is the most powerful thing you give a candidate. Aim for a little feedback every day and a longer conversation every week.

Formal Observations

Type	What it looks like	Frequency
Informal	Scheduled, check of Student Teaching Notebook, Check of Grading Notebook, written feedback using observation form with post conference after.	2 Informal (1 before Mid-Term and 1 before Final) 1 Video Feedback-Candidate creates unedited 30 minute teaching video
Formal	Scheduled, check of Student Teaching Notebook, Check of Grading Notebook, with a pre-conference, written observation using the program's form, and a post-conference	2 Formal (Mid-Term and Final)

Evaluation Instruments used At Regent University

Your observations are the most important evidence in the candidate's evaluation. You see the candidate every day, and the program relies on your judgment.

Formative and summative evaluation

- **Formative:** You will visit the teacher candidate at least 1 time before their Mid-Term Evaluation and 1 time before their Final Evaluation. You will provide feedback using the Observation Form. These evaluations will take place on weeks 4 and 10 of the semester. You will also use the candidate's video lesson as a 3rd informal observation.
- **Summative:** You will conduct a Mid-Term Formal evaluation (Week4) and a Final Evaluation during the last 2 weeks of the placement; you will conduct a final evaluation of the candidate. Please use this form: https://regentuniv.qualtrics.com/jfe/form/SV_7TWUwaU1xOOAvMa. You will also provide feedback using the Observation Form.

Formative feedback should never be a surprise at summative time. If a rating will be low, the candidate should already know why and what support they have had.

Standards and framework

Candidates are evaluated using Initial Licensure Evaluation Instrument. This instrument has been aligned to the Virginia Teaching Standards. Key areas include:

Standard 1: Professional Knowledge

Standard 2: Planning and preparation

Standard 3: Instructional Delivery

Standard 4: Assessment of and For Learning

Standard 5: Learning Environment

Standard 6: Culturally Responsive Teaching and Equitable Practices

Standard 7: Professionalism

Standard 8: Student Academic Progress

Observation Form for University Supervisor

You will use the Report of Observation Form (See Appendix) and complete it during each observation. Once you have met with your teacher candidate and discussed the observation, please email a copy of your Report of Observation Form to the Academic Support Manager within 2 days of the observations. In completing this form, you will need to keep a script of:

What the teacher candidates says and does during the lesson.

Keep notes on **Time on task or engagement checks:** note how many students are engaged at set intervals.

Questioning log: record the types and levels of questions and who responds.

Movement or proximity map: track where the candidate moves during instruction.

Review the Teacher Candidates student teaching notebook and Data Binder.

- Provide feedback to the teacher candidate in the post observation using this format:
- Ask the candidate to describe what went well and what they would change.
- Share the evidence you collected, not just your impressions.
- Name one or two strengths and one or two priorities for next time.
- Agree on next steps and when you will check progress.
- To view a sample completed observation form, click here.

First Observation Meeting

For the first observation of your assigned teacher candidate(s), please conduct an initial trial (university supervisor, cooperating teacher, teacher candidate) meeting at the beginning of the

semester in order to begin building a strong relationship and ensure that expectations for all parties involved are set.

Tips for Giving Effective Feedback

Good feedback is:

Specific: "Your directions were clear because you showed an example first," not "Good job."

Timely: within a day whenever possible.

Balanced: acknowledge strengths and name areas for growth.

Actionable: offer a concrete next step the candidate can try.

Focused: limit to a few priorities rather than a long list.

Two-way: invite the candidate to respond and propose solutions.

Useful sentence starters:

"I noticed..."

"What was your thinking when...?"

"One thing you might try next time is..."

"How did you know students understood?"

Please see Active Listening Stems and Coaching Stems for additional tools.

As you give feedback, remember:

1. Focus feedback on behavior rather than the person.

It is important that we refer to what a person does in the classroom rather than a personal trait. Thus, we might say a person "talked considerably at the meeting" rather than that this person is "a loudmouth."

2. Focus feedback on observations rather than inferences.

Observations refer to what we can see or hear in the behavior of another person, while inferences refer to our interpretation of the behavior (as in "you were defensive"). The sharing of inferences or conclusions may be valuable, but it is important that they be supported by observations and facts.

3. Focus feedback on description rather than judgment.

The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

4. Focus feedback on the sharing of ideas and information rather than on giving advice.

By sharing ideas and information we leave the receivers free to decide for themselves in the light of their own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell them what to do with the information, and in that sense we take away the freedom to determine the most appropriate course of action as well as reducing their responsibility for their own behavior.

5. Focus feedback on exploration of alternatives rather than answers or solutions.

The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution which may or may not fit a particular problem.

*If an issue or problem arises, please speak openly with the student teacher about your concerns.

How to Have Difficult conversations

Raise concerns early, privately, and kindly. If something is not improving:

Describe what you observed and why it matters, using evidence.

Ask the candidate for their view.

Agree on specific actions and a date to revisit.

Document the conversation.



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General Guidelines for Problem Solving and Conflict Management

Understand that problems may not be seen as such by everyone involved based on personal experiences and their perceptions

Most problems are best solved by those in the situation, not those on the outside.

Most problems are best solved when they are addressed as soon as possible. Let student teachers know that *professional development includes learning how to solve problems.*

When problems are well-defined, resolutions often follow more easily. The following steps may be helpful in addressing a problem:

The problem should be defined as clearly as possible. What is occurring? How often? Under what circumstances?

Consider who/what is contributing to the problem. Is everyone working from the same observations, facts, and vocabulary? Does everyone share the same values and beliefs?

Do roles, responsibilities, or expectations need to be clarified? What are the honorable intentions of those involved? How might they be contributing to the problem?

What is within one's control? What is within others' control? If the problem is outside the control of both parties, who should deal with it or take it to the next level?

Stop and check behavior as the problem is addressed. Are people listening to the point of view of the other person? What is the other person's perception of the problem? Does anyone feel attacked?

In cases where teacher candidates are experiencing difficulties with their cooperating teacher, encourage them to identify the problem in objective terms and brainstorm ways to address the problem in a respectful manner. Consider using the following steps:

Timing: Consider when to meet with the person. It is best to meet in private during an agreed upon time rather than in front of others or at an inopportune time.

Approach: Start with a positive comment and then share perceptions of the problem before suggesting a solution(s). Listen carefully and objectively and focus on the facts.

Tone: The level of calmness will influence the outcome of the meeting.

Solution and acknowledgment: If a solution is agreed upon, acknowledging the other person in his/her effort can help everyone put their best foot forward.

Grading

The final grade is assigned by University Supervisor. Grades are determined by an average of all evaluation scores of the Cooperating Teacher and University Supervisor. Grades for UED 495 Field Placement Student Teaching are comprised of two scores: attendance at the student teaching seminar sessions and the average of all evaluations from cooperating teachers and university supervisors. A teacher candidate may fail student teaching if he or she does not meet the standards for a successful teacher candidate. A successful teacher candidate will earn a rating of above 2.5 on at least 7 of the 8 standards or a total of 19 points based on the evaluation scores for the total of the placement.

Payment for Mileage

University Supervisors are expected to turn in monthly mileage reimbursement forms for any classroom visits. Please use the Expense Report form listed on https://www.regent.edu/business-office/#accounts-payable--online-forms/online-forms . To submit, please email to the current ASM for the department.



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Appendix A: Observation Form

OBSERVATION OF TEACHER CANDIDATE

Teacher Candidate **Date:**

Cooperating Teacher **School** **Grade**

Lesson Plan/Binder Comments:

- Lesson Plans-
- Class Roster-
- Grading and Assessment Evidence-
- CT Signature Log-
- Professional Development Log-
- Communication Log:
- Student Work Samples-

Strategies in Lesson Plans:

Instructional Strategies: See Think Wonder Graphic Organizer Frayer Model

Cooperative Learning Structures: Think Pair Share Turn and Talk Numbered Heads Together Inside/Outside Circle Round Robin Pairs Check

Assessment: Exit Tickets 3-2-1 Penny for your Thoughts Quiz Test

Standards Rating (Please highlight rating):

Standards 1:	Highly Effective	Effective	Approaching Effective	Ineffective
Standard 2:	Highly Effective	Effective	Approaching Effective	Ineffective
Standard 3:	Highly Effective	Effective	Approaching Effective	Ineffective
Standard 4:	Highly Effective	Effective	Approaching Effective	Ineffective
Standard 5:	Highly Effective	Effective	Approaching Effective	Ineffective
Standard 6:	Highly Effective	Effective	Approaching Effective	Ineffective
Standard 7:	Highly Effective	Effective	Approaching Effective	Ineffective

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Standard 8: Highly Effective Effective Approaching Effective Ineffective

Observations:

Went Well:

Strengths:

Refinement:

Focus for Next Observation: Click here to enter text.

Next Visit Click here to enter a date. Time Click here to enter text.

Electronic Teacher Candidate Signature

DateClick here to enter a date.

Electronic University Supervisor Signature

Date

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Appendix B: Lesson plan template

For reference only. Downloadable MS Word format available online at www.regent.edu/studentteacher

Level II - Teacher Ed Lesson Plan Template (UED Courses)	
Student Teacher:	**Date:**
Title of Lesson:	**Cooperating Teacher:**
Core Components	
Subject, Content Area, or Topic	
Student Population	
Learning Objectives	
Virginia Essential Knowledge and Skills	
VDOE Technology Standards Addressed **English Language Proficiency Standards (ELPS) Addressed**	
Materials/Resources	

High Yield Instructional Strategies Used (Marzano, 2001)

Check if Used	Strategy	Return
	Identifying Similarities & Differences	45%
	Summarizing & Note Taking	34%
	Reinforcing Efforts & Providing Recognition	29%
	Homework & Practice	28%
	Nonlinguistic Representations	27%
	Cooperative Learning	23%
	Setting Goals & Providing Feedback	23%
	Generating & Testing Hypothesis	23%
	Questions, Cues, & Advanced Organizers	22%

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DOES YOUR INSTRUCTIONAL INPUT & MODELING YIELD THE POSITIVE RETURNS YOU WANT FOR YOUR STUDENTS?

Check if Used	Strategy	Return
	Teach Others/Immediate Use of Learning	95%
	Practice by Doing	75%
	Discussion	50%
	Demonstration	30%
	Audio Visual	20%
	Reading	10%
	Lecture	05%

Time (min.)	Process Components
	***Anticipatory Set**
	***State the Objectives (grade-level terms)**
	***Instructional Input or Procedure**
	***Modeling**
	***Check for Understanding**
	***Guided Practice**
	***Independent Practice**
	Assessment
	***Closure**
Differentiation Strategies (enrichment, accommodations, remediation, or by learning style).	
Classroom Management/Safety Issues	

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Lesson Critique. To be completed following the lesson. Did your students meet the objective(s)? What part of the lesson would you change? Why?

*Denotes Madeline Hunter lesson plan elements. McDonald's Draft (2010). Modified by Kreassig and Gould (2014) for use with student teachers.

Intern Signature	**Cooperating Teacher Signature**	**Date**



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Appendix C: Observation forms

Initial Licensure Field Evaluation

Student teachers are evaluated at the mid-term and end of the placement. Evaluators rate student teachers on 46 items related to eight professional standards. Evaluators rate teacher candidates, using the scoring rubric outlined below, on the degree to which the student teacher has demonstrated each standard.

Scoring Rubric

Highly Effective - Demonstrates the standard in an exceptional, creative, and/or innovative way. Role model for others.

Effective - Consistently demonstrates the standard with adequate progress as a pre-service teacher.

Approaching Effective - Inconsistently demonstrates the standard and requires growth to become effective.

Ineffective - Rarely meets the standard and requires focused and substantial growth to become effective.

Evaluation Items

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.

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.

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

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.

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- 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.
- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- Develops higher-order thinking through questioning and problem-solving activities.
- Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

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.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 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).
- Aligns student assessment with established curriculum standards and benchmarks. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

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

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

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).

- 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.
- 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.
- 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.
- 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)

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.

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

Standard Eight: Student Academic Progress. The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.
- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

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

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). Guidelines for uniform performance standards and evaluation criteria for teachers. Richmond, VA: Author.

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Appendix D: Mentoring Tools

Active Listening Questioning Stems

Active listening is a key skill for mentors because it helps them **understand, reflect, and support** the student teacher.

Clarifying Questions

- "Can you tell me more about that?"
- "What do you mean when you say ___?"
- "Can you give me an example of that in your classroom?"

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2. Probing Questions

- "Why do you think that happened?"
- "How did you feel when that occurred?"
- "What were your thought processes during that lesson?"

---

3. Reflective Questions

- "What went well for you today?"
- "What do you think could be improved?"
- "How did the students respond to your approach?"

---

4. Encouraging Self-Assessment

- "What part of your lesson are you most proud of?"
- "Which strategy would you like to try differently next time?"
- "How does this connect to your teaching goals?"

5. Supporting Problem-Solving

- "What options do you see for addressing this challenge?"
- "Which approaches have you considered, and why?"
- "What could be your next step?"

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6. Promoting Deeper Thinking

- "What assumptions are you making about your students?"
- "How does this align with your long-term teaching goals?"
- "What might you do to engage all learners more effectively?"

Tips for Using These Questions

- **Pause after asking** – give time for the student teacher to reflect and answer.
- **Avoid interrupting** – let them finish before responding.
- **Paraphrase or summarize** what they say to confirm understanding: "So you're saying ___, is that correct?"
- **Use neutral, non-judgmental language** to make them feel safe sharing openly.

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Coaching Stems

1. Observation and Feedback

- "I noticed that when you ___, the students ___."
- "One strength I observed in your lesson was ___."
- "I wonder what might happen if you ___."
- "Can you tell me what your goal was for ___?"
- "I saw that some students were ___; how did you plan to address that?"

---

2. Encouraging Reflection

- "What went well in this lesson, and why?"
- "What would you do differently next time?"
- "How did the students respond to ___?"
- "Which part of the lesson challenged you the most, and how did you handle it?"
- "How does this lesson connect to your teaching goals?"

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3. Goal-Setting and Planning

- "What is one thing you want to focus on for your next lesson?"
- "How can we break this goal into smaller steps?"
- "Which strategies might help you achieve this outcome?"
- "How will you know if your approach is successful?"
- "What support or resources do you need from me?"

---

4. Encouraging Growth Mindset

- "I appreciate your effort in ___; what did you learn from that experience?"

- "Mistakes are opportunities to grow; what could we try next time?"
- "How can you build on this strength in future lessons?"
- "What part of your teaching makes you most proud?"

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5. Supporting Classroom Management

- "I noticed students were ___; how did you handle it?"
- "What strategies could help maintain engagement during ___?"
- "How might you redirect attention without disrupting learning?"

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Appendix E: Policies and forms

- Student Absences
  - If a teacher candidate needs to be absent for any reason, they must fill out the Absence report form . Candidates can miss 2 days of work and will not have to make up those days. Days missed outside of 2 days will be made up at the end of the semester.

- Incident Reporting

  - To ensure a safe and professional learning environment, candidates must report any incidents that occur during the field placement. This includes, but isn't limited to, injuries, suspected child abuse or neglect, breaches of confidentiality, safety concerns, or harassment. Prompt reporting protects everyone involved and helps us provide necessary support and resources. If an incident occurs, please have the candidate report the incident to their university supervisor immediately. Candidates must also complete the university's Field Placement Incident Report Form within 24 hours. Incident report form.

- Improvement Plan
  - Should a teacher candidate need to make some improvements, the cooperating teacher will work with the university supervisor to outline a plan of improvement. A sample template can be found here. Improvement plan template

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Appendix I: Contacts and resources

Contact	Title	Phone	E-Mail
Dr. Kurt Kreassig	Dean, School of Education	757-352-4372	kkreassig@regent.edu
Dr. Karen Drosinos	Teacher Education Department Chair	757-352-4672	karedro@regent.edu
Dr. Jenny Sue Flannagan	Director of Student Teaching	757-352-4123	jennfla@regent.edu
Romeo Villanueva Jr. BBA	Coordinator of Field Placements for Licensure Programs	757.352.4205	rvillanueva@regent.edu