REGENT UNIVERSITY

School of Education

Student Teaching Handbook

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Introduction

The Regent University 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 is a guide for teacher candidates and other professionals involved in the teacher candidate internship. This handbook provides policies, requirements, and guidelines for those involved. Each participant is expected to familiarize themselves with the content of the handbook.

The teacher education program at Regent University recognizes the cooperating teacher as an invaluable educational partner who has lasting effects on shaping future teachers. School leaders and university faculty also serve a critical role in the success of the teacher candidate. The heart of mentorship lies in a commitment to professional growth, mutual respect, trust, and collaborative relationships that support educators in their continued development (Hsieh et al., 2026). We extend our sincere appreciation for those willing to share in the growth of our students in this challenging and collaborative endeavor.

Thank you for working as a team to ensure the success of our teacher candidates.

Karen J Drosinos, Ed.D.
Director, Teacher Education Programs
Regent University, School of Education

Overview

This handbook is designed as a resource to be used during internships. The internship experience should be approached with a great deal of respect for the responsibilities involved and be regarded as an important experience for the teacher candidate. During the internship semester, the teacher candidate assumes an important role in terms of responsibilities and obligations to the students and the school where the teaching preparation is taking place. It is imperative that the teacher candidate arranges personal time schedules to allow proper attention to teaching preparations and other school responsibilities.

Internship Eligibility Requirements

It is the teacher candidate's responsibility to secure forms and materials necessary to apply for admission to the Internship. The student teaching internship application is available online using the link below and must be completed by the established deadlines.

http://www.regent.edu/acad/undergrad/academics/departments/ids/student_teaching_app.cfm

Eligibility

To be eligible for the student teaching internship, candidates must complete the following criteria:

- Cumulative GPA of at least 3.0.
- Be in good academic standing as indicated on the unofficial transcript in Genisys.
- Successfully complete ALL professional education coursework, with a grade of C or better, the semester PRIOR to the internship.
- Pass ALL professional education assessments PRIOR to applying for internship: Praxis® Subject Area Assessment(s) and Virginia Communication and Literacy Assessment (VCLA), and for PK-3 and PK-6 endorsements, the Praxis® Teaching Reading: Elementary Assessment. Review the "Licensure Assessments" panel on the Teacher Education Resources website for more details.
- Documentation of completed field placement final evaluations.
- Clear background check through CastleBranch.com.
- Proof of current negative tuberculosis (TB) test results.
- Proof of current First Aid/CPR/AED certification.
- Proof of current professional educator's liability insurance.
- Copy of child abuse training certificate (website training link found at https://www.dss.virginia.gov/ltd/training-fs/cwse5691--training/)
- Copy of behavior intervention and support training certificate (website training link found at https://cieesodu.org/initiatives/restraint-and-seclusion/)
- Copy of dyslexia awareness training certificate (website training link found at https://virtualvirginia.instructure.com/courses/14354/pages/dyslexia?module_item_id=4399525)

- Copy of cultural competency training certification (website training link found at https://culturalcpd.emediava.org/)
- Complete a degree plan with your current academic advisor indicating that all coursework will be completed the SEMESTER PRIOR to starting the internship.
- Submit the online student teaching application by the required deadline outlined on Teacher Education Resources webpage at https://www.regent.edu/college-of-arts-and-sciences/departments/teacher-education/teacher-education-resources/student-teaching-application/ .

Insurance Coverage

The School of Education requires that candidates enrolled in any license granting program acquire Educators Professional Protection liability insurance prior to registration for placement and internship. This insurance is a safeguard for you and must be maintained throughout the duration of your program placement. This policy should name the student as insured, and Regent University as additional insured. A certificate of insurance must be provided to the Coordinator of Field Placement for Licensure Programs before the semester's registration takes place.

The required minimum amount of one hundred thousand dollars incidental coverage with a three hundred-thousand-dollar aggregate is needed for annual liability coverage ($100,000/$300,000). Rates for this coverage vary depending on the insurance company. Generally, premiums range from $20-$50 per year of coverage. Though membership in a professional organization is highly encouraged by the School of Education, it is not required. Total cost for insurance and a professional membership normally will be about $20- $120 per year. Students must show evidence of insurance liability coverage prior to registration of the student teaching experience; without it, he or she will not be permitted to begin the student teaching experience. The student is responsible for renewing this coverage each year in the program and for turning in a copy of the insurance documentation to the Coordinator of Field Placement for Licensure Programs.

The School of Education recommends the following providers:

1. **Christian Educators**
   P.O. Box 45610; Westlake, OH 44145 (888) 798-1124; Fax (440) 250-9584
   Website: www.christianeducators.org
   Up to $2,000,000 liability coverage during membership.

2. **Student Virginia Education Association (SVEA)**
   Students interested in joining the SVEA should contact Donna Hamilton at VEA (1-800-552-9554 or dhamilton@veanea.org) for a membership form or join online at https://www.veanea.org/join/

3. **Virginia Professional Educators**
   For more information call (888) 873-9661 or visit the website: https://virginiaeducators.org/newmember/

Criminal Background Check

Students are required to order a background check through CastleBranch.com. the Background Check cost is $52. Students are responsible for this cost. Students will order the Regent University background check package, code RQ14. The background check is reviewed by the SOE Field Placement Coordinator and communicates with the Teacher Education Chairperson if any issues are noted.

Students who do not comply with this requirement will not be allowed to enroll in the internship, and lack of the required teaching experience could delay a student's graduation from his or her degree program.

If there are areas of concern surrounding a background check, a meeting will be arranged with the Teacher Education Chairperson to discuss those concerns. Any needed response plan will be developed on an individual basis. If the student is not satisfied with the response plan, the student may appeal the decision in accordance with the procedure for Academic Appeals, found in the Regent University School of Education handbook.

Areas of concern shall include but not be limited to: child abuse or neglect, felony convictions, especially those involving harm to others, theft or fraud convictions, drugs, sexual assault, and misdemeanors other than minor moving traffic violations.

Regent University Student Teaching Internship

Definition of Student Teaching

The purpose of student teaching is to provide a mentoring relationship that allows for guided opportunities for teacher candidates to develop their competencies in major areas of teaching.

The internship involves:

1. Developing an on-going personal philosophy of teaching.
2. Learning about and developing teaching techniques, including effective integration of technology.
3. Teaching individuals, small groups, and whole classes.
4. Evaluating students and their learning styles.
5. Evaluating and tracking pupil progress.
6. Diagnosing teaching difficulties; implementing changes as necessary.
7. Assisting and individualizing instruction.
8. Conferring with other teachers.
9. Conferring with principals and supervisors.

10. Collaborating as part of a team to work effectively with diverse P-12 students and their families.
11. Learning how to make a difference in the lives of students both academically and personal.
12. Evaluating personal and professional growth as a teacher.
13. Demonstrating reflective thinking and practice.
14. Demonstrating professional and personal reflection through the development of a summative portfolio.
15. Participating in University seminars.

The mentoring relationships and the internship experience form a critical part of the teacher candidate's program. This is where knowledge, theory, and practical application must combine into cohesive and successful classroom practices.

Objective and Expected Outcomes

Each teacher candidate will:

1. Complete a 15-week experience, with a minimum of 500 hours, in an accredited schools.
2. Evaluate basic personal qualifications for teaching through interaction with the cooperating teacher, school administrators, and the Director of Student Teaching.
3. Apply and test professional knowledge, understanding, and skill through a variety of practical teaching experiences.
4. Participate in and assume responsibility for various teaching activities.
5. Have direct contact with as many major phases of a school's operation as possible.
6. Observe other practicing teachers at the assigned school site.
7. Develop and display professionalism and readiness to enter the profession.
8. Document program skill application through the development of the e-portfolio.

Stages of Student Teaching

Just as a child does not learn to run before walking or play an instrument on the first try, a student teacher does not learn full classroom responsibility instantaneously. According to Piland and Anglin (1993)*, student teachers progress through four stages during their teaching experience: (a) fear/uncertainty - characterized by fear of the unknown and "how to" questions, (b) socialization - they begin to relate to their cooperating teacher, the staff at the school, and the students, (c) autonomy - student teachers want to take control, and (d) self-affirmation attained by reaching personal goals and expectations.

In order for the student teachers to have a positive experience (in which they attain autonomy and self-affirmation), it is very important that the cooperating teacher assist the student teacher in the gradual taking over of full responsibility for the classroom, rather than taking full responsibility too quickly. Therefore, this portion of the handbook will describe a gradual four phase process for accomplishing the incremental progress toward the goal of full classroom responsibility

Stage One: Orientation and partial responsibility (Weeks 1-2)

Teacher Candidate

- Becomes familiar with colleagues and school facility
- Learns names of pupils and becomes familiar with their unique needs
- Observes instruction using classroom observation and overview
- Begins teaching, following lesson plans prepared by cooperating teacher
- Observes classroom routines and procedures, and describes them in writing
- Participates in classroom routine (e.g., roll-taking or recording grades)
- Participates in related activities (e.g., faculty meetings or athletic events)
- Tutors individual students and small groups
- Becomes familiar with content to be taught later in the semester
- Begins to develop detailed unit/daily lesson plans
- Constructs teaching activities that motivate learning
- Keeps student teaching time log
- Begins a reflective journal on a bi-weekly basis in canvas
- Asks cooperating teacher and University Supervisor for specific feedback on lesson plans, classroom management, and instructional performance

Stage Two: Co-Teaching (Weeks 3-4)

Teacher Candidate

- Identifies special class characteristics and relates instruction to individual students.

- Manages some classroom routine tasks and classroom procedures.
- Assumes instructional responsibility for the school day, adding one subject, period or preparation over the two weeks as teaching proficiency increases.
- Increasingly develops daily lesson plans with guidance from cooperating teacher.
- Continues to develop instructional materials for at least one class or one subject lessons.
- Participates in faculty meetings, parent/teacher conferences, PTA meetings, and staff development workshops offered through the district.
- Continues to maintain student teaching time log.
- Continues to journal on a bi-weekly basis in Canvas.
- Asks cooperating teacher and university supervisor for specific feedback on lesson plans, classroom management, and instructional performance.

Stage Three: Increasing Lead Teaching (Weeks 5-8)

Teacher Candidate

- Continues to take on responsibility for lesson planning, preparing materials, delivering instruction, and monitoring student progress.
- Implements and maintains an effective discipline plan.
- Communicates with parents (via newsletters, personal notes, phone calls).
  Assumes primary responsibility for student assessment and recommends student grades to cooperating teacher.
- Provides instruction that recognizes individual student needs.
- Continues to maintain student teaching time log.
- Continues with reflective journaling on a bi-weekly basis in Canvas.
- Asks the school principal (or other building administrator, such as grade-level or department chair) to observe a lesson and provide feedback.
- Creates and submits a 30-minute video recording of a teaching session for virtual observation and evaluation by the university faculty in the teacher education department. The teaching video also serves as a self-evaluation tool.

Stage Four: Full Teaching Responsibility (Week 9-14)

Teacher Candidate

Continues to prepare lesson plans and to grade students' assignments.

- Assumes responsibility for lesson planning, preparing materials, delivering instruction, and monitoring student progress.
- Implements and maintains an effective discipline plan.
- Communicates with parents (via newsletters, personal notes, phone calls).

- Assumes primary responsibility for student assessment and recommends student grades to cooperating teacher.
- Provides instruction that recognizes individual student needs.
- Continues to maintain student teaching time log.
- Continues with reflective journaling on a bi-weekly basis in Canvas.
- Continues to participate in classroom and school activities.
- Continues to maintain student teaching time log.
- Returns the classroom to the cooperating teacher, teaching less and less over the period of the last two weeks of the semester.

Student Teaching Roles and Responsibilities

Cooperating Teachers

Cooperating teachers are asked to communicate with the University Supervisor on the progress and performance of the teacher candidate during regular visits by the supervisor and at other times when necessary. Please do not hesitate to contact the Director of Student Teaching at any time should you have concerns regarding the teacher candidate's performance during the internship. Many of the activities below apply only to those doing traditional practical training experiences. Teacher candidates will participate in as many of the following as allowed in their setting. Teacher candidates should abide by all rules, regulations, and expectations of that district.

Cooperating teachers are selected by the school district and must be credentialed in specific endorsement to match the grade level assignment. Regent University also, at the recommendation of a teacher candidate, will invite cooperating teachers who have been identified by candidates as highly effective mentors to apply to work with the university. Recommendation form can be found here.

Teacher Candidate

The teacher candidate is expected to meet specific requirements established by the School of Education. The teacher candidate also has certain responsibilities to the cooperating school system, the cooperating teacher, the staff of which he/she is temporarily a part, and the students with whom he/she is involved. Three outcomes will be produced as a by-product of the experience: reflective journals, electronic portfolio, seminar attendance, and participation.

Guiding Principles

1. The teacher candidate works primarily under the authority and guidance of the cooperating teacher to whom he/she is assigned, as well as being under the authority of the principal or administrative head of the school and the Director of Student Teaching.
2. During the semester in which the internship occurs, the teacher candidate is expected to be on duty in the assigned classroom every day that the school is in session unless excused by a responsible authority.
3. The teacher candidate is a guest of the cooperating school and will be recognized as a representative of Regent University by students, faculty, and the community. Therefore, as a member of the teaching profession, the teacher candidate needs to maintain the same professional standards expected of all teaching employees of the school.
4. The teacher candidate is expected to assist in extracurricular activities when possible but is not to be placed in charge of outside activities unless he/she is under the supervision of the cooperating teacher, or another professional educator assigned to the authority position of the activity.
5. The cooperating teacher or administrator should emphasize the importance of professional ethics. The plan is to strengthen the teacher candidate's understanding of

ethical obligations and accountability to the students in the classroom and to the participating school district.

6. When analyzing and discussing specific educational situations observed at the site, discretion is vital, and the teacher candidate should use caution to not reveal names of teacher, student, staff, or class observed. Students' personal and academic files, which are privileged information, should always be treated as such.
7. The teacher candidate should establish personal guidelines that will support the cooperating school's policies and reflect support for the school system.
8. The teacher candidate must be sure the students understand all classroom rules and regulations and should encourage the good in students, praise appropriate behavior, and consistently reinforce the established classroom procedures.
9. The teacher candidate is urged to accept every task as a potential learning experience to fulfill as effectively as possible his/her role as teacher. The teacher candidate should develop his/her own educational philosophy consistent with the principles of Regent University.
10. School of Education policy prohibits the release of the teacher candidate to accept a teaching position prior to successful completion of the internship. Receiving compensation for the student teaching field experience is not appropriate.
11. The teacher candidate should not transport any school student(s) in any vehicle except in an emergency situation and as authorized by the cooperating school administration per the guidelines of the specific district. This prohibition extends to field trips and overnight trips that the teacher candidate should attend only if accompanied by the cooperating teacher or other responsible school representatives.
12. The Teacher Education Chairperson, in consultation with the district's office, cooperating teacher, and Director of Student Teaching, can change or terminate the teacher candidate's assignment if necessary. The decision to change or terminate an assignment is an extremely rare occurrence.

Preparation

- During the first week of the semester, complete the Teacher Candidate Personal Data Form via Bb. The Director of Student teaching will provide copies of the form to the cooperating teacher and student teacher.
- On the first day of student teaching, provide the Director of Student Teaching with a schedule and classroom location in digital format (pdf) via email, if the cooperating teacher has not already done so.
- Maintain a reflective journal on bi-weekly basis via Canvas. The journal may include but is not limited to the student teacher's reflections on classroom instruction, management, assessment, collaboration, and daily interpersonal interactions in the school environment. Journal entries should include not only facts about the experience but provide evidence of reflection and how the teacher candidate will use the experiences to grow professionally. The journal will also provide evidence of intern's awareness of strengths and weaknesses

during the teaching internship and may address the impact of faith on teacher candidate and student development.

- Maintain a Student Teaching Log Sheet (see p.54). Direct Teaching Contact Hours include instructional hours when children/teens are required to be in school. Non-Student Contact Hours include all other times before- or after-school hours spent planning and preparing for instruction as well as attending school-related events or meetings. Student teachers may count school-related professional development days and time spent at their e-Portfolio Presentation and Exit Conference (1/2 day) as Non-Student Contact hours.
- Have copies of all lesson plans and related materials, student teaching time log sheet, copies of evaluations, and the class schedule in a notebook available for the Director of Student Teaching during school visits. Journal reflections will be submitted bi-weekly via Canvas.
- Write lesson plans for all lessons taught.
- Submit lesson plans to the cooperating teacher at least two days prior to instruction so the cooperating teacher has the opportunity to make any needed corrections or suggestions.
- In the critique section of each lesson plan, answer the following questions:
- Did your students meet the objective(s)?
- What part of the lesson would you change? Why?
- Present assessments to the cooperating teacher for review two days prior to the day given. Follow-up should include administering and scoring any assessments.
- Prepare selective teaching aids and use supplemental resources.
- Observe at least two (2) other teachers during the internship experience representing a variety of settings and teaching styles.

Instruction

- Complete a 15-week, minimum of 500 hours, experience at one placement.
- Utilize audiovisual equipment and computer/instructional/learning technology.
- Assume increasing teaching responsibilities until teaching without assistance from the cooperating teacher.
- Work with large and small groups as well as with individuals to become aware of the total range of student motivation levels and general academic abilities.
- Gather and present classroom-level data. Use data for instructional decision-making.

Management

- Use positive verbal and non-verbal reinforcement for the tasks assigned within the classroom.
    - Actively participate in team problem solving and planning.
    - Maintain anecdotal records and monitor daily progress toward academic objectives.

- Manage the instruction of the classroom including the start and end of each class period, subject lessons, the end of day dismissal, etc.
- Handle discipline problems according to school and classroom guidelines.
- Maintain grading standards and apply these standards during the grading period. In conjunction with the cooperating teacher, assume responsibility for recording grades and assisting in reporting student progress.

Professional Interactions and Responsibilities

The teacher candidate should meet the professional standards as outlined in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (2021). You should "*demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.* (p. 8). The Director of Student Teaching and the Cooperating Teacher must be notified if you are going to be absent during the internship (see Attendance section).

University Supervisor

The University Supervisor is the official representative of the School of Education at Regent University and is assigned by the Dean to work with teacher candidates. University Supervisors should meet the following criteria:

1. Must be a former or current licensed public or private school teacher or school administrator.
2. Must submit three letters of recommendation, and at least one recommendation should be from a recent supervisor.
3. Must demonstrate knowledge of current teaching methodologies and strategies as well as curriculum content.
4. Must be acquainted with current public schools, state, and higher education practices, programs, standards, and responsibilities.

The School of Education adheres to a team approach in which the Director of Student Teaching and the cooperating teacher provide continuity in guidance. This continues in the university classroom by relating the experience in the field to discussions with peers and university professors in appropriate seminars.

University Supervisors will:

1. Observe the teacher candidate by:
    a. Making periodic visits (some announced and some unannounced).
    b. Observing the teacher candidate in a variety of teaching situations.
    c. Conferring with the teacher candidate and cooperating teacher.

d. Reviewing lesson plans maintained by the teacher candidate relating to the field experience.

2. Evaluate the teacher candidate by:
    a. Having the teacher candidate self-evaluate during post-conference with the Director of Student Teaching.
    b. Providing written formative evaluation with recognition of strengths and suggestions for improvement.
    c. Reviewing the teacher candidate's bi-weekly journal entries and internship portfolio.
    d. Providing written summative evaluation with description of teacher candidate's area of strength and areas for further growth.
    e. Calculating the final grade for the ePortfolio and 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. Being available to advise, counsel, and assist the teacher candidate throughout the internship.

Resolving Conflicts During Student Teaching

Regent University and the School of Education are dedicated to providing quality programs in a learning environment that promotes academic excellence in students, as well as professionalism in faculty members. As in many universities, conflicts and misunderstandings are bound to arise between students and faculty.

The School of Education recognizes the rights of both students and faculty and strives to protect the rights of each group. To that end, the following steps are to be employed to resolve all misunderstandings (based on Matthew 18):

1. The student shall attempt to resolve all misunderstandings with the faculty member before taking his/her concern to the Teacher Education Chairperson.
2. If the student or faculty member believes that the misunderstandings have not been resolved, either may then take his/her concerns to the chairperson.
3. The chairperson shall provide a forum in which both the student and faculty member will participate jointly in an attempt to resolve the misunderstandings.
4. If the misunderstandings cannot be satisfactorily resolved in Step 3 (above), the student or faculty member may request, in writing, that the chairperson take the problem for resolution to the Dean of the School of Education.

Methods of Evaluation During Student Teaching

During student teaching, assessment has formative and summative purposes. Formative assessment generates information that the student can use to improve performance during the student teaching experience. This information is provided to the teacher candidate by the cooperating teacher in the form of bi-weekly (p. 57) and mid-term evaluations (p. 59). Summative assessment is a final judgment on the teacher candidate's performance and leads to the final grade on the student's transcript.

Effective assessment is characterized by the following principles:

- Assessment promotes growth by providing feedback that helps an individual develop strengths and minimize weaknesses.
- Assessment for developmental purposes is ongoing, cooperative, and centered on purposeful observation, reflection, and analysis.
- Assessment involves identification of learning goals and objectives.
- Assessment can be focused on specific objectives or areas of concern, or it can be comprehensive, utilizing various kinds of information pertinent to the question at hand.

There are three general categories of assessment conducted during the student teaching experience: regular conferences between the teacher candidate and the cooperating teacher which will include bi-weekly assessments (formative), mid-term assessment (formative), and the final assessment (summative). The University Supervisor will provide formative feedback during announced and unannounced observations along with a mid-term and final assessment of the teacher candidate.

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.

Extending Student Teaching

A teacher candidate may receive an "Incomplete" after completing student teaching. In this case, the teacher candidate will be given the chance to extend student teaching rather than fail. A remediation plan will be implemented and must be strictly followed by the teacher candidate. If, after the extended time is completed, the teacher candidate is able to meet the standards for a successful teacher candidate, he or she will receive a grade based on evaluations from the experience.

"Incomplete" means that the teacher candidate has completed all of the requirements for student teaching but needs more time to become "Effective" in one or more of the areas on the student

teaching final evaluation. In addition, the teacher candidate has shown growth and perseverance in troublesome areas and only needs more time to become "Effective." The decision to assign "Incomplete" to a student is an extremely rare occurrence and will be the decision of the Teacher Education Chairperson and the Director of Student Teaching in collaboration with the teacher candidate's Cooperating Teacher.

Termination of Student Teaching

If a teacher candidate is asked to leave his or her student teaching assignment by the Cooperating Teacher or other school official, the student teaching experience will be immediately terminated.

A candidate who fails student teaching will be required to spend time in remediation as determined by the Program Director and the Director of Student Teaching. When the candidate has completed remediation requirements, he or she may be allowed to repeat student teaching. If a candidate fails a second student teaching experience, the candidate will not be permitted to student teach again. A candidate can only repeat student teaching once. As a result of an unsuccessful internship experience, candidates will be allowed to complete program requirements for a different bachelor's degree program. A teacher candidate who has been removed from student teaching may file an appeal with the Dean of the School of Education.

The Dean will review the information from both the teacher candidate and the Director of Student Teaching. Based on that review, the Dean will determine if the teacher candidate's appeal should be granted. If granted, the candidate will be allowed to have a new student teaching placement the same semester. If the semester is close to the end, a new student teaching placement will be given the following semester, at no cost to the teacher candidate. If the appeal is denied, the candidate will be required to sit out one semester and adhere to a remediation plan set up by the Director of Student Teaching. The candidate will also register and reapply to repeat the student teaching semester.

Common Concerns and Frequently Asked Questions

This section addresses the most common concerns confronting teacher candidates and answers some of the most frequently asked questions regarding practical training in schools.

<u>Communication</u>

Open communication is very important for the success of our partnerships. You may contact the Director of Student Teaching or Department Chair at the university via phone or email. Contact information is provided at www.regent.edu/studentteacher.

<u>Schedule</u>

All teacher candidates involved in the internship will follow Regent University's calendar for starting and ending dates of each placement. Once started, however, the teacher candidate shall

follow the schedule and calendar of the individual school to which he/she is assigned. This includes following the teachers' required arrival and departure times, all holidays, spring/fall breaks, half-days, weather-related or any other called cancellation. Any loss of time would need to be accounted for and the teacher candidate's schedule adjusted accordingly (see Attendance).

Personal Appearance

Professional dress is required during the practical training experiences. Jeans and casual attire are not acceptable except when appropriate for special activities (school spirit days, field trips, etc.). Dress for both men and women should be tasteful, modest, and follow the assigned school's dress code.

Attendance

The teacher candidate must notify both the university supervisor, the cooperating teacher, and complete an absence form if he/she is going to miss a day of school. Missed days must be made up to ensure the correct clock hours necessary for state certification. Student teachers who have missed more than two (2) school days during their student teaching semester must make up the missed days (1 day absent = one make-up school day) at the end of the student teaching experience, regardless of the hours noted on their logs.

Professionalism

The teacher candidate should remember that he/she is a guest of both the school and school system. The teacher candidate is also the guest of the cooperating teacher whose classroom practices and procedures must continue smoothly throughout the teacher candidate's placement. Professionalism is emphasized. The teacher candidate should assume the role of humble servant-apprentice in the teacher candidate-cooperating teacher relationship. The teacher candidate should exhibit assertive and authoritative instruction and classroom management as necessary for effective instruction but should yield to the authority of the cooperating teacher at all times.

Evaluation

The teacher candidate is in a mentoring situation to learn, to experiment, to question, and to grow. The teacher preparation program experience should be viewed as an opportunity to serve the students, cooperating teacher, and school community. It is imperative that the teacher candidate remains open to the suggestions, critiques, and evaluations of the cooperating teacher, Director of Student Teaching, and other professionals involved in the internship. Remember, evaluation of teaching practices does not end at the conclusion of the experience; a veteran teacher of twenty years is still being evaluated.

Outside Commitments

The internship is demanding and constitutes a full-time workload. It is strongly recommended that the student teacher focus solely on the internship. In some cases, it may be necessary for

the teacher candidate to work part-time. Teacher candidates are warned against trying to undertake too many commitments. The internship should be the top priority as it is the culmination of the teacher candidate's program.

Substitute Teaching during the Internship

Regent University teacher candidates may NOT be used as substitutes. If the cooperating teacher is absent, the school division has the legal responsibility to hire a substitute because of liability. The student teacher should yield to the authority of the substitute teacher when the teacher is absent. The classroom teacher must provide specific instructions to the substitute if the teacher desires the student teacher to provide some or all of the day's instruction.

Summative E-Portfolio Introduction and Guidelines

The summative e-portfolio is a tool to appropriately showcase the work and growth of the teacher candidate during the final phases of the teacher preparation program. It is NOT simply a gathering of all the lesson plans, and assignments completed during a designated time period that has been placed in a notebook/scrapbook.

The e-portfolio you will develop as a teacher candidate in Regent School of Education teacher preparation program is an evolving structure that will help document growth over time. It promotes self-analysis and critical reflection in ways that help you understand the complexities of the teaching/learning process. Serving as a thread that weaves all parts of the teacher preparation program together, the portfolio helps you integrate knowledge and basic skills from across diverse courses and experiences during your years of study. The portfolio process allows you, as well as your instructors, to visualize the entire conceptual framework of teacher as Professional Educator with all the diverse theoretical and practical activities that shape learning.

From this summative e-portfolio, candidates will create a tailored professional teaching e-portfolio. The professional teaching portfolio offers candidates a means of presenting their professional and personal accomplishments coherently to university supervisors, potential employers, and administrators. Further, it can be used to show school officials why your candidacy is worthy of special notice and gives them the opportunity to view materials beyond those in the resume submitted to a school division as part of an application for employment. Your portfolio design can showcase your strengths and abilities in a way that is both professional and unique.

Collection of Portfolio Artifacts

The first step in e-portfolio preparation is collection. You may want to collect everything related to your work as a teacher. Below is a list of materials to collect. (*) denotes mandatory artifacts that must be included in the e-Portfolio:

- Assignment 1: Lesson plans*
- Assignment 2: Pre and post assessments of student learning with evidence of data analysis*
- Assignment 3: Video of candidate instruction*
- Unit plans*
- Class profile* Use the Student Teaching Diversity Report provided on the Teacher Education Resources page located at www.regent.edu/studentteacher. At the end of the internship, you are required to submit this data for the placement via online forms.
- Survey of K-6 students on candidate performance* Copy of survey and table of student results.
- Field experience evaluation forms*
- Samples of student work stemming from lessons you have taught*
- Administrator Evaluations*

- Candidate reflections*
- Curriculum materials
- Samples of peer, student, teacher, and supervisor feedback
- Curriculum maps
- Photographs
- Papers and/or reviews of professional readings
- Letters of commendation and appreciation
- Activities in professional organizations
- Attendance of presentation conferences
- Certificates, addresses, or links to sites you have developed
- Newspaper articles
- Newsletter items
- Honors and awards
- Inspirational or general learning experiences
- Evidence of being a life-long learner

Final Note

Please note that since your e-portfolio is an evolving document, it is beneficial to select items that give evidence of growth and change in your philosophy and understanding of the interrelationships of the coursework and classroom experiences as you have progressed through the program. Since e-portfolio assessment for teachers as professionals is being endorsed at state and national levels in the United States, you will want to continue to develop your e-portfolio as you move through your teaching career.

While the process of developing an e-portfolio may seem like a daunting task at first, the key to making this task manageable is to follow the guidelines provided for developing the e-portfolio. These guidelines will define expectations for each section of your e-portfolio. They have been provided to help you as you begin your e-portfolio preparation and they are required components of your e-portfolio; however, you are encouraged to extend beyond these requirements so that your e-portfolio becomes a document that reflects your creativity and individuality.

E-Portfolio Organization

Samples and additional resources can be found on the UED 496 Canva site.
Reminders

- Required Electronic Format (Outside web-based system –Weebly)
- Use the following sections to separate your portfolio with sub-sections as needed:
    I. INTRODUCTION
    II. PROFESSIONAL PREPARATION
    III. TEACHING COMPETENCIES
    IV. APPENDIX
- All items in the e-portfolio should be clearly labeled.
- Make sure to give e-portfolio review access to Director of Student Teaching and instructors.

Section I: E-Portfolio Introduction

References the conceptual framework and discusses growth. Should be well-written.

A. **Title Page**. Should include your name, address (city & state), email address, program name, and degree to which you are working towards. If you are blogging your journal reflections, list the blog address.
B. **Introductory Statement.** Referencing program objectives (page 30) and your own experiences in the program, write a one- to two-page discussion of your growth as a professional.
C. **Student Teaching Diversity Report**. Upload a completed Student Teaching Diversity Report (class profile) for each student teaching placement. The report template is located at www.regent.edu/studentteacher under Student Teaching Forms.

Regent program objectives. Regent students will:

- Identify and effectively implement research-based best teaching practices.
- Exhibit moral and ethical behavior in student, parent, and stakeholder interactions.
- Be knowledgeable of and appropriately apply adolescent growth and development theory and concepts.
- Demonstrate effective use of oral and written communication.
- Demonstrate the effective use of classroom management techniques to foster effective learning environments.
- Integrate student-centered technology into their teachings.
- Identify learning areas of need for student(s) and adjust instruction to meet the need of student(s).

- Apply knowledge of scientific and mathematical concepts taught in the elementary grades to positively impact student academic growth.
- Be familiar with and utilize Virginia Department of Education (VDOE) instructional resources. Demonstrate competency on national assessments (PRAXIS I/II) and Virginia teacher licensure assessments (RVE/VCLA).

Section II: Professional Standards

Provide alignment of portfolio components to national standards. Directions for formatting this section are provided in the UED 496 Field Experience e-Portfolio course. Please use standards from the following organizations:

- CAEP Standards
- In TASC Standards
- Specialized Professional Association Standards

Section III: Professional Preparation

Ensure that all copies included are professional in appearance; legible photocopies are acceptable.

A. **Statement of Personal Teaching Philosophy**. Will include a personal statement of philosophy of education, reflect an *evolution of beliefs*, include a statement of goals, and integrate faith in a substantial and meaningful way. You may reference a paper written for a previous course, as a starting point, but this paper must reflect how your beliefs have changed with time and experience. Must be well-written in APA (6th edition) writing style.

B. **Resume**. Will be in an acceptable professional format and include all relevant professional experience in a quality appropriate for job interviews.

C. **Summary Observation Reports and Progress Reports** (Teacher preparation program only). The final e-Portfolio will include a *sampling* of observation reports from the cooperating teachers, principals, and Director of Student Teaching.

D. **Licensure Assessment Score Copies*** (Praxis® Subject Area, VCLA, and Praxis® Teaching Reading: Elementary, if applicable).

Section IV: Program Teaching Competencies

In this section, you will upload your **three major assignments**. The three major assignments consist of *candidate-developed* artifacts of teaching competence in three areas: Assessment, Planning, and Instruction. The course professor or university supervisor will guide the candidate toward the successful completion of the portfolio. The faculty will set a timeline for the candidate's submission of the various portfolio components outlined below so that the faculty member can provide formative feedback on strengths and areas for improvement. The candidate will use faculty feedback to refine their artifacts before submitting the final portfolio in its entirety for grading at the end of the course term. Each teacher candidate enrolled in a

bachelor's or master's degree program that leads to initial teacher licensure will complete the portfolio by a specified due date at the end of the course. Portfolio results provide supporting data for course- and program-level decision-making and state and national accreditation. Students should refer to the *Initial Licensure Portfolio Grading Rubric* for evaluation criteria and alignment to state and national teaching standards.

Teacher candidates will complete three major assignments during student teaching. Assignment One focuses on your ability to design five (5) lesson plans that document your ability to design instruction to meet student learning goals. Assignment Two focuses on your ability to design, give, and analyze student data to making instructional decisions through differentiation of lesson plans. For Assignment Three, you will submit a 30-minute teaching video accompanied by the lesson plan for the video. For those lesson plans and the data assignment, the teaching candidate will submit one reflection (1+ pages) *per lesson plan* that substantially addresses how the candidate's faith, teaching philosophy, and data influenced instructional planning and decision making, including adaptations and accommodations for diverse learner needs. (Relevant to each competency). The paper is to be written in APA (6th edition) writing style. A template and student exemplars for the paper are provided in Canvas.

Assignment #1 - Assessment: Data Collection Assignment

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 least 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. As you are developing your description of each lesson and the activities, use the following questions to guide you:

- 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.

Assignment #2 - Planning: Lesson Plan Collection Assignment

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

- *Content knowledge in interdisciplinary curriculum* (standard-based instruction). Will provide evidence of strong content knowledge of standards-based instruction by integrating two or more content areas (i.e., science and math, English and social studies) in at least one of the high-quality lessons.
- *Student-centered and differentiated instruction.* Will demonstrate support for learners of many styles and needs, careful thought in lesson planning, and provide evidence of differentiation.
- *Student IEP or ELL needs*. Will address special needs and English language learners if the assigned student population mandates this need.
- *Developmentally appropriate instruction*. Will demonstrate evidence of hands-on, developmentally appropriate teaching techniques.
- *Culturally responsive teaching.* Will demonstrate consideration for students' various cultures and experiences in lesson materials or activities.
- *Integration of technology and media resources for instruction*, classroom organization, and student learning. Will provide evidence of *student-centered* integration of technology and media resources to foster student growth and understanding. Will demonstrate that instruction includes high-quality use of these elements.
- *Classroom and behavior management*. Will provide evidence that classroom and behavior management strategies support a positive learning environment.

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

Assignment #3 - Instruction: Teaching Video Assignment

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

Ensure that all artifacts are clearly labeled to correspond to the appropriate reference in Section IV.

Please see Appendix N for the Grading Rubric for the ePortfolio.

Phone Numbers and Email Addresses

Following is an alphabetical list of phone numbers and email addresses that may be helpful.

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

Appendix

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A: Crisis Response Procedure

To assist school divisions in promulgating safe school cultures and climates, Regent University Teacher Education faculty imparts safe school best practices to all teacher candidates. Teacher Education faculty and staff developed crisis response protocols in the event of an emergency or crisis at a school where a teacher candidate is placed.

What is a school crisis? A circumstance or event that is a surprise to school personnel and evokes a sense of threat.

Who determines an event as a crisis? Participating school division personnel and/or Regent University faculty and administration.

Immediately following a crisis event, faculty will (in cooperation with school division personnel):

1. Immediately ascertain the effect of the crisis (proximity, intensity, relation, etc.) on the Student Teacher.
    a. Interview the teacher candidate (academic advisor and chair).
    b. Refer the teacher candidate to Regent University Psychological Services.
    c. Consider recommendations from school personnel.

2. The Regent Teacher Education Chair with take one of three actions contingent on the outcome of the effect of the crisis on the teacher candidate:
    a. Remove the teacher candidate from the current school assignment and assign a different school.
    b. Remove the teacher candidate from the current Cooperating Teacher and assign a different Cooperating Teacher in the same school.
    c. Remove the teacher candidate from the Student Teaching Internship without penalty.

*All Regent University Student Teachers are required to meet the minimum number student teaching hours as outlined in the SOEStudent Teaching Handbook.

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B: Online Forms

Available on the Teacher Education Resources web page at www.regent.edu/studentteacher

Teacher Candidate Forms

Below is an overview of forms the student teacher will complete during the semester. The Director of Student Teaching will guide candidates, via Canvas weekly content folders, as to timelines for completing forms. Forms to be completed by the teacher candidate prior to the internship:

- Student Teaching Internship Application **(deadlines apply)**
- Teacher Candidate Personal Data. To be completed in first week of semester.

Form to be completed by the teacher candidate *during* the internship placement:

- Student Teaching Diversity Report

Forms to be completed by the teacher candidate at the end of the internship placement:

- Cooperating Teacher Evaluation from the Teacher Candidate's Perspective
- Forms to be completed by the teacher candidate at the end of the semester:
- Director of Student Teaching Evaluation from the Teacher Candidate's Perspective
- Teacher Education Program Exit Conference Questionnaire
- Christian Leadership Survey for Teacher Education Undergraduate Students. Required of all graduating students.
- Professionalism and Christ-Like Demeanor Survey
- Student Teacher Self-Evaluation using the Initial Licensure Field Evaluation

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C: Teacher Candidate Personal Data Form

For reference only. Information to be submitted online at www.regent.edu/studentteacher

Name__Date _____ Address

_____

Home Phone No._____Emergency Phone No._____

Email address _____ (Cell) _____

Regent University Program of Study _____

****

This section is for graduate students only:

Undergraduate College Major_____Minor _____

College/University _____

Degree Received _____Date Conferred _____

********** Awards, Achievement, Extra-curricular Activities That Have Contributed to Your Preparation for Teaching:

_____

_____

Relevant Work Experience During the Last Five Years:

_____

_____

Brief Summary of Professional Goals:

_____

_____

List Any Special Hobbies, Talents, Interests:

_____

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D: Student Teacher Self-Evaluation of Dispositions

For reference only. Information to be submitted online at www.regent.edu/studentteacher

Teacher Candidate's Name:_____ Dates of Placement: _____

Cooperating Teacher's Name:_____ School: _____

Supervisor:_____ Course/Semester:_____

Complete the evaluation of your field. Specifically, one form must be completed after the placement location. The intent of this evaluation is to serve both as self-examination of your growth and also as means of helping faculty members improve the teacher preparation program at Regent University. Return your completed evaluation form to your Director of Student Teaching.

During this field experience, my performance in each of the following areas was …	Below Expectations	Meets Expectations	Exceeds Expectations
Punctuality			
Dependability			
Organization and Preparation			
Communication Skills			
Appearance and Dress			
Effort and Initiative			
Cooperativeness and Flexibility			
Enthusiasm			
Attention to Student Safety			
Contribution to a Positive Learning Environment			
Rapport with Students			
Rapport with Parents and Other Community Members			
Rapport with Faculty and Other School Personnel			
Professional Demeanor			
Reflection upon Practice			
Potential for Leadership			

Based on your experiences and coursework to date, please provide a written evaluation of your strengths, weaknesses and development in becoming an effective teacher. (Attach a separate sheet).

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E: Cooperating Teacher Evaluation

(Teacher Candidate's Perspective)
For reference only. Information to be submitted online at www.regent.edu/studentteacher

Cooperating Teacher's Name_____Semester/Year _____
Teacher Candidate's Name _____

Please indicate to what degree your cooperating teacher performed the listed activities by circling the appropriate number using the following scale:

	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Not Observed
I. SUPPORT/COMMUNINCATION					
Acquainted you with the school, staff, students, teachers, parents, and community	4	3	2	1	0
Oriented you to classroom rules, organization, and management	4	3	2	1	0
Supported you by providing a strong professional relationship with you the teacher candidate	4	3	2	1	0
II. INSTRUCTIONAL GUIDE					
Provided a positive learning environment	4	3	2	1	0
Provided a desk or work place, necessary instructional materials resources, supplies, and equipment	4	3	2	1	0
Guided you with initial lesson plans and material development	4	3	2	1	0
Modeled how to maintain grades, lesson plans, and assess students	4	3	2	1	0
Acquainted you with routine tasks	4	3	2	1	0
III. PROFESSIONAL GROWTH					
Provided opportunities for observation/participation in related school events	4	3	2	1	0
IV. SUPERVISION/ ASSESSMENT	4	3	2	1	0
Analyzed and critiqued teaching technique regularly	4	3	2	1	0
Provided continuous support, conferences, and feedback (written and verbal)	4	3	2	1	0
Identified specific areas of strength and weakness	4	3	2	1	0

Comments:

_____

_____

_____

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F: Director of Student Teaching Evaluation

(Teacher Candidate's Perspective)
For reference only. Information to be submitted online at www.regent.edu/studentteacher

Name of Director of Student Teaching _____ Semester/Year _____

Teacher Candidate's Name _____

Please indicate to what degree your Director of Student Teaching performed the listed activities by circling the appropriate number using the following scale:

I. SUPPORT/COMMUNINCATION	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Not Observed
Advised you of the requirements at the beginning of the semester.	4	3	2	1	0
Was accessible by phone and/or email	4	3	2	1	0
Agreed to visit you when assistance was needed	4	3	2	1	0
Derived a workable solution if difficulties occurred	4	3	2	1	0
Provided relevant information through seminars, workshops, counseling, etc.	4	3	2	1	0
Reviewed communications and provided feedback when needed	4	3	2	1	0
Discussed development and implantation of lesson plans	4	3	2	1	0
Reviewed your portfolio and provided feedback on a regular basis	4	3	2	1	0
II. SUPERVISION/ASSESSMENT					
Coordinated visit dates/times with cooperating teacher	4	3	2	1	0
Spent ample time (45-60 minutes) for observation/assessment	4	3	2	1	0
Analyzed and critiqued teaching technique regularly	4	3	2	1	0
Helped you to identify specific areas of strength and weakness	4	3	2	1	0
Previewed and discussed the purposes of each evaluation form	4	3	2	1	0
Reviewed with you the results of each evaluation	4	3	2	1	0
Conducted all conferences in a positive and constructive manner	4	3	2	1	0
Conducted at least one three-way conference with student teacher and cooperating teacher	4	3	2	1	0

Number of observations (face-to-face and virtual) : _____

Comments:_____

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G: Student Teaching Log Sheet

Directions: Round hours to the nearest half hour. Enter .50 for 30 minutes (i.e., 4.5 hours or 4.0 hours). Before final submission, check your math to ensure all figures and totals are accurate. In addition to weekly signatures, the cooperating teacher must initial all white-outs or changes next to the change.

	Start Date	End Date	Direct Teaching Contact Hours (300 minimum)	Non-Student Contact Hours	Total	Cooperating Teacher's Signature
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Week of						
Enter Totals						

Teacher Candidate _____ (Print First and Last Name) _____ (Semester/Year)

Cooperating Teacher _____ (Print First and Last Name) _____ (Semester/Year)

Cooperating Teacher _____ (Print First and Last Name) _____ (Date)

Teacher Candidate _____ (Signature) _____ (Date)

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H: 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%

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%

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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	
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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I: Bi-Weekly Evaluation of Student Teacher by Cooperating Teacher (Formative)

For reference only. Evaluation is submitted online at www.regent.edu/studentteacher

The cooperating teacher assesses student performance on an ongoing basis in regard to professionalism and five components of teaching. The cooperating teacher also provides openended comments designed to provide high-quality feedback to the student teacher toward professional growth.

The cooperating teacher assesses student teacher professional qualities based on the following rating choices:

•Superior work. Advanced beyond what is expected of teacher candidates.
•Satisfactory work. Advancing nicely. No suggestions noted in this particular area.
•Improvement needed. Suggestions of CT should be implemented.
•Weakness in performance noted. Suggestions of CT and DST should be practiced to ensure successful results.
•Significant weakness exists. Conference requested with ST, CT, and DST.
•Not applicable. ST not required to have demonstrated this skill at this time.

Professional Qualities. The cooperating teacher assesses student performance on eight items related to professionalism and determines the degree to which 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 (VDOE Standard 6).

- *Reliability/Dependability*. The student teacher has exemplary attendance, gets to work on time, and perceives the need to attend to all assigned duties and tasks immediately.
- *Oral Expression.* The student teacher is articulate, demonstrates proper use of grammar, and is expressive and animated as appropriate.
- *Judgement and Tact*. The student teacher maintains good relationships by being sensitive to other's feelings, opinions, and needs for safety and responds accordingly.
- *Written Communication*. The student teacher's written communication is organized, clear, and free from grammatical errors.
- *Self-initiative/Independence*. The student teacher demonstrates initiative by (a) sharing ideas, (b) being creative and resourceful, and (c) working effectively with limited supervision, and (d) independently implementing plans.
- *Collegiality.* The student teacher works well with other faculty and staff as part of a team, willingly shares ideas and materials, and actively seeks opportunities to work with school personnel.
- *Interaction with Students*. The student teacher actively seeks opportunities to work with students and accepts responsibility for student learning.

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- *Response to Feedback*. The student teacher not only is receptive and responsive to feedback but also solicits suggestions and feedback from others.

Components of Teaching. Next, the cooperating teacher considers five components of teaching and selects two areas from each component that represent the student teacher's instructional strengths as well as two areas that the student teacher should focus on for the following week.

Professional Knowledge
- Presents accurate and current content.
- Assesses prior knowledge.
- Uses high-quality questioning techniques.
- Provides developmentally appropriate experiences.
- Bases practical work on research based best practices.

Instructional Planning
- Plans have objective(s) aligned with the appropriate SOL.
- Plans have procedures for assessing student progress.
- Plans differentiate instruction as appropriate.
- Plans are given to CT in advance for review/approval.
- Materials are appropriate and ready for instruction.

Instructional Delivery
- Implements lesson elements, as planned.
- Actively engages students throughout the lesson.
- Uses instructional time effectively.
- Uses a variety of instructional strategies.
- Effectively incorporates student-centered technology.

Assessment of and for Student Learning & Student Academic Progress
- Provides ongoing, constructive feedback to students.
- Collects & assesses student work. Links to instruction.
- Uses a variety of informal and formal assessments.
- Student work samples, quizzes, and tests provide evidence of learning.
- Overall, achievement data reflects student learning.

Learning Environment
- Sets and reinforces behavior expectations.
- Establishes routines and procedures to mitigate issues.
- Quickly redirects or intervenes when necessary.
- Deals calmly and effectively with disruptions.
- Students demonstrate positive social interactions w/peers & personnel.

Finally, cooperating teacher notes specific areas in which the student teacher excelled during the week and areas that require the student teacher's corrective action. The cooperating teacher also provides specific examples of excellence and specific suggestions of how the student teacher may strengthen the areas for improvement.

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J: Description of The Regent University Initial Licensure Field Evaluation

For reference only. Evaluation is submitted online at www.regent.edu/studentteacher

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 an 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.

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- 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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K: Director of Student Teaching Observation of Teacher Candidate

Teacher Candidate	_____	_____	_____
	(First and Last Name)	(Date of Visit)	(Time of Visit)
Cooperating Teacher	_____	_____	_____
	(First and Last Name)	(Date of Visit)	(Time of Visit)

Next Visit: _____ (Date of Visit) _____ (Time of Visit)

Lesson Plan Comments

_____

_____

_____

Observations

_____

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Went Well:

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Do Differently:

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Strengths:

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Refinement:

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_____

_____

_____

Focus for next observation: _____

_____

_____

Teacher Candidate Signature/Date_____

Director of Student Teaching Signature/Date _____

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L: Agenda for Student Teaching Seminars

Meeting (2 hours)	Course Content	Assignments Due Dates/ Notes
Orientation Week Establishing Yourself as a Teacher	**Please note-teacher candidates will be in the classroom during the morning hours and will report on campus for seminar beginning at 1 p.m.-3 p.m.** **Day 1: Director of Student Teaching**: Orientation to Student Teaching. Topics include: • Introductions • Forms, procedures, and evaluations • ePortfolio requirements • Benchmarking Scoring for Evaluation **Day 2: Lesson Planning for Success during Student Teaching** Topics include: • Expectations for Lesson Plans • Unpacking standards for units you will be teaching • Documenting instructional and cooperative learning strategies and assessment tools • Documenting use of technology tools • Evaluating lesson plans using Regent's Infield Licensure Evaluation Instrument **Day 3: Differentiation during Student Teaching** Topics include: • Differentiation in the Classroom • Developing your pre-assessment tool • Analyzing data • Developing tiered tasks using tools such as Think Dots, Raft • Evaluating differentiation using Regent's Infield Licensure Evaluation Instrument **Day 4: Instructional Strategies and Technology during Student Teaching** Topics include: • Preparing your teaching video • Evaluating classroom lessons using Regent's Infield Licensure Evaluation Instrument	Assignments for the student teaching experience are outlined in the Student Teaching Handbook and will be reviewed during our first meeting.
Meeting 2 Strengthening Instructional Practice	**Professional Development Topic** (60 minutes) **Director of Student Teaching** (30 minutes): (1) Discuss student teaching issues as identified during observations, (2) Review questions on the e-portfolio, (3) Review other questions and concerns.	

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Beginning of Week 5	**Student-to-Student-** (30 Minutes): Sharing student teaching experiences.	
Meeting 3 Becoming a Reflective Professional Beginning of Week 9	**Professional Development Topic** (60 minutes) **Director of Student Teaching** (30 minutes): (1) Discuss student teaching issues as identified during observations, (2) Review questions on the e-portfolio, (3) Review other questions and concerns. **Student-to-Student** (30 Minutes): Sharing student teaching experiences.	
Meeting 4 Preparing for the Professional Beginning of Week 13	**Professional Development Topic** (60 minutes): Applying for Licensure. **Director of Student Teaching** (20 minutes): (1) Discuss student teaching issues as identified during observations, (2) Review questions on the e-portfolio, (3) Review other questions and concerns. **Student-to-Student** (40 Minutes): Sharing our wisdom	
Meeting 5 Week 15 or 16	**Meeting 5 (1 day/approx. 45 min per student) ePortfolio Presentations and exit conference** – Individuals meet with a faculty committee. 15 min. ePortfolio presentation followed by faculty questions related to specific ePortfolio and Teacher Education program elements.	

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M: Professionalism and Christ-Like Demeanor Survey

The university supervisor rates teacher candidates' professionalism and Christ-like demeanor as demonstrated throughout the Internship using the following scoring rubric 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.

Standards:

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). (CAEP R1.4 Professional Responsibility; InTASC Standards Dispositions for 9 (o), VDOE 7)

Attitude of Compliance
During this course, the student displayed respect for authority and a willingness to accept directions from assigned mentors, teachers, or supervisors, doing so with an amenable attitude (Hebrews 13:17, Philippians 2:5). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 10(p), VDOE 7)

Workmanship
The student exhibited diligence, perseverance, attentiveness, punctuality, and decisiveness while completing the necessary work for this course (Romans 15:17, Colossians 3:23). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 10 (t), VDOE 7)

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). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 9(o), VDOE 7)

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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). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for10(s), VDOE 7)

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). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 9(1), 10 (r, t,); VDOE 7)

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). (CAEP R1.4 Professional Responsibility; , InTASC Standards Dispositions for 9(n), 10 (r, s); VDOE 7)

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). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 9(m), 10 (s); VDOE 7)

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). (CAEP R1.1 The Learner and Learning, InTASC Standards Dispositions for 9(m), 10 (q,s); VDOE 7)

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

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N: ePortfolio Grading Rubric

1. Data Collection Assignment

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 preassessment 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.

	Highly Effective	Effective	Approaching Effective	Ineffective
Class description for data project includes diversity demographics. (CAEP R1.3, InTASC 6, VDOE 4,8)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.

Describes alignment between the pre-assessment and the SOL's for the instructional unit. (CAEP R1.3, InTASC 6, VDOE 4,8)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.
Describes results of pre assessment, identifying student strengths and deficits. Provides a copy of the assessment. (CAEP R1.3, InTASC 6, VDOE 4)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.
Describes how pre assessment data were used to differentiate student learning. (CAEP R1.4, InTASC 9, VDOE 7)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.
Describes how data were used to modify activities to meet students' learning needs. (CAEP R1.3, InTASC 6, VDOE 4)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.
Describes sequence of learning activities prior to and after the differentiated lesson. Provided student work samples. (CAEP R1.3, InTASC 6, VDOE 4)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.
Post-assessment data show areas of student growth and/or deficits. (CAEP R1.4,	Demonstrated criterion in an exceptional, creative, and/or innovative way.	Met criterion as described. Reflects a sound understanding of how to use data to	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	Major elements of criterion were not met or omitted. Requires focused and substantial

InTASC 9, VDOE 7)	Excellent use of data to improve teaching and learning.	improve teaching and learning.	and learning. although the assignment parts are either not completed or are missing specific components of the data collection process.	professional growth to become effective in the use of data to improve teaching and learning.
Includes charts showing pre-assessment, post assessment, and comparison data for all students. (CAEP R1.4, InTASC 9, VDOE 7)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.
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] (CAEP R1.4, InTASC 9, VDOE 7)	Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.	Met criterion as described. Reflects a sound understanding of how to use data to improve teaching and learning.	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. although the assignment parts are either not completed or are missing specific components of the data collection process.	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.

Assignment #2 Lesson Plans

The candidate will 1 of 5 lesson plans for evaluation. Lesson plans will demonstrate the elements below:

- Content knowledge in interdisciplinary curriculum (standard-based instruction). Will provide evidence of strong content knowledge of standards-based instruction by integrating two or more content areas (i.e., science and math, English and social studies) in at least one of the high-quality lessons.
- Student-centered and differentiated instruction. Will demonstrate support for learners of many styles and needs, careful thought in lesson planning, and provide evidence of differentiation.
- Student IEP or ELL needs. Will address special needs and English language learners if the assigned student population mandates this need.
- Developmentally-appropriate instruction. Will demonstrate evidence of hands-on, developmentally appropriate teaching techniques.
- Culturally-responsive teaching. Will demonstrate consideration for students' various cultures and experiences in lesson materials or activities.
- Integration of technology and media resources for instruction, classroom organization, and student learning. Will provide evidence of student-centered integration of technology and media resources to foster student growth and understanding. Will demonstrate that instruction includes high-quality use of these elements.
- Classroom and behavior management. Will provide evidence that classroom and behavior management strategies support a positive learning environment. The candidate will write one reflection (1+ pages) per lesson plan that substantially addresses how the candidate's faith, teaching philosophy, and data

influenced instructional planning and decision-making, including adaptations and accommodations for diverse learner need. Please include scholarly research that supports your reflection. Please make sure to discuss how your lesson plan meets one or all of the elements above.

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.

	Highly Effective	Effective	Approaching Effective	Ineffective
Plans demonstrated accurate knowledge and skills for the subject and age group. **Content Knowledge** (CAEP 1.1, 1.2; InTASC 4,5,7, VDOE 1)	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.	Met the criterion as described. Artifacts indicate adequate knowledge and skill application needed for effective instructional planning.	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.	Major elements of the criterion were not met or omitted. The candidate requires focused and substantial professional growth to become effective in instructional planning.
Plans included learning experiences that are appropriate for curriculum goals and content standards and relevant to learners. Lesson Alignment (CAEP 1.2, 1.3; InTASC 5,7; VDOE 2)	Lesson content and activities were aligned to SOLs and learning objectives using an interdisciplinary approach. Used excellent sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. Planned time realistically for lesson progression, pacing, and transitions to ensure content mastery.	Lesson content and activities were aligned to SOLs and learning objectives. Used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill. Planned time realistically for lesson progression, pacing, and	Lesson content and activities were mostly aligned to SOLs and objectives. Minor adjustments needed in sequencing or lessons needed to provide more ways for students to demonstrate knowledge and skills. The plans need minor revisions to ensure content mastery.	Lesson content and activities misaligned to SOLs and learning objectives. Gaps in instruction were evident. The lessons are not likely to lead to content mastery.

		transitions to ensure content mastery.		
Plans required students' critical thinking, creativity, or problem solving, and integrated real-world scenarios. **Student Engagement & Learning** (CAEP R1.1, InTASC 1, 2, 5, 8; VDOE 3, 6)	The plans provided evidence that the teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. Plans substantially address how the teacher will give constructive and frequent student feedback. Excellent description of assessments used to measure the stated learning outcomes.	The lessons included the use of formative and summative assessments. Lessons addressed how the teacher will give constructive and frequent student feedback. Adequate description assessments that measure the stated learning outcomes.	Each lesson included an assessment and indicated how the teacher provided student feedback. The assessment(s) may not fully measure the stated learning outcomes.	The lesson plans lacked an assessment description or provided no indication of teacher feedback to students during the lessons. Or, the assessments lacked alignment with the stated objective(s).
Lesson content and activities were aligned to SOLs and learning objectives. **Lesson Alignment** (CAEP 1.2, 1.3; InTASC 5,7; VDOE 2)	The plans included varied management strategies to ensure a positive learning environment - giving focused attention to students' movement, groupings, and diverse needs. Expectations and procedures were clear and concise. Strategies are likely to yield an affirmative environment conducive to learning.	The lessons included management strategies to ensure a positive learning environment - giving attention to students' movement, groupings, and diverse needs. Expectations and procedures were outlined and foster a positive learning environment.	The lessons partially indicated how the teacher manages learners to ensure a positive learning environment —left the professor with a few questions. Or, outlined expectations and procedures require minor adjustments to foster a positive learning environment.	The plan provided no evidence of specific classroom management strategies. Expectations and procedures were unclear or unlikely to foster a positive learning environment.
The candidate used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill. Lesson Detail & Design (CAEP R1.3, R1.4; InTASC 7,10; VDOE 2)	The plans were comprehensive and provided ample yet concise detail. Excellent use of lesson planning components for effective instruction. Lesson progressions are meticulous and will likely lead to high level learning outcomes. The plan was neatly formatted and used	The plan provided adequate detail so that another teacher could follow each plan. Included all necessary lesson components. Lesson progressions are logical and will likely lead to positive learning outcomes. There	Lesson components were minimally lacking (e.g., needed more detail, too wordy, omitted a minor component). Left the professor with a few questions. There were 3 or 4 formatting or writing errors.	The plan was missing components, was hard to follow, and left the professor with many unanswered questions. The plana had multiple formatting or writing errors (5+).

	excellent grammar, spelling, etc.	were 1 or 2 formatting or writing errors.		
The plans included differentiated and culturally responsive instruction. Assessment (CAEP R1.1, R1.3; InTASC 1,2,6; VDOE 4)	The lesson reflections provided excellent insights into classroom issues and events with evidence of synthesizing the experience into a clear plan of action, with short- and long-range goals. Substantially addressed how faith, teaching philosophy, and data influenced planning and decision-making, including the use of adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided ample perceptions of classroom issues and events related to each lesson with evidence of synthesizing the experience into a plan of action. Adequately addressed how faith, teaching philosophy, and data influenced planning and decision-making, including adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided some perceptions of classroom issues, events, and personal growth. Made connections with implications for self or students but lacked a plan of action. Omitted discussion of one component (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination was minimally deficient.	The lesson reflection described neutral experiences without personal resonance or impact. The reflection was lacking in depth or scope. Omitted discussion of 2+ components (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination substantially deficient.
The plans included reinforcement of learning goals. Student Engagement & Learning (CAEP R1.1, InTASC 1, 2, 5, 8; VDOE 3, 6)	The lesson reflections provided excellent insights into classroom issues and events with evidence of synthesizing the experience into a clear plan of action, with short- and long-range goals. Substantially	The lesson reflections provided ample perceptions of classroom issues and events related to each lesson with evidence of synthesizing the experience into a plan of action.	The lesson reflections provided some perceptions of classroom issues, events, and personal growth. Made connections with implications for self or students but lacked a plan	The lesson reflection described neutral experiences without personal resonance or impact. The reflection was lacking in depth or scope. Omitted discussion of 2+ components (faith, teaching philosophy, or data) and the

	addressed how faith, teaching philosophy, and data influenced planning and decision-making, including the use of adaptations and accommodations for different learner needs. 1+ page reflection.	Adequately addressed how faith, teaching philosophy, and data influenced planning and decision-making, including adaptations and accommodations for different learner needs. 1+ page reflection.	of action. Omitted discussion of one component (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination was minimally deficient.	influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination substantially deficient.
The candidate adjusted plans to meet learning needs. Student Engagement & Learning (CAEP R1.1, InTASC 1, 2, 5, 8; VDOE 3, 6)	The lesson reflections provided excellent insights into classroom issues and events with evidence of synthesizing the experience into a clear plan of action, with short- and long-range goals. Substantially addressed how faith, teaching philosophy, and data influenced planning and decision-making, including the use of adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided ample perceptions of classroom issues and events related to each lesson with evidence of synthesizing the experience into a plan of action. Adequately addressed how faith, teaching philosophy, and data influenced planning and decision-making, including adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided some perceptions of classroom issues, events, and personal growth. Made connections with implications for self or students but lacked a plan of action. Omitted discussion of one component (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different	The lesson reflection described neutral experiences without personal resonance or impact. The reflection was lacking in depth or scope. Omitted discussion of 2+ components (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination substantially deficient.

			learner needs. Pagination was minimally deficient.	
Lesson progressions are logical and will likely lead to positive learning outcomes. Lesson Alignment (CAEP 1.2, 1.3; InTASC 5,7; VDOE 2)	The lesson reflections provided excellent insights into classroom issues and events with evidence of synthesizing the experience into a clear plan of action, with short- and long-range goals. Substantially addressed how faith, teaching philosophy, and data influenced planning and decision-making, including the use of adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided ample perceptions of classroom issues and events related to each lesson with evidence of synthesizing the experience into a plan of action. Adequately addressed how faith, teaching philosophy, and data influenced planning and decision-making, including adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided some perceptions of classroom issues, events, and personal growth. Made connections with implications for self or students but lacked a plan of action. Omitted discussion of one component (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination was minimally deficient.	The lesson reflection described neutral experiences without personal resonance or impact. The reflection was lacking in depth or scope. Omitted discussion of 2+ components (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination substantially deficient.

Assignment #3: Teaching Video

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

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Virginia Beach, VA 23462

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.

	Highly Effective	Effective	Approaching Effective	Ineffective
The candidate demonstrated a sound understanding of the curriculum objectives and subject content. Professional Knowledge (CAEP R1.1, R1.2, InTASC 2, 5; VDOE 1,2,3, 6)	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.	Met the criterion as described. The candidate's teaching will likely result in positive student learning outcomes.	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	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 accurately and effectively communicated concepts, processes, and knowledge in the discipline. Professional Knowledge	The teacher followed the designated differentiated lesson plan, skillfully adjusting instruction as needed to ensure all students	The teacher follows the designated differentiated lesson plan, including components for effective instruction to meet the needs	The teacher implemented minimal alignment of the VA SOLs and school's curriculum. The lesson lacked alignment to the prior and	The teacher did not align the lesson using the VA SOLs and school's curriculum. There was no alignment to prior and subsequent

(CAEP R1.1, R1.2, InTASC 2, 5; VDOE 1,2,3, 6)	reach the desired learning outcome(s). The lesson was aligned to VA SOLs and school's curriculum. There was a clear learning progression from the prior lesson and to the subsequent lesson	of all students. The lesson was aligned to the VA SOLs and school's curriculum. There was alignment to the prior and subsequent lessons.	subsequent lessons. Student-use of strategies and resources were too few or too narrowly applied to meet the needs of all students.	lessons. The lesson lacked effective use of strategies, resources, or data.
The candidate used vocabulary and academic language that was clear, correct, and appropriate for learners. Professional Knowledge (CAEP R1.1, R1.2, InTASC 2, 5; VDOE 1,2,3, 6)	The teacher varied his/her role in the instructional process in relation to the content and purposes of instruction and the needs of learners. During instruction, the teacher guided students' use of a variety of strategies and resources, including technology, for learning. The teachers used multiple forms of communication to achieve desired learning goals.	The teacher varied his/her role in the instructional process in relation to the content and purposes of instruction and the needs of learners. During instruction, the teacher guided students' use of suitable strategies and resources for learning. The teacher communicated clearly throughout the lesson.	The teacher minimally varied his/her role in the instructional process. During instruction, the teacher guided students' use of limited or ineffective strategies or resources for learning. Communication needed to be more specific.	The teacher did not vary his/her role in the instructional process. During instruction, the teacher did not guide students successfully to use learning strategies or resources. No evidence student learning occurred. Communication was confusing.

The candidate followed the designated differentiated lesson plan. Instructional Planning used to Guide Instruction (CAEP R1.2, InTASC 5, VDOE 2, 6)	The teacher skillfully used high quality formative or summative assessment strategies to check student understanding. The teacher sought student feedback and provided feedback to students. The teacher continuously monitored student learning, engaged learners in assessing their progress, and adjusted instruction in response to student learning needs. There was clear and compelling evidence that data were used to differentiate instruction to meet	The teacher used sound formative or summative assessment strategies to check student understanding. The teacher provided feedback to students. The teacher monitored student learning and adjusted instruction in response to student learning needs. There was adequate evidence that data were used to differentiate instruction to meet all students' needs using a variety of methods.	The teacher used minimal formative or summative assessment strategies to check student understanding. The teacher provided little feedback to students. The teacher monitored student learning but failed to adjust instruction in response to student learning needs. There was scant evidence data were used instructional decision-making to meet all students' needs.	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence data were used instructional decision-making to meet all students' needs.

	all students' needs using a variety of methods and in an exemplary matter (i.e. grouping, remediation, enrichment, culturally responsive methods).			
The lessons were aligned to the VA SOLs and school's curriculum, and prior and subsequent lessons. **Instructional Planning used to Guide Instruction** (CAEP R1.2, InTASC 5, VDOE 2, 6)	The teacher involved students in setting and reinforcing expectations for a safe, positive learning environment through collaborative discussion. There was strong evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he	The teacher set and reinforced expectations for a safe, positive learning environment. There was evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he listened responsively and supportively, respecting learners' cultural backgrounds	The teacher attempted to set expectations for a safe, positive learning environment but did not reinforce the expectations. Students' respect for others and responsibility for their own work was intermittent. Routines were present yet require adjustment to be effective. The teacher demonstrated verbal and non-verbal communications that were sometimes contradictory or had a less than	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence data were used instructional decision-making to meet all students' needs.

	listened responsively and supportively, respecting learners' cultural backgrounds and differing perspectives. The learning climate included openness, mutual respect, support, and inquiry.	and differing perspectives.	respectful or responsive quality. Specific improvements in this area would enhance the learning environment.	
The candidate varied his or her role in the instructional process in relation to the content, purposes of instruction, and the needs of learners. Instructional Delivery (CAEP R1.2, InTASC 5, VDOE 3)	The teacher involved students in setting and reinforcing expectations for a safe, positive learning environment through collaborative discussion. There was strong evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he	The teacher set and reinforced expectations for a safe, positive learning environment. There was evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he listened responsively and supportively, respecting learners' cultural backgrounds	The teacher attempted to set expectations for a safe, positive learning environment but did not reinforce the expectations. Students' respect for others and responsibility for their own work was intermittent. Routines were present yet require adjustment to be effective. The teacher demonstrated verbal and non-verbal communications that were sometimes contradictory or had a less than	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence data were used instructional decision-making to meet all students' needs.

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The candidate communicated clearly throughout the lesson. **Instructional Delivery** (CAEP R1.2, InTASC 5, VDOE 3)	The teacher involved students in setting and reinforcing expectations for a safe, positive learning environment through collaborative discussion. There was strong evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he	The teacher set and reinforced expectations for a safe, positive learning environment. There was evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he listened responsively and supportively, respecting learners' cultural backgrounds	The teacher attempted to set expectations for a safe, positive learning environment but did not reinforce the expectations. Students' respect for others and responsibility for their own work was intermittent. Routines were present yet require adjustment to be effective. The teacher demonstrated verbal and non-verbal communications that were sometimes contradictory or had a less than	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence data were used instructional decision-making to meet all students' needs.

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The candidate used sound formative or summative assessment strategies to check student understanding and provide feedback to students. Assessment of/for Student Learning (CAEP R1.3, InTASC 6, VDOE 4, 6)	The teacher involved students in setting and reinforcing expectations for a safe, positive learning environment through collaborative discussion. There was strong evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and	The teacher set and reinforced expectations for a safe, positive learning environment. There was evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he listened responsively and supportively, respecting learners' cultural backgrounds	The teacher attempted to set expectations for a safe, positive learning environment but did not reinforce the expectations. Students' respect for others and responsibility for their own work was intermittent. Routines were present yet require adjustment to be effective. The teacher demonstrated verbal and non-verbal communications that were sometimes contradictory or had a less than	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence data were used instructional decision-making to meet all students' needs.

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The instructional session provided adequate evidence that data were used to differentiate instruction to meet all students' needs, using a variety of methods. **Assessment of/for Student Learning** (CAEP R1.3, InTASC 6, VDOE 4, 6)	The teacher involved students in setting and reinforcing expectations for a safe, positive learning environment through collaborative discussion. There was strong evidence of students' respect for others, responsibility for their own work, and purposeful	The teacher set and reinforced expectations for a safe, positive learning environment. There was evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he	The teacher attempted to set expectations for a safe, positive learning environment but did not reinforce the expectations. Students' respect for others and responsibility for their own work was intermittent. Routines were present yet require adjustment to be effective. The teacher demonstrated	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence

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The candidate set and reinforced expectations for a safe, positive learning environment. Learning Environment (CAEP R1.1; InTASC 1,2; VDOE 5)	The teacher involved students in setting and reinforcing expectations for a safe, positive learning environment through collaborative discussion. There was strong evidence of students' respect for others, responsibility for their own work, and purposeful	The teacher set and reinforced expectations for a safe, positive learning environment. There was evidence of students' respect for others, responsibility for their own work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he	The teacher attempted to set expectations for a safe, positive learning environment but did not reinforce the expectations. Students' respect for others and responsibility for their own work was intermittent. Routines were present yet require adjustment to be effective. The teacher demonstrated	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence

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