# Table of Contents

**PART ONE- THE TEACHER CANDIDATE INTERNSHIP PROCEDURES:**

- Introduction ................................................................................................................. 2
- Teacher Candidate Internship .................................................................................. 3
- General Information ................................................................................................. 5
  - Description of the Teacher Candidate Internship
  - The Teacher Candidate Internship Application
  - Objectives of the Teacher Candidate Internship
- Professional Partnerships ....................................................................................... 9
- Conceptual Framework: Educator as Professional ................................................. 11
- Policies and Procedures for Internship ................................................................. 24
  - Internship Calendar
  - School Schedule
  - Absence Policy
  - Substitute Teaching
  - Additional Coursework and Outside Employment
  - Internship with Mentor Option
  - Professional Disposition
  - School Policies
  - Corporal Punishment
  - Change of Placement or Withdrawal
  - Placement at Schools with Relatives
  - Applying for a Virginia License

- Responsibilities of the Teacher Candidate ............................................................. 28
  - Introduction and Orientation
  - Questions Teacher Candidates Should Ask
  - Checklist of Teacher Candidates Internship Experiences
  - Do’s and Don’ts

- Responsibilities of the Clinical Faculty ................................................................. 35
  - Professional Guide
  - Instructional Guide
  - Professional Growth

- Responsibilities of the University Supervisor ......................................................... 39
  - Visitations and Observations by the Supervisor
  - Components of Observation
  - Seminars
  - Establishing Rapport with Clinical Faculty
  - Relationship with the Director of Teacher Education Services
Recommended Timeline ........................................................................................................42

Phase I
Phase II
Phase III
Questions from Clinical Faculty

PART TWO - CANDIDATE WORK SAMPLES:

Assessment of Instructional Environment ........................................................................50

Impact on Student Learning .................................................................................................52
  Impact on Student Learning Template
  Instructional Lesson Plan Format
  Impact on Student Learning Grading Rubric

Introduction to the Professional Portfolio .........................................................................62
  Introduction to Portfolio
  Portfolio Guidelines
  Portfolio Grading Rubric

PART THREE - EVALUATION PROCEDURES AND FORMS:

Evaluation ..........................................................................................................................76
  Evaluation: Roles of the Clinical Faculty and University Supervisor

Forms ......................................................................................................................................77
  For Supervisors - Form Distribution
  Consumable Forms
    Report of University Supervisor Observation and Conference ...............................78
    Teacher Candidate Professional Growth Plan .........................................................79
    Weekly Feedback Guide .........................................................................................81
    Assessment of the Instructional Environment .......................................................83
    Teacher Candidate Professional Attributes and Instructional Development Scales ....87
    Evaluation of Teacher Candidate by School Administrator .....................................94
    Impact on Student Learning Data Form .................................................................95
    Teacher Candidate Portfolio Evaluation Form .......................................................98
    Clinical Faculty Information Sheet .......................................................................101
    Weekly Journal .......................................................................................................104
    Time Record ..........................................................................................................105
    Clinical Faculty Evaluation - Teacher Candidate Perspective .............................107
    University Supervisor Evaluation - Teacher Candidate Perspective ..................108
    Virginia Licensure Application Procedure ............................................................111

Note: It is important that you bring this handbook with you to your teacher candidate seminars conducted by the Director of Teacher Education Services and your university supervisor. The Director of Teacher Education Services and your university supervisor will notify you of the date, time, and place of this required seminar prior to the beginning of your internship experience.
PART ONE

THE TEACHER CANDIDATE INTERNSHIP

POLICIES and PROCEDURES
Introduction

This handbook is to guide teacher candidates, supervising clinical faculty, university faculty, administrators, university supervisors, and other personnel involved in the teacher candidate internship. In this handbook we anticipate your questions and provide information that will facilitate an effective teacher candidate internship. This handbook addresses objectives, policies and procedures, roles and responsibilities, activities, and evaluations.

Old Dominion University appreciates the contributions of supervising clinical faculty and university supervisors who give so freely of their time to help teacher candidates make the transition from college student to Professional Educator. The faculty of the Darden College of Education, Arts and Letters, and College of Science could not prepare quality teachers without the assistance of parents, clinical faculty, and public schools that provide critical resources for teacher candidates. A successful internship is built upon a team effort that includes the collaboration of supervising clinical faculty, university supervisors, school administrators, and teacher candidates. Each participant is expected to read this handbook to become acquainted with the roles and responsibilities of all those involved in the process. Together, we can provide a high quality internship experience.

Comments and suggestions concerning the teacher candidate internship experience are sincerely welcomed.
Teacher Candidate Internship

The faculty of the Darden College of Education, College of Arts and Letters, and College of Science congratulates you on your progress as a future Professional Educator! Welcome to the “capstone” experience in your pursuit of a professional teaching license. This critical internship experience will provide you with the foundation to make a smooth transition from being a student to becoming a Professional Educator. Expectations are high, responsibilities are numerous, and time constraints are demanding. Preparation is the key to your success!

This handbook has been prepared to provide you with information you will need in order to have a successful and enjoyable internship. It is important that you read and refer to these guidelines and requirements throughout your internship.

Teacher Candidate Internship Requirements
The following requirements must be completed and on file with the Office of Teacher Education Services, Education Building, Suite 2345, prior to the orientation meeting:

1. Passing scores on Praxis Core Academic Skills, or Praxis I, or equivalent scores;
2. Passing scores on Praxis II, including individual sub-test score on the back page;
3. Passing scores on the required reading assessment (RVE for PreK-3, PreK-6 and Special Education programs);
4. Passing scores on the Virginia Communication and Literacy Assessment (VCLA)
5. All program content and professional education courses must be completed with the required grades;
6. The required GPA for your specific teacher education program;
7. Registration for the teacher candidate internship course, as noted on your program curriculum sheet;
8. A first aid/ CPR/ AED training certificate for infant/child/ adult;
9. A copy of a negative TB test or screening results, completed within one year of the beginning of your teacher candidate internship experience. Please keep a copy with you at all times.
10. An Old Dominion University clearance (SP24 fingerprint, Social Services/Child protective services, and sexual offender clearance).
The following requirements must be met to successfully complete the teacher candidate internship:

1. Satisfactorily completing your professional portfolio prior to the END of this experience;
2. Satisfactorily completing your instructional unit (impact on student learning) prior to the END of this experience;
3. Satisfactorily completing the Assessment of the Instructional Environment; and
4. The successful completion of the professional attribute and instructional development scales evaluation (mid-term and final). This includes recommendation for hire by your clinical faculty, school administrator(s), and your university supervisor.
General Information

Description of the Teacher Candidate Internship

The teacher candidate internship is the culminating experience of all teacher education programs. This experience is a crucial part of a teacher candidate’s preparation to becoming a Professional Educator. During the internship experience, teacher candidates will do the following:

1. Observe the operation of schools.
2. Analyze the implementation of curricula and instructional strategies.
3. Observe the growth and development of students.
4. Assist with classroom and extracurricular activities.
5. Assume responsibility for the learners and the instructional activities.

The work of the teacher candidate is evaluated by the clinical faculty within the schools, in collaboration with university supervisors. To be eligible to participate in the teacher candidate internship experience, the candidate must have been admitted into the approved teacher education preparation program. This admission process requires that the candidate pass the Praxis Core/Praxis I examination (or equivalent). In addition, undergraduate candidates must have earned the required minimum grade point average based on their program, in the academic major and in the professional education courses. Graduate candidates must have earned a 3.0 grade point average overall, as well as a 3.0 grade point average in their major and professional education courses. The teacher candidate internship is completed in the last semester of a candidate’s program. Teacher candidates must earn a grade of B or better in all graduate-level practicum courses prior to starting the teacher candidate internship. All candidates must successfully complete all Virginia Department of Education licensure tests for their teaching discipline prior to student teaching orientation.

A negative tuberculosis screening within the last year is required prior to starting teacher candidate internships and must be available to the school administration. Prospective teacher candidates are required to complete an Old Dominion University clearance process; this includes a national fingerprint check, a social services child protective services check, and a sexual offender check. Additionally, candidates are required to provide a signed authorization for the release of any disciplinary action contained in their university records.
Prospective teacher candidates should avail themselves of liability or tort insurance, which can be obtained through membership in the Student Virginia Education Association (SVEA) of Old Dominion University.

The Teacher Candidates Internship Application

Every teacher candidate enrolled in an approved teacher preparation program at Old Dominion University who plans to obtain a teaching license must complete the teacher candidate internship. Applications for the internship are approved by the teacher candidate’s academic advisor and the Director of Teacher Education Services and are submitted to the Office of Teacher Education Services by the deadlines established for each semester. The Director of Teacher Education Services reviews all applications, and teacher candidates are notified of their status by means of an email. Candidates must have completed all content and professional education courses with appropriate grades and all assessments required in their respective program prior to the orientation meeting. The internship is completed during the last (fall or spring) semester of the teacher education program.

Applications for the teacher candidate internship may be obtained from the Office Teacher Education Servicing website at http://www.odu.edu/tes/internship. Please check the posted schedule for internship application deadlines. Applications are due four to six months in advance.

1. When applying, the teacher candidate may request a choice of school divisions where he/she would prefer to complete the internship; however, placements are made jointly with the school divisions, and requests are not guaranteed.

2. Candidates participating in on campus programs must have written permission from the Department Chair attached to the application to student teach out of the area or out of the State.

3. Completed applications are reviewed, and placement requests discussed with candidates as needed.

4. Specific internship placements are made by the public school division administrators and professional staff in cooperation with the Office of Teacher Education Services staff.

5. Minimum criteria for clinical faculty include the following:
   a. A continuing contracted licensed teacher.
   b. Willing to participate in workshops and meetings held for clinical faculty.
   c. Have a valid, renewable teaching license.
   d. Have a minimum of three years successful teaching experience.
e. Willing to accept the responsibilities of the clinical faculty position.
f. True desire to mentor pre-service teachers.

6. Minimum criteria for University Supervisors;
   a. Master’s Degree in Education, Administration/Supervision or Endorsement Area in which the individual is supervising.
   b. Five years’ experience as a teacher or an administrator or equivalent.
   c. Show evidence of genuine professional interest in developing professional educators, and providing for positive learning environment and experiences.

7. Each school division accepting teacher candidates must enter into an agreement with the university concerning the placement of teacher candidates.

8. Candidates’ preferences are considered in determining placements; however, due to the availability of qualified teachers, distance from campus, supervisory requirements, and other factors, candidates cannot be assured of obtaining their first choice. Candidates may **not** contact the school divisions or schools to make their own internship arrangements. The Office of Teacher Education Services makes the final decision regarding all placements.

9. Candidates may request to be placed at schools in the same divisions where relatives attend or work. However, candidates **may not** be placed in a school where relatives attend or work. This is to ensure candidates receive the most objective evaluation of their experience. It is the candidates’ responsibility to disclose if they have a relative attending or working at an assigned school for placement.

10. Candidates may not be placed in the high school where they attended.

**Objectives of the Teacher Candidate Internship**

The teacher candidate internship experience will provide candidates with opportunities to do the following:

1. Assess personal/social suitability for teaching and evaluate choice of teaching discipline and grade-level interest.

2. Experience all roles of a *Professional Educator* (instructional and non-instructional) through planned, sequenced activities in their 6, 10, 14-week, or yearlong program. The length of the internship is determined by the candidate’s program of study, the candidate’s program administrator, and in the individual teacher candidate’s needs.

3. Apply principles and methods from the knowledge base of the professional program.
4. Gain experience working with learners with diverse learning needs (special needs, low SES, ELL, gifted, military affiliated, etc).
5. Experiment with alternative teaching strategies to increase learners’ knowledge.
6. Gain experience working with learners from diverse cultural, linguistic and socioeconomic backgrounds.
7. Observe and practice effective strategies to manage the learning environment. Communicate and discuss all phases of experiences with both the clinical faculty and the university supervisor.
8. Develop and implement, assessments and lessons with the goal of significantly impacting student learning.
9. Receive feedback from structured observations and conferences with suggestions for improvement from the clinical faculty supervisor and university supervisor.
10. Practice the skills identified in the instruments used to assess teacher candidates.
11. Gain knowledge and skills of classroom and school policies and procedures.
12. Gain knowledge and skills of parent involvement activities and practices.

**Professional Seminars/Meeting Schedule during the Teacher Candidate Internship**

All teacher candidates are to participate in professional seminars during the internship semester. The purpose of the professional seminars is to link the university/school experience and practice to the knowledge base of the professional program. These seminars focus on the learning environment and school issues. They also include opportunities for discussion with peers and university faculty. Teacher candidates must schedule an introductory meeting with their assigned clinical faculty upon receipt of their placement. University supervisors will schedule a meeting with the clinical faculty, teacher candidate and supervisor prior to starting the teacher candidate internship to ensure all parties understand their responsibilities. Teacher candidates must attend all scheduled seminars. Make-up assignments will be required for any excused absences. A doctor’s note will be required for illness. Teacher candidates will provide the seminar schedule to the clinical faculty.
Professional Partnerships

Partnerships begin with an honest discussion about needs to develop and train professional educators. Professional partnerships are rooted in mutual trust, benefit, and concern. Merging sound aspects of educational theory and research-based practice has been the long accepted tradition behind internships for pre-service teacher education programs.

Professional partnerships between schools and universities serve the personnel and staff development needs of public schools.

The internship experience is a rare opportunity for teaching colleagues to work together to improve teaching effectiveness. The mentors frequently sharpen their instructional skills by articulating why they do what they do; the novices can afford to take risks in a supportive environment. Clinical faculty benefit from their teacher candidate’s enthusiasm; novices benefit from their clinical faculty’s experience. Professionally, aligning oneself with a colleague feels good. For too long, the isolation of teaching has frustrated novices and veterans alike. Knowing that you can honestly solve problems and make collegial decisions creates trusting and lasting relationships.

A successful teacher preparation program is deeply rooted in the professional relationships developed among school principals, clinical faculty, teacher candidates, and university supervisors. Although the relationships among the professional development depicted on the triad can be imprecise, a cooperative spirit strengthens partnership. Old Dominion University's major purpose in its teacher education programs is to prepare professional educators who have
knowledge of their teaching disciplines, skills to practice state-of-the-art instruction to learners of diverse cultures, and dispositions that reflect a commitment to teaching and learning. The programs integrate the following broad goals of the Interstate New Teacher Assessment and Support Consortium (INTASC) principles Model Core Teaching Standards developed by the Council of Chief State School Officers in April 2011:


Welcome to the internship experience! Teacher candidates are an integral partner in the evolving process of creating a stronger teaching profession.
Conceptual Framework: Educator as Professional

The faculty in the Darden College of Education, the College of Arts and Letters, and the College of Sciences as a whole accept the responsibility of preparing professionals for the schools. These professionals are characterized both by their responsibility for making decisions in the context of the world of practice and by their increasing ability to make wise and informed decisions based on sound knowledge, guided by experience and scientifically-based research; thus, the theme of the conceptual framework of all professional education programs at Old Dominion University is the Educator as Professional.

Figure 1.0 Conceptual Framework

Historical Development of the Conceptual Framework

The Unit’s Conceptual Framework Committee has as its charge the oversight and management of the Conceptual Framework. This committee reviews the Framework, considers modifications and updates, and approves any changes to the framework. The Committee consists of a representative group of both internal and external constituents. Additionally, the College
meets with regional school divisions once each year to review the Unit’s Conceptual Framework as well as a variety of other documents, including student teaching documentation. This group also discusses observations, issues, and concerns related to the performance of the Unit’s candidates as well as the changing environment of education in the region. As a result, programmatic and process improvements are often identified that may positively affect the performance of teacher, other school professionals, and educational leader candidates.

The Unit’s Conceptual Framework remains very much a living document and a work in progress. The Unit developed the Conceptual Framework theme of Educator as Professional nearly two decades ago to reflect the Unit’s position on both content and pedagogy. Revisions to the Conceptual Framework were made in the late 1990s, 2001 and 2009. The most recent update reflects changes in the professional environment during the last eight years, but its fundamental tenets remain unchanged. The Unit has a single Conceptual Framework for initial and advanced preparation programs, aligned to national, state, and institutional professional standards. As a result, a coherent statement of the mission of the unit has continued to evolve. Its most recent revisions include the creation of a new graphic that represents the philosophy of the unit, while the previous graphic depicted the processes of the unit. Modifications have been made to address changes in technology, methodology and various Committee recommendations. The Conceptual Framework is circulated as a separate, stand-alone document and is available on the website of the Darden College of Education for use by the Unit’s faculty, candidates, and partners in the public schools.

**University and Unit Mission and Vision**

The Conceptual Framework for the Professional Education Unit at Old Dominion University since November 2009 is guided by the theme, Educator as Professional.

**Educator as Professional**

The Conceptual Framework for the professional education unit at Old Dominion University is guided by the theme, Educator as Professional.

*Vision and Mission of the Institution and Unit*
Vision of the Institution

Old Dominion University will be recognized nationally and internationally as a forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners, and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex, real world problems.

Mission of the Institution

Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

The University’s Mission Support describes, in detail the principles and practices that underlie the University’s undergraduate and graduate teaching, research, and service missions: a sound general education program; critical thinking; diversity; academic freedom; serving the needs of the local, national and international communities, including military members and their families; and collaborating with government, industry, and alumni. Finally, the Major Goals of the University are described in detail: Learners; Faculty; Academic Programs; Teaching; Research, Scholarship and Creativity; International Connections; Life-long Learning; Community Service; Campus Life; Alumni; and Quality. Both the core mission statement and the detailed support statements constitute the foundation of all aspects of the University’s 2014-2019 Strategic Plan. All documents related to the University’s mission can be found on the first few pages of the current University Graduate and Undergraduate Catalogs.

Vision and Mission of the Unit

Together, the Darden College of Education, the College of Arts and Letters, and the College of Sciences comprise the Unit and strive to prepare the highest quality school professionals, at all levels, capable of positively impacting the education of tomorrow’s leaders, one student at a time.

The Unit’s mission is to prepare professional educators to fulfill the needs of the education community, now and in the future. The vision and mission of the Unit are derived from those of the Darden College of Education.
The vision of the Darden College of Education is to become recognized as one of the top 50 colleges of education in the country and to increase its rankings in national opinion surveys by focusing its resources to achieve:

- **Collaboration** among departmental, College, and University colleagues with professional colleagues throughout the world;
- Adherence to the highest standards of **professionalism** and prominence in our professions; and,
- A reputation for **innovation** in teaching, research, and service in the preparation of teachers and other professionals, leaders, and scholars as we meet the needs of Hampton Roads, the Commonwealth of Virginia, the nation, and the world.

The College’s mission is to provide excellence in teaching, scholarly activities, and service while meeting the needs of its community and maintaining national and international prominence. The mission is fulfilled through the Unit’s undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, sports management, recreation, training, fashion, speech-language disorders, instructional and occupational technology, as well as its many continuing education activities.

**Unit Theme – Educator as Professional**

The *Educator as Professional* theme embraced by the Unit is an expression of what candidates can expect to obtain from their academic experience. It reflects the culmination of the Unit’s purpose, to prepare teachers, other school professionals (school counselors and speech professionals), and educational leaders who have knowledge of their teaching disciplines, the ability to provide state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development.

**Philosophy, Purposes, and Goals of the Unit**

**Unit Philosophy**

The Monarch Creed applies to all members of the University community and is inherent to all academic programs within the Unit and beyond. It reads:

*Make personal and academic integrity fundamental in all my endeavors.*
Offer service to the University and the community.
Nurture a climate of care, concern, and civility to others.
Accept responsibility for all my actions.
Respect the dignity, rights, and property of all people.
Commit to the ongoing pursuit of intellectual and personal development.
Heighten my awareness of individual and cultural similarities and differences.

Additionally, the Darden College of Education emphasizes collaboration, professionalism, and innovation. The value-added activities of its 100-strong faculty support these beliefs through their work in undergraduate and graduate degree programs, continuing education opportunities, research, and service to the community.

Unit Purpose

The Old Dominion University Professional Education Unit’s purpose is to prepare teachers, other school professionals, and educational leaders who have knowledge of their teaching disciplines, with the ability to provide state-of-the-art instruction to learners of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development. The Unit routinely works to make improvements and modifications that strengthen its purpose and reflect the changing environment of the profession.

Unit Goals

The Unit’s goals are aligned with the goals of the University as stated in its Mission Support statement and Strategic Plan. Specifically, the Unit embraces the following goals:

- Provide candidates rich content experiences in each of the colleges to develop the required knowledge to effectively contribute to their specialization.
- Provide diverse opportunities for candidates to explore, understand, and become skilled in pedagogy.
- Provide a learning environment where appropriate professional dispositions are taught, modeled, and emphasized.
- Emphasize the importance of understanding and appreciating the various cultures and socioeconomic backgrounds of learners from both rural and urban settings.
• Provide candidates the opportunity to experience and implement technology infused instruction.

• Emphasize the importance of a culture of examination, assessment, and reflection for the purpose of improving student learning.

• Provide opportunities for candidates to become familiar with, and engage in, professional organizations to emphasize the importance of lifelong professional growth, development, and service.

Candidate Proficiencies

The Unit emphasizes five candidate proficiencies in both content and pedagogy at the initial licensure level and in advanced professional studies as it prepares professional educators. The proficiencies emphasized include: professional dispositions, understanding diverse learners, developing learning environments, professional growth and development, and assessment.

Professional Dispositions

As defined by the National Council for the Accreditation of Colleges of Education (NCATE) dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The Darden College of Education has adopted the following as key dispositions and behaviors essential for each teacher candidates to demonstrate across his/her programs of study:

• Attends functions when required;
• Maintains a professional appearance;
• Solicits feedback from others;
• Adjusts behavior based on professional feedback;
• Communicates effectively orally (articulate, animated, few grammatical errors);
• Communicates effectively in writing;
• Demonstrates sensitivity to others’ feelings and opinions;
• Participates with others in a collaborative manner;
• Treats others with respect;
• Provides information to all constituents in a professional and timely manner;
• Demonstrates a commitment to remain current in knowledge of subject area content;
• Demonstrates knowledge about teaching subject area;
• Participates in professional development activities that represent subject area currently or in the near future;
• Enjoys working with diverse learners; and,
• Displays excitement about teaching subject area.

However, there was not a formal disposition policy and assessment procedure in place to assess candidates’ dispositions as they progressed through their programs. The Teacher Education Council adopted *Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University*. Programs have identified the points in their program assessment systems when these unit-level disposition outcomes are assessed. A three-point assessment process has been developed and implemented to increase candidate awareness of the importance of developing these characteristics.

**Diverse Learners**

Candidates are prepared to establish student-centered and differentiated instruction for students with special needs and individual learner needs. Candidates learn to honor individual differences among learners by utilizing multiple approaches to thinking and learning. Developing and implementing an integrated curriculum that focuses on the needs and interests of children are important candidate proficiencies.

The Unit prepares candidates to plan instructional activities appropriate to the needs of culturally, ethnically, economically, and linguistically diverse learners and those with exceptional learning needs. Candidates must be able to use their knowledge of learners’ diversity to affirm and support full participation of all learners, and they must be able to use a variety of approaches to instruction in diverse settings and with learners with diverse backgrounds, interests, and abilities.

**Learning Environment**

There are several areas of emphasis involving the learning environment. Candidates are provided opportunities throughout the curriculum to develop knowledge, skills, and abilities in each area of emphasis. Evidence of their work, in this and all standards of the Unit, is provided in student portfolios and is applied during field experiences.
Upon program completion, candidates will know, understand, and use the major concepts, principles, theories, and research related to the development of children and adolescents. They can effectively consider, accommodate, and integrate the cognitive, linguistic, physical, social, and emotional development characteristics of children and adolescents. In addition, candidates will plan and implement developmentally appropriate, responsive curriculum and instructional practices based on knowledge of individual learners, the community, and curriculum goals and content.

Standards-based instruction, the knowledge and understanding of major concepts and principles of a candidate’s teaching discipline(s) as defined by educational state and national standards, is a key component of preparing candidates to establish effective learning environments. Candidates are expected to relate plans and resources to professionally developed state and national standards.

Candidates must also be prepared to apply fundamental concepts of their content specialty. They must know, understand, and use the central concepts, structures of content, and tools of inquiry for students across the grades. In addition, candidates must know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate students and build understandings.

Candidates are prepared to teach the basic concepts and skills of inquiry and communication as integral to all learning. The cultivation of students’ ability to recognize and solve problems, as well as the development of students’ lifelong habits of critical thinking and judgment are also emphasized as key objectives.

Not only are candidates expected to be able to engage preK-12 learners effectively in studies of the nature of their discipline, they must also define the values, beliefs, and assumptions inherent to the creation of knowledge within their respective disciplines, and contrast that knowledge to other ways of knowing. They must also emphasize the interdisciplinary nature of knowledge while drawing upon the resources inherent in separate subjects. Candidates become skilled at making connections across disciplines and helping students learn the power of multiple perspectives to understand complex issues.

Authentic learning experiences providing connection to human values and endeavors as well as the personalities, needs, and interests of the students is another key element of the learning environment. Candidates learn to encourage the application of knowledge, skills, tools, and ideas to real world issues. They become capable of helping learners realize how knowledge, skills, and
ideas relate to their lives and to other real-world situations. Candidates are also expected to know and understand the relationship of various disciplines to other human values and endeavors.

Technology integration and knowledge of media resources for instruction, classroom organization, and student learning are emphasized in the Unit’s programs. Candidates become familiar with the idea that technology includes, but is not limited to, computers and computer software, calculators, interactive television, distance learning, electronic information resources, and relevant multimedia. Candidates are expected to use a variety of resources, including technology and non-print materials. They must understand and use appropriate technology to help learners become proficient in the use of technology. In addition, they become skilled at developing the ability of the learners to apply technological knowledge and skills. Lastly, candidates understand the importance of appropriately selecting instructional technologies to effectively teach all student populations.

Candidates must also develop an understanding of the principles of effective classroom management. Each candidate is prepared to use a range of strategies to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the instructional environment. Creating learning community’s in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities are critical elements to success in this area.

Candidates are trained to understand and use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment.

**Professional Growth and Development**

The Unit strives to prepare candidates who exhibit professional dispositions, attributes, and habits of mind. They are prepared to use current research, field experiences, and self-reflection to make effective decisions and to create instruction. Candidates must understand the dynamics of the surrounding community, various school cultures, and school curricula. In addition, candidates learn the importance of accessing and effectively utilizing resources in the school and from the community in order to construct effective educational experiences for their students.

The importance of participation in professional education organizations, including those at the local, state, and national levels, is stressed. Candidates are encouraged to participate in organizations that unite members of their respective professions and provide opportunities for
professional growth. In addition, candidates are made aware of the importance of personal interests, talents, and related skills when shaping instruction. Candidates realize that personal interests and talents can serve as a valuable resource in the classroom.

Candidates understand the importance of effective communication and collaboration with students, parents, and community members to support the learners’ growth. They are encouraged to establish community partnerships that support cooperative ventures and reflect a commitment to the profession. In addition, candidates understand the importance of establishing relationships with and becoming socially attuned to the needs of learners, parents, and community members. The ability to effectively communicate and collaborate with other education professionals, particularly colleagues and administrators, for the purpose of supporting learning and a positive instructional environment is emphasized as an area for growth and development over time.

**Assessment**

Assessment of learning is threaded through the content and pedagogy of all programs leading to *Educator as Professional*. From initial licensure to advanced programs, a culture of examination is encouraged.

Candidates are prepared to apply various formal and informal methods of assessment and evaluation of learners to inform instruction and learning. Candidates learn to use assessment as an integral part of instruction. Candidates are expected to be able to align their instructional and assessment practices and to use formative and summative methods to determine their learners’ understanding and to monitor their own teaching effectiveness. Candidates are expected to have an understanding of and an ability to use a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, learner self-assessments, peer assessment, and standardized tests).

As depicted in Figure 1.0, the unit encompasses four candidate proficiencies in all of its programs and at its core is assessment. Assessment strengthens the reflective nature of the Unit and its candidates.

In summary, the Unit’s faculty, in both initial licensure and advanced programs, assist individuals in achieving professional success by providing experiences that develop each of the conceptual framework’s proficiencies as portrayed in Figure 1.0. Thus, graduates emerge as *Educators as Professionals* with scholarship in their chosen disciplines, effective and professional dispositions, an ability to work with diverse learners, an ability to foster learning environments
that are reflective in nature, and the desire to be life-long, inquiring learners and members of a professional community.

**Commitment to Diversity**

The Unit’s commitment to diversity is emphasized in the core values and purposes expressed in the conceptual framework. The reality of meeting the values and purposes is expressed through program activities such as courses, field experiences and clinical practice for all programs at both initial and advanced levels. The Unit’s adopted set of candidate outcomes and dispositions as expressed in the conceptual framework also reflect the commitment to diversity. The Unit has established performance standards (proficiencies) that all candidates are expected to develop and demonstrate through coursework, field, and clinical experiences. All candidates within the initial program have two diversity field experiences including one urban opportunity and one classroom experience with exceptional learners. Our expected outcomes and dispositions also reflect our strong commitment to diversity, not only in words, but also in the actions of both our faculty and candidates.

**Commitment to Technology**

To become an *Educator as Professional* at Old Dominion University, candidates must be well versed in the use of technology both in the classroom and at the University. The Unit strives to meet the educational technology expectations set by the institution, its constituents, the state, and the federal government.

Faculty members at Old Dominion University are encouraged to apply new technology in the learning environment. The University’s Center for Learning Technology (CLT) was established to assist faculty with the appropriate use and integration of technology into the teaching and learning process. Services provided to faculty by CLT include one-on-one consultation, instructional design, course design and development, individual course management, course website development, workshops, and demonstration and evaluation of tools and technologies. This training better prepares faculty to instruct candidates on how best to integrate educational technology to help students learn.

The use of technology permeates the personal and professional lives of candidates, faculty, and staff at the University. First, all initial licensure candidates are required to demonstrate proficiency in the Virginia standards that address technology. This demonstration is required at both the conceptual and application levels. Second, candidates in all programs are required to use various technologies for communication, completing class assignments, developing lesson plans
and class presentations, portfolios, managing learner data, and analyzing data, and delivering their lessons during field-based experiences.

The University employs various technologies to communicate with a variety of candidate populations, including candidates at a distance, and to facilitate learning, both on-campus in traditional classrooms and at a distance via multiple delivery technologies. Candidate information is available 24-7 via Leo Online, and live technical support is available to all candidates Monday through Saturday from morning to night.

Faculty may choose to manage courses using Blackboard. Candidates can view course materials, collect homework assignments, take exams, check grades, and participate in course discussions. In addition, LiveText is utilized by all candidates in initial licensure programs and advanced programs for the purpose of conducting assessments of key assignments, as well as managing student portfolios, with exception of Music, Art, and MonarchTeach. Particularly important to the Unit’s graduate and advanced programs are the services made available by the Library for candidates at a distance. Old Dominion University’s candidates can utilize all resources available at the campus library remotely, from accessing electronic resources to using reference services to ordering materials for immediate delivery.

In addition to using technology during their academic experience, candidates are prepared for the use of technology in the learning environment throughout the Unit’s programs. Specifically, courses in instructional technology are provided. These courses are based on national and state technology standards and provide candidates the opportunity to utilize contemporary productivity tools and Internet resources to understand and apply a broad spectrum of instructional technology tools and associated, research-based instructional strategies to enhance the teaching/learning process.
References


Old Dominion University. (2006-2008). Old Dominion University Catalog. Norfolk, VA.


Policies and Procedures for Internship

Internship Calendar

Each semester, the Office of Teacher Education Services develops a calendar for teacher candidate internships. The calendar provides the beginning dates of each placement and the ending date for the internship. All teacher candidates must complete either a 6, 10, or 14-week internship experience. The length of the experience is based upon the candidates program of study and the unique needs of the teacher candidate. Additional time may be necessary. This would be determined by feedback from clinical faculty, supervisors and administrators.

School Schedule

The teacher candidate is expected to follow the arrival and dismissal times established by the school for its regular teaching staff and to follow the clinical faculty’s daily schedule, including any assigned lunch, bus, or playground supervision. Attendance is expected at all faculty meetings, staff development workshops, open houses, parent-teacher conferences, IEP meetings, and other professional activities. Teacher candidates follow the holiday schedule of the school division/district to which they have been assigned, not the University calendar or holiday schedule.

Absence Policy

Teacher candidates are expected to be at their assigned schools every day. Teacher candidates are required to sign in and sign out each day at their assigned schools immediately upon arrival and departure. Absences from internship are acceptable only in case of personal illness or death in the immediate family. In case of illness or a death in the immediate family, the candidate must contact the clinical faculty and university supervisor as early as possible, but no later than 7:00 a.m. the day of the absence. Teacher candidates are allowed one day of personal leave that may be used for personal business. In addition, teacher candidates will be excused one day for the Old Dominion University Teacher Education Fair during their student teaching semester.

Excessive absence will result in extension of the internship experience or dismissal. Excessive absence is defined as over three days (i.e., two days of illness and one day of personal leave). Teacher Candidates in six week placements are permitted one absence, not including ODU or school division/district professional commitments.

Inclement weather will be reviewed on a division/district by division/district situation.
**Substitute Teaching**

Teacher Candidates CANNOT be used as substitute teachers. If the clinical faculty member is absent, teacher candidates may assume classroom duties while a substitute is present. University supervisors must be notified by the teacher candidate if the clinical faculty is absent.

**Additional Coursework and Outside Employment**

The internship experience consists of professional seminars and the internship. All major content and professional educational coursework must be completed prior to the internship. Any other courses taken during the internship must be approved by the candidate’s advisor and the Director of Teacher Education Services. The internship experience is a full-time academic responsibility. Public schools have expectations for the achievement and growth of their learners; therefore, teacher candidates must be prepared to devote their time and energy to internship duties and providing the best possible instruction environment for the learners. Outside employment during the teacher candidate internship may impede the teacher candidates’ performance and is **highly discouraged.** Candidates **may not be employed in the school where they are completing their student teaching during the instructional hours.** If a candidate is employed or taking classes, the teaching candidates’ internship takes precedence. Missing intern duties such as faculty meetings, IEP meetings, seminars, or parent/teacher meetings will result in a failing experience.

**Internship with Mentor Option**

In some instances, a teacher candidate may be offered a teaching contract prior to the start of or during the internship. If the candidate has completed all coursework, all assessments and other program requirements, has the appropriate GPA, is recommended by his/her advisor, has a bachelor’s degree and the school is willing to provide a qualified mentor, the Darden College of Education will allow the candidate to complete the internship experience while under contract. **This option must be approved in advance through the Director of Teacher Education Services.** For more information on this policy please go to [http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/school-division-acknowledgement-of-hiring.pdf](http://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/school-division-acknowledgement-of-hiring.pdf)

**Professional Dispositions**

All teacher candidates are expected to conduct themselves in a professional manner at all times during the internship experience. As a professional, all learners, parents, colleagues,
administrators and other individuals should be treated with respect. In addition, this professional behavior extends beyond the school day. Teacher candidates are expected to review all social networking materials to ensure all material is deemed appropriate for licensure of “positive moral character” for the Virginia Department of Education.

**School Policies**

Teacher candidates must follow the **local school division/district policies and procedures** as well as the individual school’s policies as they apply to regularly employed staff. Teacher candidates should become thoroughly familiar with school policies, read the faculty handbook and the teacher internship handbook, and know emergency procedures. Advocate for yourself and ask to see the policies.

**Corporal Punishment**

Teacher candidates **must not** administer corporal punishment to pupils under any circumstances.

**Change of Placement or Withdrawal**

Infrequently, a change of placement or withdrawal may be necessary. The school division/district or the university supervisor may request removal of a candidate from the field setting after discussion of the situation with the Director of Teacher Education Services. Withdrawal procedures from teacher candidate internship requires significant discussion. The Director of Teacher Education should be informed of a decision to withdraw by the teacher candidate. The teacher candidate should also inform the clinical faculty and supervisor. The Director of Teacher Education Services will inform the school division/district human resources office. **The procedure for withdrawal from the course through ODU is the same as for other University classes and is the responsibility of the teacher candidate. Failure to comply with university withdrawal procedures will result in a WF grade.**

Decisions concerning subsequent placement in new internship situations are made by the Department Chair, Graduate Program Director, or Program Coordinator and the Director of Teacher Education Services. This process is a different procedure and based on individual situations. University supervisors and teacher candidates should confer with the Director of Teacher Education Services about the individual situation.

**Placement at Schools with Relatives**

Teacher candidates may be placed in the **same school division/district** where a relative attends or works. However, teacher candidates **may not** be placed in the same school where a
relative attends or works. It is the candidates’ responsibility to disclose if they have been placed at a school where relative attends or works. If a candidate is found to be placed at a school where a relative attends or works, they will be removed from the placement and have to complete their student teaching in the next semester.

**Applying for a Virginia License**

Teacher candidates are responsible for applying for their Virginia teaching license. The checklist for applying for a Virginia Department of Education is located in the back of the teacher candidate handbook. Please send the completed packet to Old Dominion University, Darden College of Education, Office of Teacher Education Services Education Building Suite 2345, Norfolk, VA 23529 for the Director of Teacher Education Services to complete the College Verification.
Responsibilities of the Teacher Candidate

The primary role of the teacher candidate is to successfully carry out the internship assignment. The internship is viewed as a critical stage of transition from the status of college student to the status of *Professional Educator*. The internship is a privilege and therefore carries with it certain responsibilities.

**Introduction and Orientation**

Teacher candidates **MUST** attend a scheduled orientation session with the Director of Teacher Education Services and an orientation session with their university supervisor. Teacher candidates must schedule an introductory meeting and introduce themselves to their clinical faculty prior to the beginning of the internship semester. This meeting will address the following:

**Time Commitments**

- Beginning and ending dates of semester
- When the school day begins and ends (teacher’s hours)
- School calendar - teacher candidates follow the division/district calendar
- Procedures and schedules for inclement weather and other emergency circumstances (fire drill, lock down, etc.)
- Reviewing the curriculum to be covered in the courses being taught by the clinical faculty
- Checking out textbooks and other teaching materials from the clinical faculty (**If a teacher candidate checks out public school textbooks or borrows materials from clinical faculty, they are financially responsible for returning the items**)
- Agreeing upon a plan for assuming teaching responsibilities
- Obtaining a Faculty Handbook and Student Handbook from the clinical faculty and reviewing administrative regulations and routines
- Becoming familiar with the existing learning environment and school management plan

**The First Two Weeks of Teacher Candidate Internship**

- Locate those campus facilities to be used, (i.e., library, textbook room, audio visual supply room, department workroom, faculty lounge, auditorium, counseling facilities, etc.)
- Meet other members of the staff (i.e. principal and assistant principal, department chairperson, librarian, counselors, teachers’ aides, etc.)
- Become acquainted with the learners and prepare a seating chart as needed
Observing the Class

- Observe and discuss class interactions with the teacher.
- Become familiar with other daily procedures (i.e. staff check-in, check-out, bulletins, mailbox check, etc.)
- **Complete the Assessment of the Instructional Environment and discuss with University Supervisor at first visit.**

**Teaching the Class** - *Teacher candidates should plan to assume control of the class gradually.*

*To help this process, the teacher candidate should do the following:*

- **Plan cooperatively** for instruction. The plans *should include, but not be limited to,* instructional goals and objectives, anticipatory set, the subject material to be covered, the instructional procedures to be used, specific modifications for learners with special needs/disabilities, lesson closure, the audiovisual materials and other supplies to be incorporated, procedures to objectively evaluate learners achievement, and criteria for making adjustments in instruction.
- Provide clinical faculty and university supervisor with copy of lesson plans and all ancillary materials **3 days prior to teaching.** This allows for review and feedback.
- Systematically introduce a variety of teaching materials and strategies and **evaluate the impact** of each in order to determine those which are most appropriate. **Please see section two – impact on student learning** for further detailed instructions on how to conduct this unit.
- Develop and implement procedures for managing the class effectively during instruction based on academic and behavioral strengths and weaknesses, including group/individual techniques.
- Develop strategies to directly teach those learners who display difficulty in complying with classroom routine/expectations.
- Maintain sensitivity to learners from culturally, linguistically, socially, and economically diverse backgrounds.

**Determine the learners’ developmental levels** and provide commensurate instruction.

- Participate in the evaluation and documentation of learner’s progress and attendance.
- Demonstrate an ability to continually assume greater responsibility in conducting the classes.
• Ethics – Be fair and consistent and demonstrate a belief that all learners have the ability to develop their skills and increase their knowledge. Your learners will respond to the level of expectations set for them.

**Professional Obligations** - *Teacher candidates must be responsible for their professional growth. To accomplish this, candidates should do the following:*

• Contact clinical faculty and university supervisor in a timely manner if illness prevents attendance.

• Become involved in the **total school program** by participating in school assemblies, faculty and department meetings, P.T.A. meetings, athletic events, stage productions, parent conferences, in-service activities, and educational partnership and school volunteer programs.

• Meet with the clinical faculty, apart from class time on a **regular basis** to review the instruction to date, critique teaching performance, and assist in planning daily lessons for the upcoming week.

• Confer with the university supervisor on a **regular basis**.

• Provide the university supervisor with a classroom schedule **during the first week of internship.**

• Observe, if appropriate at the end of the semester, the teaching of other master teachers in the building. Arrangements must be made with the clinical faculty, the university supervisor, the principal, if appropriate, and with the teacher to be observed.

• Ongoing completion of one’s Professional Portfolio during internship experiences (**portfolio preparation process begins prior to internship**); Maintenance and submission of documentation. Please see section two – Portfolio - for further detailed instructions on how to conduct this unit

• Teacher candidates are responsible for completion and submission of certain evaluation documents. Candidates should do the following:
  • Keep a copy of all evaluations for your records.
  • Complete the evaluations of your university supervisor, clinical faculty, and the Darden College of Education/Teacher Education Service (these evaluations **are due at the completion of the internship experience**). These evaluations should be submitted online.
Questions Teacher Candidates Should Ask

General School Information
- May I have a floor plan of the building? A tour?
- What is the average class size? Total school population?
- Is there a school lunch program? Breakfast program? Dinner program?
- What are the facilities that can be used by the teacher and class, such as: audiovisual aids, maps, library, computers, and photocopier?
- What resource teachers (Nurses, Counselors) are available?

Procedures and Policies
- What time do classes begin and end? What are the school’s hours?
- What will be my schedule?
- May I have more information on general school policies?
- What is the procedure if a teacher cannot be in school?
- What extracurricular activities and meetings will I be expected to attend?
- What policies and procedures exist regarding confidential student records and student privacy, health and attendance information, classroom visitors, non-staff persons observed on school premises, and release of students for appointments?
- How is the teacher evaluation process conducted?

Classroom
- How are SOL goals incorporated? What assessment process is used?
- What does the clinical faculty expect of me and what content/skills will I teach?
- What lesson plan format is acceptable? Are classes grouped by academic ability?
- What is the grading policy?
- What are the basic classroom rules?
- What are the schools policies for discipline?
- Do an interest inventory to learn about the learners?
- Do you expect a teacher candidate to contact parents?
- What expectations are there regarding emergency procedures and safety?

Personal Concerns
- How will I know how well I am doing?
- What is the professional background of my clinical faculty?
- May we establish a scheduled, routine time when we can discuss my performance?
- What is your philosophy of education?
### CHECKLIST OF TEACHER CANDIDATES INTERNSHIP EXPERIENCES

The selected experiences listed below are generally present in the internship situation. Experiences will vary according to the type of school you are in and the method employed by your clinical faculty, as well as the subject matter taught.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Upon Completion of Described Experience</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Knowledge of Educational Expectations</strong></td>
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<tr>
<td>Review terminology of essential elements of instruction (focus, objective(s), instructional input, monitor and adjust, practice, closure)</td>
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<tr>
<td>Relate Bloom’s Taxonomy to formulation of lesson objectives and questioning strategies</td>
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<td>Apply components of effective lesson design into daily lesson plans</td>
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<td>Read the school division/district evaluation instrument for classroom teachers</td>
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<td>Understand the developmental tasks of typical students in your classroom</td>
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<td><strong>Understanding of School and Community</strong></td>
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<tr>
<td>Request a tour of school grounds</td>
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<tr>
<td>Learn about school office personnel and special pupil services</td>
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<tr>
<td>Study student handbook for school attendance and discipline policies</td>
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<tr>
<td>Give remedial help to candidates</td>
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<td>Conduct a parent-teacher conference</td>
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<td>Know the community by attendance at P.T.A. or school board meetings</td>
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<td><strong>Elements of Classroom Organization and Management</strong></td>
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<td>Take roll, record attendance and distribute materials</td>
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<tr>
<td>Create bulletin board (instructional focus)</td>
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<tr>
<td>Keep record of student progress; daily grades, tests and homework</td>
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<tr>
<td>Write a classroom discipline plan with clinical faculty featuring classroom expectations (no more than five) and positive and negative consequences for minor vs. major violations</td>
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<td>Provide a system for missed assignments and make-up work</td>
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<tr>
<td>Make a seating chart</td>
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<tr>
<td><strong>Utilization of Instructional Materials</strong></td>
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<tr>
<td>Prepare transparencies, charts, felt board</td>
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<tr>
<td>Use chalkboard, maps, visual aids and other supplemental materials</td>
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<tr>
<td>Operate a copy machine, video, film projector, and tape recorder</td>
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<tr>
<td>Set up demonstrations and hands-on activities with supplementary materials</td>
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<tr>
<td>Locate references, curriculum guides, visuals, and teaching materials in media center</td>
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<tr>
<td>Incorporate Computer Education and Educational Technology Resources</td>
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<tr>
<td><strong>Implementation of Classroom Instruction</strong></td>
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<td>Deliver well-prepared, thorough lessons</td>
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<tr>
<td>Write an instructional unit; implement unit during teacher candidate internship experience</td>
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<tr>
<td>Construct diagnostic tools such as written and oral quizzes on tests</td>
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<tr>
<td>Introduce study skills and strategies to learners</td>
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<tr>
<td>Incorporate motivational elements (knowledge of results, level of concern, feeling, tone, success, interest)</td>
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<tr>
<td>Include variety, meaning, involvement, and novelty to promote student interest</td>
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<tr>
<td>Incorporate interdisciplinary methods (music, art, writing, drama, physical education)</td>
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<tr>
<td>Adjust instructional activities and procedures to provide for diverse learner needs, appropriate accommodations, and learner characteristics</td>
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<tr>
<td>Include accommodations/modifications for students with Individualized Education Plans (IEPs)</td>
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<tr>
<td>Establish objective procedures, conduct frequent direct assessment of effectiveness of group/individual instruction, and adjust instruction as needed</td>
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DO’S AND DON’TS

No handbook would be complete without do’s and don’ts. Read through the following list carefully.

DO:

1. Call your clinical faculty or the designated school contact as soon as you receive your assignment.
2. Read through your Handbook before you begin your assignment.
3. Get along with your clinical faculty (even if you have philosophical differences!).
4. Accept advice from your clinical faculty with an open mind. Try to avoid misunderstandings.
5. Willingly accept assignments from your clinical faculty and your university supervisor.
6. Ask for feedback from your clinical faculty and your university supervisor. Establish a set time for feedback.
7. Be professional at all times. Dress professionally (No Jeans). Be on time. Treat staff members professionally.
8. Attend extracurricular activities, faculty meetings, and Teacher Candidate instructional seminars to develop rapport.
10. Be concerned about each and every one of your learners. **Listen to your learners and be fair and consistent.** Treat each individual with politeness and respect.
11. Realize that having a teacher candidate is hard work. Be appreciative!
12. Contact your university supervisor and clinical faculty immediately, everyday you are absent or late.

DO NOT:

1. Do Not **ARGUE** with your clinical faculty. Remember, he or she is an experienced, seasoned teacher and you are a **guest** in his/her room.
2. Do Not try to be one of the learners; You are their teacher.
3. Do Not **Touch learners in a way that may be questioned by learners, parents, or administrators, or use inappropriate language or unapproved instructional activities/materials.**
4. Do Not **Date a learner**.
5. Do Not use **Social networks with learners (Facebook, MySpace, Twitter, etc.)**
6. Do Not counsel learners one-on-one behind closed doors.
7. Do Not have a conversation with a parent without the presence of your clinical faculty.
8. Do Not gossip or complain to other teachers in your building.
9. Do Not **EVER** be late or absent if you can help it.
10. Do Not **SUBSTITUTE** during your internship assignment (even if you are a certified substitute).
11. Do Not spend time in the teachers’ lounge.
12. Do Not keep concerns to yourself. Talk to your university supervisor or call the Director of Teacher Education Services. Assistance is available.
Responsibilities of the Clinical Faculty

The responsibility of the clinical faculty is to assist the teacher candidate in understanding and assuming the role of the Professional Educator. This demands supportive supervision, modeling, guidance, and feedback on the part of the clinical faculty. A successful internship experience most frequently occurs when the clinical faculty acts as a personal confidante, instructional guide, and professional advisor. The following pages review and give specific examples of each of these major responsibilities:

Professional Guide

1. Acquainting the teacher candidate with the school, staff, learners, teacher, parents and community by:
   - Conferring with the teacher candidate and building administrator to review division/district expectations during the workday, including the beginning and ending dates of the internship.
   - Introducing the teacher candidate to the school community and explaining his/her role in the manner which enhances the teacher candidate’s chance for success.
   - Creating an atmosphere of acceptance of the schoolteacher on the part of the learners, parents, faculty, and school community.
   - Touring the campus with the teacher candidate and provides a map of the school.
   - Reviewing school policies, regulations and practices.

Instructional Guide

2. Orienting the teacher candidate to classroom rules, organization and management by:
   - Sharing plans for creating a positive classroom environment and motivating learners to succeed.
   - Introducing the teacher candidate to classroom routines and rules, seating arrangements and other organizational plans.
   - Familiarizing the teacher candidate with excuse forms, hall passes and other standard school forms.
   - Reviewing and implementing the Student Handbook and the Faculty Handbook.
   - Explaining and demonstrating/modeling procedures for notifying parents regarding grades and/or discipline policies including letters, phone calls and conferences.

3. Acquainting the teacher candidate with tasks. The clinical faculty should:
• Make the teacher candidate aware of the school calendar, announcements, schedules or changes in the daily routine
• Schedule the teacher candidate for assistance with lunch, recess, assembly, detention duties, clubs and sports, etc.
• Provide teacher candidates with information and skills to complete the range of routine tasks such as lunch counts, tardies, passes, signed excuses, bathroom procedures.
• Review division/district, school, and department policies regarding; attendance, lunch, playground, nurse, counselor, lockers, phone and leaving/returning to school.
• Define authority and legal requirements of the teacher candidate in emergency situations (i.e. acts of violence, bomb threat, fire).

4. Providing a desk or work place, necessary instructional materials, resources, supplies and equipment. The clinical faculty should:
• Supply copies of textbooks, curriculum guides, charts, planning book, etc.
• Explain the school’s policy of the use of copiers and paper allotments.
• Take time to teach the teacher candidate how to use copiers, media equipment and other machines including computers.

5. Guiding lesson plans and material development. The clinical faculty should:
• Explain goals and objectives in relation to scope and sequence.
• Assist the teacher candidates in examining the Standards of Learning for the grade level they are assigned.
• Assist the teacher candidates in examining and discussing the clinical faculty’s plans and the reasons for choice of methods, materials and activities.
• Give specific help in the selection of instructional materials, including outside resources.
• Assist the teacher candidate in developing his/her own teaching plans.
• Demonstrate how to provide for individual learner differences.
• Identifying and demonstrating methods to check for learner understanding and model how to monitor and adjust teaching.
• Give constructive feedback on lesson plans before and after lesson.
• Assist the teacher candidate in preparing a substitute folder.

6. **Providing for positive learning experiences. The clinical faculty should:**
   • Offer specific suggestions through various modes (oral, written and modeling) for developing effective teaching techniques. Providing both positive feedback and constructive feedback. Limit suggested changes to two or three at any specific time. Monitoring progress on the teacher candidate growth in the suggested areas.
   • Gradually increase teaching responsibilities for teacher candidate until full-time responsibility for the classroom is achieved. Then, gradually decrease them at the end of the semester, allowing for a maximum amount of full-time teaching
   • **MODEL** effective teaching techniques when appropriate, even near the end of the internship experience.

7. **Modeling assessment of students’ performance, grades, records, diagnostic tests, and placement. The clinical faculty should do the following:**
   • Train the teacher candidates to document and maintain records of learners’ progress.
   • Identify learners with special needs, discuss and demonstrate appropriate instructional adjustments, and review legally required accommodations identified in the IEP.

**Professional Growth**

8. **Providing continuous support, conferences and feedback. The clinical faculty will:**
   • Provide for continuous evaluation through daily/weekly conferences, report sheets, logs and self-evaluation shared by the teacher candidate (i.e. audio/video tapes).
   • Provide for unsupervised teaching yet is still in close proximity and can be contacted at all times should help be needed.
   • Maintain a frank, helpful and professional attitude when discussing the teacher candidate’s strengths and areas in need of improvement.
   • Attempt to immediately resolve any conflicts; if no resolution is possible, refers the problem first to the university supervisor and school administrator, and second to the Director of Teacher Education Services.
   • Initiate early effective procedures for a teacher candidate in jeopardy.
9. **Afford opportunities for observation/participation in related activities. The clinical faculty should:**
   - Invite the teacher candidate to extend the teacher candidate experience beyond the immediate classroom by attending parent conferences, clubs, events, sports events, student council meeting and activities, PTA meetings and faculty meetings.

10. **Share personal/professional growth. The clinical faculty should:**
   - *Treat the teacher candidate as a co-worker rather than a subordinate.*
   - Exemplify a positive, professional attitude toward teaching and all persons engaged in the business of public education.
   - Set a good example through professional behavior toward learners, school, division/district and community.
   - Use and stress the necessity for proper language, actions, and dress by teachers.
   - Provide or suggest professional reading.
   - Emphasize the importance of joining/participating in professional organizations.
   - Assist in the development of the Professional Portfolio by the teacher candidate.
Responsibilities of the University Supervisor

The university supervisor is vital to the development of a high quality field experiences program. As the liaison representing the Darden College of Education and Old Dominion University, the supervisor will observe, evaluate and confer with teacher candidates and the clinical faculty. This collegial team facilitates the planning, implementation and evaluation of experiences that will increase the professional competence of the teacher candidate. University supervisors should ensure the purpose and goals of the Darden College of Education Conceptual Framework, “Educator as Professional” knowledge base model are being met in the host classrooms.

Specific Responsibilities

1. Visitations and observations by the supervisor

- Explanation to clinical faculty of university’s expectations.
- Visits and observations of teacher candidates occur a minimum of every other week during the internship experience. More visits/observations may be required if the teacher candidate is experiencing difficulty and needs additional support.
- The initial visit should occur during the first week of the internship experience.
- Two observations should be scheduled when the teacher candidate assumes partial responsibility for the learning environment.
- Three observations should be scheduled when the teacher candidate assumes full responsibility for the learning environment.
- **If a candidate is having difficulty, a university supervisor will model needed skills and develop a professional development plan collaboratively with the clinical faculty.**
- The final observation should occur shortly before the final evaluation.
- The university supervisor collaborates with the clinical faculty in evaluating teacher candidates by providing equal input for the mid-term and final evaluation.
- University supervisors will maintain a copy of all written feedback provided to candidates. All written documents/e-mails will be required to be submitted for candidates recommended for no hire/fail.
2. **Components of observation:** Observing the teacher candidate’s instructional performance is critical for professional development. The university supervisor must be able to provide specific, objective feedback. Observations consist of:

- Review of lesson plans.
- Observation and written documentation of the actual 45-90 minute lesson. This observation should include a discussion of the teacher candidate’s progress with the clinical faculty and teacher candidate.
- Identifying areas of strengths, specific areas of weakness, and strategies to improve area(s) for refinement.
- A review and feedback of the Assessment of Instructional Environment.
- A review of reflection journal and time record.
- If a teacher candidate has a specific area of weakness, the university supervisor will provide a variety of assistance. This could include verbal, written, demonstration of strategies, videotaping, etc.
- The university supervisor will report progress on the university supervisor report form.
- The University Supervisor Report is the form a supervisor should use to collect observation data.

3. **Seminars:**

- Supervisors are required to provide a minimum of four seminars scheduled throughout the internship experience.
- Supervisors will announce the times and places for seminars early in the semester.
- Content of seminars should address the specific needs of the teacher candidates.
- Review Professional Portfolio and Impact on Student Learning.

4. **Establishing rapport with clinical faculty and administration:**

- Meets clinical faculty and exchanges telephone numbers to facilitate communication, daily the first week.
- Is sensitive to the needs and concerns of the clinical faculty.
- Meets with school administration to share the ODU philosophy and ensure awareness of student teachers in the building.

5. **Relationship with the Director of Teacher Education Services:**
• Attends an orientation meeting prior to the start of the teacher candidate internship.
• Notifies the Director when candidates are in difficulty for any reason.
• Submits a grade for each student prior to the last day of each semester.
Recommended Timeline

The internship semester is the most important semester in the professional teacher preparation program. The internship semester demands and should receive full attention. Unlike the practica, the internship experience will require the candidate to be a teacher five days a week, six and a half hours a day, for the length of the experience. However, it will soon be discovered that **the teacher’s day does not end at 4:00 p.m.** Lesson plans, preparation and grading may require continued work far beyond the eight-hour day. To be successful in the teaching internship semester, the teacher candidate may need to sharply curtail other activities, including employment. It is wise to remember that the final evaluation, written by the clinical faculty and university supervisors, **will be reviewed by all potential employers.** The faculty in the Darden College of Education request that your time and energy be focused on this demanding, but exciting and rewarding experience. Teacher candidates are required to be on duty at their assigned school for the complete school day during the entire experience. The complete school day is defined as the duty for teachers in the building where the assignment is made. For example, if teachers are expected to be on duty from 7:30 a.m. to 3:30 p.m., that is the teacher candidate’s teaching day. The professional day includes in-services, parent conferences, and attendance in all professional meetings.

| Phase   | Recommended Experience Time Frame-  
|---------|-----------------------------------|
|         | Will vary by individual candidate 
| Phase I | 1 ½ weeks- observation/participation |
| Phase II| 1 ½ weeks- begin assuming partial responsibility |
| Phase III| 4th week- Assuming full responsibility |

The following pages will detail the activities and responsibilities for the teacher candidate, clinical faculty and university supervisor during each phase of the teacher candidate experience.
PHASE-IN SCHEDULE

PHASE I: ORIENTATION/INTENSE PARTICIPATION

Teacher Candidate

- Becomes familiar with rules, regulations and procedures of the classroom. Develops skill in communicating rules to pupils.
- Becomes familiar with physical features of the buildings.
- Becomes acquainted with and learns names of pupils. Becomes aware of friendships and sub-groups and with unique needs of individuals.
- Observes instruction, following lesson plans prepared by clinical faculty.
- Participates in classroom routine (i.e. roll taking, recording grades, handing out/collection material, supervision outside classroom) and learns daily schedule.
- Provides limited instruction (i.e. administering tests, tutoring, conducting short, informal segments of the lesson).
- Participates in related activities when appropriate (i.e. faculty meetings, athletic events, student clubs).
- Tutors individual learners or small groups as assigned by clinical faculty.
- Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
- Becomes familiar with content to be taught later in the semester.
- Keeps the reflective journal and time sheet up to date.
- Completes the Assessment of Instructional Environment.
- Updates the professional portfolio.

Clinical Faculty

- Has responsibility for planning and conducting class but involves teacher candidate in lesson planning. Shares long-range plans for semester.
- Involves teacher candidate in observation, routine procedures, preparation of materials and interaction with students.
- Sets aside special time to discuss the rationale of what the teacher candidate is observing.
- Establishes standards for initial lesson planning.
- Provides specific feedback to teacher candidate.
University Supervisor

- Holds orientation meeting.
- Conducts seminars as scheduled.
- Discusses Assessment of Instructional Environment.
- Meets with teacher candidate and clinical faculty about the mid-term internship evaluation.
- Is readily available for advice/support for either the teacher candidate and/or clinical faculty.

PHASE II: ASSUMING PARTIAL RESPONSIBILITY

Teacher Candidate

- Increases efforts to identify special characteristics of the learning environment and relates instruction to individual learners; meets with individual learners having problems; and, determines how to utilize special learners’ talents.
- Manages all classroom routine tasks.
- Assumes full instructional responsibility for part of the school day. Gradually assumes greater responsibility for instruction by accumulating teaching responsibilities, and adding one subject, or period, or preparation as teaching proficiency increases.
- Continues to develop instruction for lessons.
- Participates in faculty meeting, parent teacher conferences, PTA meetings, etc.
- Continues to keep reflective journal and time sheet up to date.
- Continues updating professional portfolio.
- Begins assessment process for impact on student learning project
- Asks clinical faculty and university supervisor for specific feedback on instructional performance.

Clinical Faculty

- Plans cooperatively with the teacher candidate the delivery of instruction, starts with small tasks, such as directing cooperative learning groups; jointly develops evaluation instruments; re-teaches concepts to small groups; and provides enrichment activities.
- Continuously assesses the teacher candidate’s level of competence in instruction and of the learning environment management so that the teacher candidate can gain confidence before assuming additional responsibilities.
• Models a variety of instructional techniques so that the teacher candidate develops a comfort level for a broad spectrum of teaching activities.
• Completes and reviews with the teacher candidate and university supervisor, the Professional Attributes and Instructional Development Scales (mid-experience).

University Supervisor
• Conducts at least three observations of the teacher candidate.
• Conducts seminars as scheduled.
• Meets with teacher candidate and clinical faculty about the mid-term internship evaluation.
• Reviews with the teacher candidate the professional portfolio and impact on student learning activity.
• Is readily available for advice/support for either the clinical faculty or teacher candidate.

PHASE III: FULL RESPONSIBILITY
Teacher Candidate
• Assumes primary responsibility for planning, preparing, delivering instruction, and monitoring learners’ progress and evaluation.
• Implements an effective discipline plan, including contacting parents if necessary.
• Assumes primary responsibility for developing the instruments for student evaluation.
• Recommends student grade to clinical faculty.
• Completes impact on student learning project.
• Provides instruction that recognizes individual learners’ needs.
• Continues to keep reflective journal and time sheet up to date.
• Submit final professional portfolio by date established by University supervisor.
• Asks the school principal to observe lesson and provide feedback.
• Completes university supervisor’s evaluation.

Clinical Faculty
• Examines, critiques and provides necessary approval of teacher candidate’s plans for instruction and evaluation.
• Contributes to the class instruction in ways that are complementary to the general class presentation under the direction of the teacher candidate.
• Completes the final evaluation of the teacher candidate in collaboration with the university supervisor.
• Coordinates for evaluation of teacher candidate by school administration.

**University Supervisor**
• Conducts at least three observations of teacher candidate.
• Conducts seminar as scheduled.
• Grades impact on student learning project.
• Meets with teacher candidate and clinical faculty to discuss the final internship evaluation.
• Is readily available for advice/support for either the teacher candidate and/or clinical faculty.
• Submits final grade and internship evaluation for the Director of Teacher Education Services.

**Questions from Clinical Faculty**

There are some questions that are asked repeatedly by clinical faculty. Many of these questions cannot be answered unequivocally, but perhaps some insights will help guide the clinical faculty.

**How frequently should I leave the classroom? Should the teacher candidate be left on their own?**

A survey of clinical faculty found that they were most critical of the clinical faculty who spent a great deal of time away from the classroom. The view of most clinical faculty is that teacher candidates should not be regarded as substitutes. Rather, they should be viewed as novice teachers placed in the classroom to learn and grow professionally with the direct help and supervision of experienced teachers. Without clinical faculty feedback, the internship experience becomes much less effective for the beginners. Yet, it is also important for the teacher candidate to have a sense of managing the class on his or her own. Therefore, it may be advisable for the teacher candidate to “solo” occasionally for short periods of time. However, the clinical faculty should be in close proximity. In the final analysis, the clinical faculty retains the responsibility for the classroom, the students and the teacher candidate.

**What should I do when the university supervisor comes to visit?**
The university supervisor does not wish to disrupt the class. Therefore, go on with whatever has been planned. Each supervisor’s visit should include a discussion with clinical faculty and the teacher candidate. This discussion should not interrupt the regular classroom schedule.

**What should be done when either the teacher candidate or the clinical faculty fails to assume responsibilities?**

Realizing that each partner may have a different perception of a situation, both parties should make an effort to communicate with the other on a one-on-one basis. If this approach fails to produce the needed results, one or both should contact the university supervisor who can then communicate with them individually and/or jointly to resolve the problem. If this does not resolve the problem, the Director of Teacher Education Services for Old Dominion University should be contacted immediately.

**What do teacher candidates want clinical faculty to do?**

When surveyed, teacher candidates rate “**being observed and receiving feedback on a regular basis from their clinical faculty**” as their greatest need. It is difficult to imagine that a clinical faculty and teacher candidate can spend many hours each week in the same classroom without communicating about the teacher candidate’s performance. But, the fact is, this is the most serious problem in the teacher candidate experience. Here is a list of reasons that appear to deter effective communication/feedback:

6. Over concern for “hurting the feelings” of the teacher candidate
7. Lack of time before or after school due to the demands of preparation, lunchroom or playground supervision.
8. No time during the school day since one or both of the parties must be working with pupils.

*For the teacher candidate to be able to grow professionally, these obstacles must be overcome.*

**What can be done about teacher candidates with glaring educational problems, such as inability to use standard written or oral language?**

One of the mysteries of the internship experience is how an individual can be in the last semester of a professional preparation program and lack these skills. One explanation may be that these inadequacies are only apparent when the teacher candidate must write on the chalkboard or give oral instruction before the class. These difficulties must be corrected and require attention of the university supervisor, clinical faculty and the teacher candidate. Some of them can do it quite rapidly, while others might have to repeat or extend the internship experience.
What if my teacher candidate is failing?

Teacher candidates experiencing difficulties typically receive many more hours of help than do more successful teacher candidates. In addition to the clinical faculty, the university supervisor, building principal, and Director of Teacher Education Services are involved in the remediation process. Teacher candidates who are in jeopardy of not successfully completing their internship experiences are placed on a professional growth plan. The purpose of the plan is to identify specific areas that require improvement and to outline a plan of action for remediation. If a clinical faculty observes inadequate performance, the university supervisor should be notified immediately. The supervisor will contact the Director and a conference will be scheduled. During the conference, the content of the professional growth plan will be formulated, with input from the teacher candidate, the clinical faculty, the supervisor, and the Director.
PART TWO

Teacher Candidate Assignments

ASSESSMENT OF THE INSTRUCTIONAL ENVIRONMENT, IMPACT ON STUDENT LEARNING, AND PROFESSIONAL PORTFOLIO
Assessment of the Instructional Environment

Directions

The Assessment of the Instructional Environment is completed during the first week of student teaching. The purpose of this assessment is to provide the teacher candidates with contextual information for planning and implementing effective instruction. The objective is to gather information about individual learners in the classroom, their diverse learning needs, the classroom organization, possible interruptions/disruptions to the learning environment, and available educational resources. Teacher candidates are to complete the assessment form and narrative statement and discuss the implications for instruction with the university supervisor during the first visit.

Teacher Candidate Name______________________________________________________________________
University Supervisor_________________________________________________________________________
Clinical Faculty______________________________________________________________________________
School /Division/district______________________________________________________________________
Subject_________________________________ Grade_____________________ Semester__________________

<table>
<thead>
<tr>
<th>Date</th>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Level (s)</td>
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<tr>
<td></td>
<td>Ages</td>
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</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Student Information</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total Typically Present</td>
</tr>
<tr>
<td></td>
<td>Male</td>
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<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Total Race</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td>African American</td>
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<tr>
<td></td>
<td>Native American</td>
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<td></td>
<td>Hawaiian/ Pacific Islander</td>
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<tr>
<td></td>
<td>Total English Language Learners (ELL)</td>
</tr>
<tr>
<td></td>
<td>ELL Receiving Services</td>
</tr>
<tr>
<td></td>
<td>ELL Not Receiving Services</td>
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<tr>
<td></td>
<td>Learners with 504 Plans</td>
</tr>
<tr>
<td></td>
<td>Learners Involved in Child Study Process</td>
</tr>
<tr>
<td></td>
<td>Learners Involved in Eligibility Process</td>
</tr>
<tr>
<td></td>
<td>Learners Identified as Eligible for Special Education Services</td>
</tr>
<tr>
<td></td>
<td>Learners with Learning Disabilities</td>
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<tr>
<td></td>
<td>Learners with Emotional and Behavioral Disabilities</td>
</tr>
<tr>
<td>Rating</td>
<td>Levels of Diversity by Category (Rating L=Low, M=Medium, H=High)</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Ages</td>
</tr>
<tr>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td></td>
<td>Developmental Levels</td>
</tr>
<tr>
<td></td>
<td>Cultures</td>
</tr>
<tr>
<td>Check one</td>
<td>Teaching Interruptions</td>
</tr>
<tr>
<td></td>
<td>Few Interruptions</td>
</tr>
<tr>
<td></td>
<td>Some Interruptions (describe in narrative)</td>
</tr>
<tr>
<td></td>
<td>Many Interruptions (describe in narrative)</td>
</tr>
<tr>
<td>Check one</td>
<td>Room Organization</td>
</tr>
<tr>
<td></td>
<td>Well Organized</td>
</tr>
<tr>
<td></td>
<td>Adequately Organized</td>
</tr>
<tr>
<td></td>
<td>Poorly Organized</td>
</tr>
<tr>
<td>Check One</td>
<td>Resources: Equipment and Supplies</td>
</tr>
<tr>
<td></td>
<td>Well Equipped and Supplied</td>
</tr>
<tr>
<td></td>
<td>Adequately Equipped and Supplied</td>
</tr>
<tr>
<td></td>
<td>Poorly Equipped and Supplied</td>
</tr>
<tr>
<td>Time</td>
<td>Time On Task</td>
</tr>
<tr>
<td></td>
<td>Time spent each day on instruction</td>
</tr>
<tr>
<td></td>
<td>Time spent each day on transitions</td>
</tr>
<tr>
<td></td>
<td>Time spent each day on “non-academic activities” (free time, waiting, trying to start class or redirect inappropriate behavior, etc.)</td>
</tr>
</tbody>
</table>

**Narrative**

Describe your instructional environment and learners. In the description, review the composition of your learners and their learning needs. Also, discuss the “average” number of disruptions in your class per day and the type of disruptions. How will these disruptions and how well your learning environment is equipped and supplied impact how you will plan and deliver your instruction? This information should be reviewed with your university supervisor as your first classroom journal assignment.
Impact on Student Learning

Like the clinical faculty they will be working with, teacher candidates will be responsible for student learning. For teacher candidates to determine the impact they are having on the students they are teaching, they must have knowledge and skills in planning and assessment.

To demonstrate the skills of planning and assessment, teacher candidates will complete the “Impact on Student learning” assignment.

This assignment requires each candidate to complete the following tasks in LiveText. The assignment includes:

1. Description of Classroom Demographics
2. Pre-test (disaggregation of data)
3. Analysis of Pre-test data
4. Unit Plan
5. Post-test (disaggregation of data)
6. Analysis of Post-test data
7. Comparison of Pre-Post test data
8. Analysis and reflection
Impact on Student Learning
by Old Dominion University College of Education

Demographics of Classroom

Provide a well written in-depth description of the demographics in your classroom. Include number of learners, gender breakdown, ages of learners, ethnicity, and diverse learning needs.

Pre-Test

Description

Candidates are to provide a well written description of the Pre-Test given to their class. Include when the assessment was given, Teacher Candidate expectations, and specific information taken into consideration when creating the Pre-Test.

Data and Analysis of Pre-test Data

Provide the data of the pre-test. The pre-test should be disaggregated by learner sub-groups. An analysis of the results of the Pre-Test should include reviewing class means, individual learners scores (use a learner variable not name when reporting data), sub-group comparisons (gender, age, ethnicity, and diverse learners), range, and percentages. Analysis should also include suggestions for making instructional decisions for the different sub-groups.

Lesson Plan

Lesson Plan Implementation

Provide a well written summary of the attached lesson plan's implementation that has been taught. (Follow the ODU-DCOE Core Instructional Lesson Plan outlined below)  INSERT LESSON PLAN
Post-Test

Description

The Post-Test should be the same as the Pre-test given to your class. Include when the assessment was given, Teacher Candidate expectations, and specific information taken into consideration administering the post-test. This should include the number of instructional lessons in the unit, if there was an unexpected delay in administering the post test, etc.

Data and Analysis

Provide an analysis of the results of the Post-Test. Analysis and data should include class means, individual learner scores (use a student variable not name when reporting data), sub-group comparisons (gender, age, ethnicity, and diverse learners), range, and percentages. Analysis should also include major strengths and weaknesses of learners and suggestions for effectively meeting the needs of those making least progress.

Comparison of Pre and Post Test Data

Data from the pre-test and post test for the individual learners and different sub-groups should be compared. Analysis should include the raw score, percentage, range of scores and percentage of growth for individual learners and sub-group comparisons (gender, age, ethnicity, and diverse learners). Analysis should also include suggestions for effectively meeting the needs of those individuals making the least progress.

Reflection and Reaction

Personal Impact on Student Learning

Provide a well written in-depth summary of your personal impact on student learning. Provide information on the instructional strategies that were effective and those that were less effective. As a teacher, what would you do differently to meet your learners’ instructional needs?
ODU-DCOE Core Instructional Lesson/Unit Plan

by Old Dominion University College of Education

Overview

Lesson/Unit Plan Overview

Date:

Lesson Title:

Lesson Author:

Grade Level:

Subject Area:

**Time Allotted for Lesson:** Express in number of class meetings and/or number of minutes. *(minimum of 4)*

Short Description of Lesson

Write a *brief*, yet concise, *description* of what occurs in this lesson *(50 words)*.

In this lesson, the students will...

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson/Unit Plan Standards</strong></td>
</tr>
<tr>
<td>No standards added.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Objectives</strong></td>
</tr>
</tbody>
</table>

Identify each instructional objective (learning outcome) for this lesson. These are observable *measurable outcomes* that students will *demonstrate* and that may be *assessed*. Remember that activities are *not* learning outcomes. *(See right-hand column of Curriculum Frameworks)*
Focus

Enduring Understandings

An enduring understanding is a goal, not an objective. List the **big ideas or concepts** that you want students to come away with, not facts that they must know, see Curriculum Frameworks at VA Dept. of Education website.

Essential Questions

Essential questions address the heart of the discipline, are **framed to provoke and sustain students interest**; unit questions usually have no one obvious "right" answer. **Generate leading questions** that will provoke interest, motivate students to learn the content and/or skills, and will be embedded in your assessment strategies. (Possible question stems: How ..., Why..., To what extent..., What convinced you that..., How might you prove...)

Procedures

Lesson/Unit Set

The activities in this section capture the student's attention, **stimulate their thinking and help them access prior knowledge**. (i.e.- KWLH; discrepant event, inquiry-based question/activity; free write; reading from piece of literature; demonstration...)

Rationale

Describe how you will **relate this lesson/unit to previous learning and to real-life experiences**, to explain the importance of the instruction to the students. (requires learner engagement)

Techniques and Activities

List the **step-by-step activities** in sequential order as they occur in the lesson/unit. Be sure to clearly identify what is to take place in the lesson/unit. Include a variety of **teaching strategies (methods)**. Activities are to be **learner-centered**; i.e. solve problems, construct models, design and perform experiments, read authentic resources, answer open-ended questions, support ideas with evidence, compose, analyze and interpret maps, draw conclusions. Include **guided process** of learning. Include the opportunities learners will have to expand and solidify their understanding of the concept and/or apply it to a real-world situation. List any **independent practice** activities. (note: there may be more or less steps than listed below in your lesson/unit plan)

1.
Lesson/unit Closure

How will you close the lesson/unit, summarize the lesson/unit content, relate the lesson/unit to future lesson/units, and actively involve the students? Develop reflective questions that you will pose during the closure. Describe how you will actively involve the learners during the debriefing of the lesson/unit and/or student presentations.

Assessment/Evaluation

Describe the evaluation process that you will use to measure whether the learners achieved the instructional objectives. Describe the criteria for achievement, and performance level. Describe how you will assess that learners have grown. Describe your methods for monitoring learners’ progress. The criteria should directly align to the instructional objectives and standards. Describe your plan for providing feedback to your students.

Learners Products

Describe artifact/s or products students will create as a result of the lesson/unit. How will these performance products allow you to assess conceptual understanding and/or mastery of procedural skills? (The following are examples of performance tasks/products: Participate in a debate; Use evidence to solve a mystery; Infer the main idea of a written piece; Propose and justify a way to resolve a problem; Design a museum exhibit; Apply rules to particular situations; Draw a picture that illustrates what's described in a story or article; Conduct a poll on consumer preferences; Display results graphically; State conclusions in written format; Critique a performance or a work of art; Design an experiment; Build a model...)

Supplemental Activities: Extension and Remediation

Extensions are activities for students who grasped the concepts quickly and need a deeper challenge. The purpose of extensions is to allow students to further explore the concept in more depth and add a new dimension in the learning of the content. Extensions should not be more of the same work. Explore the Remediation activities include methods to reteach the instruction for learners who need more instruction/practice.
Adaptations for Diverse Special Learners

Describe how you will adapt the instructional learning strategies for diverse learners with special needs—learners with disabilities, ELL, and gifted learners.

Differentiated Instruction

In what ways have you adjusted your lesson/unit to meet the unique needs of learners? Describe how your lesson/unit is adjusted by either content, process, products and/or environment based on readiness, interests, and/or learning styles? (examples: tiering; flexible grouping; complex grouping; use of multi-modality instructional strategies; use of learning profiles and/or interests; other tools- think-tac-toes or learning menus or learning contracts or RAFT activities or think dots or JigSaw or process logs...)

Resources

Materials and Additional Resources

List all materials (textbooks, maps, crayons, scissors, student whiteboards, research guides, etc.) technology resources (computers, printer, scanner, internet connection, cameras, projectors, etc.) and web addresses that are needed for this lesson/unit. If you are using copyrighted materials, you must include author, date, city and publisher.

Web and Attachment Resources
## Grading Rubric

### Impact on Student Learning Rubric

<table>
<thead>
<tr>
<th>Demographics (1.000, 10%)</th>
<th>Meets Standards (2 pts)</th>
<th>Needs Improvement (1 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate fully describes demographic of students.</td>
<td>Teacher Candidate partially describes demographic of students.</td>
<td>Teacher Candidate description is not well written and missing key elements of demographics.</td>
<td></td>
</tr>
</tbody>
</table>

| Pre-Test (1.000, 10%) | Description provided about the Pre-test attached; Pre-test attached; Teacher Candidate expectations present in description; Description/Analysis of Results present and data attached. | Pre-test attached with a description that does not fully describe the pre-test; Teacher Candidate expectations present in description; Description/Analysis of Results present and data attached but limited. | Pre-test attached; Teacher Candidate expectations present in description; Description/Analysis of Results and data are not attached or are very poorly organized and presented. |

| Pre-Test Data & Analysis (2.000, 20%) | Summary of overall data contains class means, individual student scores, sub-group comparisons (gender, age, and diverse learners), range, and percentiles. Analysis includes reflection that accurately identify major strengths and weaknesses of students' knowledge (based on the calculations of data), with suggestions for effectively meeting the needs of all individuals. | Incomplete class data is provided. Individual student scores with some group comparisons provided. Analysis is general. Suggestions for meeting students' needs is limited. | Overall data is missing and disorganized. Due to lack of data, appropriate suggestions for are unable to be made. |

<p>| Lesson Plan (1.000, 10%) | Summary provided about the lesson plan attached. Lesson plan is complete based on Student Teaching Evaluation in the Student Teaching handbook. Lesson plan is attached. | Summary not provided about the attached lesson plan. AND/OR Lesson plan contains half of the required elements identified in the Student Teaching Evaluation in the | Summary not provided about the attached lesson plan AND Lesson plan not attached. AND/OR Lesson plan contains less than half of the required elements |</p>
<table>
<thead>
<tr>
<th>Post-Test (1.000, 10%)</th>
<th>Description provided about the Post-test attached; Post-test attached; Teacher Candidate expectations present in description; Description/Analysis of Results present and data attached.</th>
<th>Post-test attached with a description that does not fully describe the post-test; Teacher Candidate expectations present in description; Description/Analysis of Results present and data attached but limited.</th>
<th>Post-test attached; Teacher Candidate expectations present in description; Description/Analysis of Results and data are not attached or are very poorly organized and presented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Test Data &amp; Analysis (2.000, 20%)</td>
<td>Summary of overall data contains class means, individual student scores, sub-group comparisons (gender, age, and diverse learners), range, and percentiles. Analysis includes reflection that accurately identify major strengths and weaknesses of instruction for the class/individuals/groups (based on the calculations of data), with suggestions for more effectively meeting the needs of those individuals and/or groups making the least progress.</td>
<td>Incomplete class data is provided. Individual student scores with some group comparisons provided. Analysis is general. Suggestions for improvement are limited.</td>
<td>Overall data is missing and disorganized. Due to lack of data, appropriate suggestions for improvement are unable to be made.</td>
</tr>
<tr>
<td>Reflection &amp; Reaction (1.000, 10%)</td>
<td>Reflection is a well written in-depth summary of personal impact on student learning; Data, comparisons, and findings are referenced</td>
<td>Reflection is a general statement of personal impact on student learning; AND/OR Data, comparisons, and findings are minimal or</td>
<td>Reflection is vague and unsupported by data.</td>
</tr>
<tr>
<td>Writing &amp; Grammar (1.000, 10%)</td>
<td>from Pre- and Post- test data and analysis; Teacher Candidate clearly stated what would be done differently.</td>
<td>infrequently referenced from Pre- and Post-test data and analysis; AND /OR Teacher Candidate did not state what would be done differently.</td>
<td>There are no spelling or grammatical errors.</td>
</tr>
</tbody>
</table>
Introduction to the Professional Portfolio

What is a professional portfolio?

A professional portfolio is a tool judiciously and carefully crafted to appropriately showcase the work of a professional educator while providing evidence of career growth. It is NOT simply a gathering of all the lesson plans, papers, and assignments completed during a designated time period that has been placed in a notebook/scrapbook. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) defined a portfolio as being an organized goal-driven exhibit providing evidence of understanding and performance.

As a candidate in Darden College of Education's teacher preparation program, the portfolio you develop is an evolving structure that will help document growth over time. It promotes self-reflection and critical analysis in ways that help you understand the complexities of teaching. 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.

A professional teaching portfolio offers you a means of presenting your case coherently. It shows school officials why your candidacy is worthy of special notice, and gives them the opportunity to view materials beyond those in the professional credentials file you submit to a school division as part of your application for employment. Your portfolio design can showcase your strengths and abilities in a way that is both professional and uniquely your own.

It includes a variety of documents to highlight your professional achievements in a cohesive manner, and may be in paper or electronic format. You are encouraged to consider an electronic format because it offers the distinct advantages of portability, accessibility, and connectivity. Additionally, it can easily be updated and revised and provides unique opportunities for demonstrating technological expertise.

What is the portfolio process?

Your portfolio can be a perpetual workspace in which to examine and evaluate various aspects of your teacher preparation program. While initially you will want to collect everything that might be of interest, from videotapes of teaching to informal learner evaluations to papers on relevant topics, your portfolio will be more than just a scrapbook collection.

The key to the portfolio process is in understanding the relationship between the portfolio organization, material collection, selection of material, and reflection of growth. A portfolio only begins to take shape as you select and arrange the evidence contained in your collection with a particular audience or purpose in mind. Then, when you go on to compose reflections exploring the meaning of the evidence, your work folder is transformed into a potentially powerful document – your professional portfolio – representing a self-aware professional.
Organization

The portfolio is organized into four (4) sections—Portfolio Overview Statement, Professional Preparation, Pre-service Teaching Competencies, and Reflective Behavior and Strategies to manage the learning environment.

Collection

Each section identifies specific artifacts to be included in the portfolio. You may well want to become a “pack rat”, collecting everything related to your work as a teacher. Read the definition for each artifact and include only the best representation for that artifact. Examples artifacts may include items such as:

- Lesson plans
- Unit plans
- Journal reflections
- Curriculum materials
- Field experience evaluation forms
- Samples of learner work stemming from lessons you have taught
- Video & audio tapes
- Curriculum maps
- Photographs
- Papers &/or reviews of professional readings
- Administrator feedback
- Letters of commendation and appreciation
- Activities in professional organizations
- Certificates
- Honors and awards
- Written reflections on the meaning of teaching

Keep journals and write regularly about your thinking, what you are reading, and what you are doing. Collect learner work from your field experiences. What did learners do that excited you as a teacher? What did learners bring with them that allowed you personally to learn?
Selection

Three general rules can help you select those items from your collection that will show who you are as a teacher:

1) Explain the artifacts. Orient your supervisor to the connection you see between the standard and the artifact.

2) Consider variety and flexibility when selecting artifacts.

3) Include no less than the minimum requirements for the portfolio.

1) Explain the artifacts.

Through detailed descriptions in Section II you will show the reader how each artifact illustrates the multiple competencies you have addressed as a teacher. Include specific examples from the artifacts when you refer to them to draw out their unique features. Artifacts should be related to the ODU conceptual framework and to your professional organization. Your written explanation of the artifacts will demonstrate how you have grown in understanding over time.

2) Consider variety and flexibility when selecting artifacts.

Include as many kinds of artifacts as possible to make the portfolio interesting and to show your diversity. Different types of lesson plans, pictures, and assessments will mostly come from your impact on student learning project and unit plan. In addition, it will come from the behavior reflection and learner work.

3) Include no less than the minimum requirements for the portfolio.

Ensure all items are included.

Requirements for the portfolio are found in the portfolio checklist. See the details in each section from I and II.

Final Note

Please note that since your 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 progress through the program. Since 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 portfolio as you move through your teaching career.
Portfolio Overview Statement

Submit a one-page statement that provides an overview of your portfolio. In this overview summarize YOUR GROWTH throughout your program and student teaching semester to include professional preparation, teaching competencies, and strategies to manage the learning environment.

DEVELOPMENT CHECKLIST FOR PROFESSIONAL PORTFOLIO (PRESERVICE)

I. Professional Preparation (All elements required.)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A</td>
<td>Candidate’s Information (see below)</td>
</tr>
<tr>
<td>B</td>
<td>Statement of personal teaching philosophy</td>
</tr>
<tr>
<td>C</td>
<td>Resume</td>
</tr>
<tr>
<td>D</td>
<td>Graduate and undergraduate transcripts</td>
</tr>
<tr>
<td>E</td>
<td>Professional Assessments score reports (PRAXIS I/Praxis Core or equivalent scores on SAT or ACT, Praxis II, VCLA, and RVE/ VRA where applicable)</td>
</tr>
<tr>
<td>F</td>
<td>Child abuse and neglect recognition reporting certificate and First Aid, CPR, AED training.</td>
</tr>
<tr>
<td>G</td>
<td>Letters of recommendation (3 – 5)</td>
</tr>
<tr>
<td>H</td>
<td>Copies of all teaching certifications and licenses</td>
</tr>
<tr>
<td>I</td>
<td>Evaluations (Observation, Practicum, Teacher Candidate Internship)</td>
</tr>
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</table>

A. Candidates Information

- Candidate’s first name
- Candidate’s last name
- UIN
- Candidate Status (UG, GR, Post-baccalaureate endorsement)
- Academic Year
- Semester
- Program/Endorsement Area

B. Statement of Personal Teaching Philosophy

2-4 page discussion of your personal teaching philosophy as a professional educator in your specific discipline. Be sure to discuss your philosophy in terms of the Darden College of Education Conceptual Framework.

C. Resume – The resume should be no more than two pages long and should highlight educational experience.
D. Graduate and undergraduate transcripts – Unofficial transcripts are appropriate until the end of approved program experience.

E. Professional Assessments score reports (PRAXIS I/Praxis Core or equivalent scores on SAT or ACT, Praxis II, VCLA, and RVE/ VRA where applicable) – All licensure tests should be included. They will be required when applying for positions. Institutions of higher education will not be able to provide copies.

F. Child abuse and neglect recognition reporting certificate and First Aid, CPR, AED training. These items will be required when applying for a Virginia teaching license. Each item must be current.

G. Letters of recommendation (3 – 5). Letters of recommendation must be professional in nature. Letters from parents and friends are not appropriate.

H. Copies of all teaching certifications and licenses. Include any type of certificate or license that may assist you in obtaining a position. This could include physical training, life guard, sign language, driver’s license, etc.

I. Evaluations – Observation, practicum, and teacher candidate internship

II. Pre-service Teaching Competencies (All elements required.)

The Professional Portfolio Committee devised a common core of competencies which were inspired those standards recommended by professional organizations and utilized by NCATE/CAEP for purposes of accreditation. The professional education organizations included: Association for Childhood Education International (ACEI), International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE), National Association for the Education of Young Children (NAEYC), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Middle School Association (NMSA), National Science Teachers Association (NSTA) and National Council for the Social Studies (NCSS).

While the process of developing a 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 portfolio. These guidelines will define expectations for each section of your portfolio. They have been provided to help you as you begin your portfolio preparation and are required components of your portfolio; however, you are encouraged to extend beyond these requirements so that your portfolio becomes a document that reflects your creativity and individuality. Remove from
artifacts all reference to K-12 school names, teacher names, and learner names. Use aliases if necessary.

These artifacts should come from the unit in the “Impact in Student Learning Assignment”, and other supplemental materials from your program of study. Per competency, write a one-half to one page reflection addressing your growth as supported by reference to 2-4 artifacts. Be sure to clearly describe in what ways each referenced artifact illustrates your growth. For each of the following indicators the candidate will provide evidence of growth in knowledge, understanding and disposition, including design and appropriate use of:

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<tbody>
<tr>
<td>A</td>
<td>Learner-centered and/or differentiated instruction providing for special needs learners and individual learner needs</td>
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<tr>
<td>B</td>
<td>Instructional and curricular adaptations for multicultural, ethnic, socio-economic, and linguistic diversity, and gender equity</td>
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<tr>
<td>C</td>
<td>Developmentally appropriate instruction</td>
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<tr>
<td>D</td>
<td>Standards-based instruction</td>
</tr>
<tr>
<td>E</td>
<td>Candidates will demonstrate the essential knowledge, skills, and processes in the content area they will be endorsed and demonstrate the ability to deliver instruction that uses inquiry, critical thinking, and problem based learning within and across various disciplines.</td>
</tr>
<tr>
<td>F</td>
<td>Engagement of learners in studies of the nature of the respective disciplines</td>
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<tr>
<td>G</td>
<td>Authentic learning experiences providing for connections to human values and endeavors as well as the personalities, needs, and interest of learners</td>
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<tr>
<td>H</td>
<td>Integration of technology and media resources for instruction, classroom organization, and pupils learning</td>
</tr>
<tr>
<td>I</td>
<td>Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning</td>
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Candidates are required to collect artifacts during the completion of the “impact on student learning unit”, or other supplemental materials which will support the following standards-based competencies:

**A. Learner-centered and/or differentiated instruction providing for special needs learners and individual learner needs.**

Candidates provide evidence that they:

- Honor individual differences among learners by utilizing multiple approaches to thinking and learning.
- Develop and implement an integrated curriculum that focuses on children's needs and interests.
B. Instructional and curricular adaptations for multicultural, ethnic, socio-economic, and linguistic diversity, and gender equity.

Candidates provide evidence that they:

- Plan instructional activities appropriate to the needs of culturally, ethnically, economically and linguistically diverse learners and those with exceptional learning needs.
- Use their knowledge of learner diversity to affirm and support full participation of all learners.
- Use a variety of approaches to instruction in diverse settings and with learners with diverse backgrounds, interests, and abilities.

C. Developmentally appropriate instruction

Candidates provide evidence that they:

- Know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents.
- Consider, accommodate, and integrate the cognitive, linguistic, physical, social, and emotional developmental characteristics of children and young adolescents.
- Plan and implement developmentally appropriate/responsive curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.

D. Standards-based instruction

Candidates provide evidence that they:

- Know and understand the major concepts and principles of their teaching discipline(s) as defined by educational state and national standards.
- Relate plans and resources to professionally-developed state and national standards.

E. Candidates will demonstrate the essential knowledge, skills, and processes in the content area they will be endorsed and demonstrate the ability to deliver
instruction that uses inquiry, critical thinking, and problem based learning within and across various disciplines.

Candidates provide evidence that they:

- Know, understand, and use the central concepts, structures of content and tools of inquiry for learners across the grades.
- Know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate learners and build understanding.
- Teach the basic concepts and skills of inquiry and communication as integral to all learning.
- Cultivate skills in recognizing and solving problems.
- Help learners develop lifelong habits of critical thinking and judgment.

F. Engagement of learners in the studies of the nature of the respective disciplines

Candidates provide evidence that they can define the values, beliefs and assumptions inherent to the creation of knowledge within their respective fields, and contrast that knowledge to other ways of knowing. Nature of the discipline refers to characteristics distinguishing the discipline from other ways of knowing; i.e., characteristics distinguishing basic science, applied science, and technology; processes and conventions of science as a professional activity; and standards defining acceptable evidence and scientific explanation. Candidates engage K-12 learners effectively in studies of the nature of science and conventions of scientific explanation.

G. Authentic learning experiences providing for connections to human values and endeavors as well as the personalities, needs and interests of the learners.

Candidates provide evidence that they:

- Encourage the application of knowledge, skills, tools, and ideas to real world issues.
- Help learners realize how knowledge, skills, and ideas relate to their lives and to other real world situations.
- Know and understand the relationship of various disciplines to other human values and endeavors.

H. Integration of technology and media resources for instruction, classroom organization, and pupil learning.
Candidates provide evidence that they:

- Know that technology includes, but is not limited to, computers and computer software, calculators, interactive television, distance learning, electronic information resources, and a variety of relevant multimedia.
- Use a variety of resources, including technology and nonprint materials
- Understand and use appropriate technology to help learners become capable technology users through communication.
- Develop the ability of the learners to apply technological knowledge and skills
- Select appropriate instructional technologies to effectively teach all learner populations.

I. Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning.

Candidates provide evidence that they:

- Use assessment as an integral part of instruction and learning.
- Align their instructional and assessment practices.
- Use formative and summative methods to determine learners’ understanding and to monitor their own teaching effectiveness.
- Use a variety of formal and informal assessment techniques (e.g., observation, portfolios of learner work, teacher-made tests, performance tasks, projects, learner self-assessments, peer assessment, and standardized tests.)

III. Reflective Behavior and Strategies to manage the learning environment – (All elements required)

Reflect on a behavior encountered during student teaching that was challenging. Document how you handled the situation. Answer the following questions:

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<tbody>
<tr>
<td>A</td>
<td>Reflect on an individual learner behavior or a classroom behavior encountered during student teaching that was challenging.</td>
</tr>
<tr>
<td>B</td>
<td>Document how you handled the situation</td>
</tr>
<tr>
<td>C</td>
<td>What type of strategies did you use?</td>
</tr>
<tr>
<td>D</td>
<td>What was the outcome (successes and frustrations)?</td>
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</tbody>
</table>
Behavior is one of the greatest challenges today’s teacher faces, especially when students getting special education services are in inclusive classrooms. This section is designed to provide the candidate with the opportunity to observe and practice strategies to support their students. The goal is to create an instructional environment that increases the likelihood of increased student success.

A. **Observe and practice principles of effective classroom management.**

Candidates provide evidence in their reflective journal that they:

- Establish effective classroom expectations.
- Develop and maintain predictable classroom schedules and routines.
- Consider learners’ needs in establishing group strategies.

B. **Observe and practice the principles of effective behavior management.**

Candidates provide evidence in their reflective journal that they:

- Use reinforcement strategies to promote positive learners responses.
- Collect and analyze data to assist in the decision making process.
- Apply behavior change procedures as consistently and immediately, as possible.

C. **Use a range of strategies to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.**

Candidates provide evidence in their reflective journal that they:

- Implement and monitor research-based strategies.
• Work as a member of the instructional team.

D. Create learning communities in which learners assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

Candidates provide evidence in their reflective journal that they:

• Teach and reinforce individual accountability in the classroom.

• Provide opportunities for students to work cooperatively on various tasks.

E. Understand and use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment.

Candidates provide evidence in their reflective journal that they:

• Use effective interpersonal communication strategies to communicate with learners, colleagues, and parent/guardians.

• Teach learners skills that will increase their ability to communicate effectively.

F. In reviewing items A-E above, explain how you grew as a professional.

Candidates provide evidence in their reflective journal that they:

• Use effective strategies to develop individual learner behavior and/or classroom behavior encountered during the student teaching experience.

• Provide evidence of successes and/or frustration of strategies used to work with individual learner behavior and/or classroom behavior.
## Teacher Candidate Portfolio Rubric

<table>
<thead>
<tr>
<th>Portfolio Overview 3/20 (15%)</th>
<th>Meets Standards (2 pts)</th>
<th>Needs Improvement (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal teaching philosophy is written in a complete and cohesive manner. Professional growth statement fully addresses transition from early field experience to student teaching. The professional growth statement clearly incorporates the Conceptual Framework, Educator as Professional.</td>
<td>Personal teaching philosophy is written in a manner that is partially complete. Professional growth statement partially addresses transition from early field experience to student teaching. The professional growth statement fails to clearly incorporate the Conceptual Framework, Educator as Professional.</td>
<td>Personal teaching philosophy is incomplete. The statement regarding growth in the profession is not present or disorganized and poorly presented. Professional growth statement does not address transition from early field experience to student teaching. The professional growth statement fails to incorporate the Conceptual Framework, Educator as Professional.</td>
<td></td>
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</table>

| Professional Preparation Attachments/Information 3/20 (15%) | All attachments included for Resume, Transcripts, Test Scores, Certifications, and Letters of Recommendations. | More than half of the required professional attachments are provided. | Less than half of the required professional attachments are provided. |

| Resume 2/20 (10%) | Resume is limited to 1-2 pages, contains personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities. | Resume is limited to 1-2 pages, contains partial personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities. | Resume is limited to 1-2 pages, contains and contains less than half of the required personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities. |

<p>| Pre-Service Teaching Competencies 6/20 (30%) | Teacher candidate attached 2-4 artifacts for each competency area all 9 (A-I). Each competency has a well written half-page | Teacher candidate only provided artifacts for 6 competencies out of 9 (A-I). Each competency had a written reflection. | Teacher candidate provided artifacts for less than 6 competencies (A-I). The written reflections are poorly written. |</p>
<table>
<thead>
<tr>
<th><strong>Behavior Reflections</strong> 4/20 (20%)</th>
<th>reflection explaining the artifact.</th>
<th>reflection explained the artifact.</th>
<th>Teacher candidate provided less than 4 reflections (less than 4 questions). The written reflections are poorly written. The written reflection did not explain the outcome.</th>
</tr>
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<tbody>
<tr>
<td>Teacher candidate included reflection for each question A-F (6 questions). Each question has a well written half-page reflection explaining the outcome.</td>
<td>Teacher candidate included 4 out of 6 reflections (4 questions). Each question has a written reflection. The reflection explains the outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing and Grammar</strong> 2/20 (10%)</td>
<td>All written statements are free of spelling and/or grammatical errors.</td>
<td>Written statements contain up to three spelling and/or grammatical errors.</td>
<td>Written statements contain more than three spelling and/or grammatical errors.</td>
</tr>
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PART THREE

EVALUATION PROCEDURES AND FORMS
EVALUATION

ROLES OF THE CLINICAL FACULTY AND UNIVERSITY SUPERVISOR

The purposes for evaluating teacher candidates parallel those of teacher evaluations.

- To improve instruction by providing constructive feedback regarding strengths and weaknesses.
- To provide documentation to the university.
- To provide documentation to prospective employers regarding the progress the teacher candidate has demonstrated during the internship experience.

In any evaluation process, the purposes are best served when the evaluator has frequent and regular opportunities to observe and coach. Therefore, the clinical faculty maintains the primary role as evaluator of the teacher candidate’s daily performance in the classroom.

The role of the university supervisor has been defined as that of a student advocate, a supporter, collaboration with clinical faculty, and a link between the public school and the university. During the university supervisor’s visits, she/he will observe the teacher candidate’s instructional skills, management skills, and, professional attributes and provide feedback. During conferences with both the clinical faculty and the teacher candidate, the university supervisor will facilitate discussions about the teacher candidate’s classroom performance. Because of the frequency of the visits by the university supervisor, she/he can determine early in the semester whether a recommendation to the Director ought to be made concerning a placement in an alternative setting. Otherwise, assuming the placement is appropriate the university supervisor’s primary role is to facilitate success.

The clinical faculty and the university supervisor jointly evaluate the teacher candidate at the mid-point and at the end of the internship experience. Then together present the evaluation to the teacher candidate. If there is a discrepancy in perceptions between the clinical faculty and the university supervisor, regarding the teacher candidates performance both a school administrator and the Director of Teacher Education Services will attempt to mediate. If mutual agreement cannot be reached, the university supervisor may attach his/her own evaluation of the teacher candidate for the placement file indicating his/her perceptions of the teacher candidate’s strengths.

Timeframe Guide for Completion of Teacher Candidate Evaluation Forms
<table>
<thead>
<tr>
<th>FORM</th>
<th>WHEN TO COMPLETE</th>
<th>COMPLETED BY</th>
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<tbody>
<tr>
<td>Report of University Supervisor Observation and Conference</td>
<td>During Classroom Observations/Visits</td>
<td>University Supervisor</td>
</tr>
<tr>
<td>Weekly Feedback Guide</td>
<td>Weekly</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td>Professional Attributes and Instructional Development Scales</td>
<td>Mid-Experience Evaluation</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td>Evaluation of Teacher Candidate</td>
<td>Final Evaluation</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td>Evaluation of Teacher Candidate by School Administrator</td>
<td>Final Evaluation</td>
<td>School Administrator</td>
</tr>
<tr>
<td>Weekly Journal</td>
<td>Each Week</td>
<td>Teacher Candidate</td>
</tr>
<tr>
<td>Time Record</td>
<td>Weekly</td>
<td>Teacher Candidate</td>
</tr>
</tbody>
</table>
Old Dominion University
Darden College of Education

Report of University Supervisor Observation and Conference

Teacher Candidate ________________________  Clinical Faculty _______________________

School __________________________________ Bell ______ Date ___________________

Subject/Grade Level ________________ Date/Time of Next Visit ___________________

Lesson Plan Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Weekly Journal Review:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Observations:
______________________________________________________________________________
______________________________________________________________________________
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Reinforcement/Strengths:
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Refinement/Improvement:
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Focus for next Observation:
______________________________________________________________________________
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Thought-provoking questions for teacher candidate to reflect upon:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________  _______________________________
Signature of Teacher Candidate    Signature of University
Supervisor
Old Dominion University
Darden College of Education
TEACHER CANDIDATE PROFESSIONAL GROWTH PLAN

Teacher Candidate __________________________ Clinical Faculty _________________________

School _____________________ Date __________ Subject/Grade Level ___________________

Strengths:

Give specific examples of candidates strengths (identify a minimum of three)

Areas of Improvement:

Give specific examples – use behavioral terms – identify no more than two or three

Plan of Actions:

a. Teacher Candidate Responsibilities:

Specify what the candidate should do to be successful. Provide a Detailed time frame with dates. Use behavioral statements - MOO – (Measurable, Observable, Objective)
b. Clinical Faculty Responsibilities:

What will the clinical faculty do to assist the teacher candidate be successful. (Model for candidate and Debrief)

What will the university supervisor do to assist the teacher candidate be successful. (Observe more frequent, Communication, Model)

c. University Supervisor Responsibilities:

Teacher Candidate’s Status in Internship:

Completed by university supervisor in collaboration with clinical faculty (Progressing, In jeopardy)

____________________________________________           ________________________
Signature of Teacher Candidate                     Date

____________________________________________     ________________________
Signature of Clinical Faculty                     Date

____________________________________________  ________________________
Signature of University Supervisor    Date
### Teaching Plans
1. Plan has objectives for current lesson
2. Plan has objectives related to appropriate SOL
3. Plan has group/individualized for diverse learners
4. Plan has procedures for assessing student progress
5. Plans are given to clinical faculty three days in advance

### Classroom Management
6. Provides clear academic and behavioral expectations at beginning of lesson
7. Reinforces appropriate student behavior
8. Enforces classroom expectations/rules consistently, fairly, and firmly
9. Positions self to see majority of students
10. Scans class regularly to proactively address student behaviors
11. Communications enthusiasm for teaching

### Classroom Instruction
12. Provides objectives and establishes student’s prior knowledge
13. Reviews homework and ties to instructional objectives
14. Begins lesson on schedule
15. Presents concrete and/or visual models when appropriate
16. Uses effective question techniques
17. Uses appropriate wait time for students after asking questions
18. Uses effective closure or summarization techniques
19. Uses instructional time effectively
20. Uses instructional pacing that is appropriate for student performance levels
21. Maximizes instructional time
22. Provide students the opportunity to demonstrate understanding

### Assessment and Feedback
23. Provides feedback in timely manner
24. Assists students in evaluating their own performance
25. Uses assessment data to routinely differentiate instruction
If there are elements of professional development or instructional development competencies that need more attention, please provide specific examples of how the teacher candidate may strengthen this area.

In the space below, the teacher candidate will briefly outline plans to strengthen or improve areas noted by the clinical faculty.
The Assessment of the Instructional Environment is completed during the first week of student teaching. The purpose of this assessment is to provide the teacher candidates with contextual information for planning and implementing effective instruction. The objective is to gather information about individual learners in the classroom, their diverse learning needs, the classroom organization, possible interruptions/disruptions to the learning environment, and available educational resources. Teacher candidates are to complete the assessment form and narrative statement and discuss the implications for instruction with the university supervisor during the first visit.

Teacher Candidate Name __________________________________________

University Supervisor ____________________________________________

Clinical Faculty ________________________________________________

School /Division/district __________________________________________

Subject ___________________ Grade_____________________ Semester______________

<table>
<thead>
<tr>
<th>Date</th>
<th>General Information</th>
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<tbody>
<tr>
<td></td>
<td>Grade Level (s)</td>
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<td></td>
<td>Ages</td>
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<table>
<thead>
<tr>
<th>Number</th>
<th>Student Information</th>
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<tbody>
<tr>
<td></td>
<td>Total Typically Present</td>
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<tr>
<td></td>
<td>Male</td>
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<td></td>
<td>Female</td>
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<td></td>
<td>Total Race</td>
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<td></td>
<td>Hispanic</td>
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<td></td>
<td>Asian</td>
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<td></td>
<td>African American</td>
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<td></td>
<td>Native American</td>
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<td></td>
<td>Hawaiian/ Pacific Islander</td>
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<td>White</td>
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<td>Two or more races</td>
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<td>Total English Language Learners (ELL)</td>
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<td></td>
<td>ELL Receiving Services</td>
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<tr>
<td></td>
<td>ELL Not Receiving Services</td>
</tr>
<tr>
<td></td>
<td>Learners with 504 Plans</td>
</tr>
<tr>
<td></td>
<td>Learners Involved in Child Study Process</td>
</tr>
<tr>
<td></td>
<td>Learners Involved in Eligibility Process</td>
</tr>
<tr>
<td></td>
<td>Learners Identified as Eligible for Special Education Services</td>
</tr>
<tr>
<td></td>
<td>Learners with Learning Disabilities</td>
</tr>
<tr>
<td></td>
<td>Learners with Emotional and Behavioral Disabilities</td>
</tr>
<tr>
<td></td>
<td>Learners with Autism Spectrum Disorder</td>
</tr>
<tr>
<td></td>
<td>Learners with Other Health Impairments</td>
</tr>
<tr>
<td></td>
<td>Learners with Physical Disabilities</td>
</tr>
<tr>
<td></td>
<td>Learners with Speech and Language Disabilities</td>
</tr>
<tr>
<td></td>
<td>Learners with other disabilities (please identify)</td>
</tr>
<tr>
<td></td>
<td>Total Learners in Pull-out or Supplementary Programs</td>
</tr>
</tbody>
</table>
Specify Programs in your narrative statement

Learners who are unusually demanding of time or energy not identified in other categories (e.g., disruptive, withdrawn, dependent, etc)

Learners with excessive absences and/or tardiness

<table>
<thead>
<tr>
<th>Rating</th>
<th>Levels of Diversity by Category (Rating L=Low, M=Medium, H=High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>L</td>
<td>M</td>
</tr>
</tbody>
</table>

Check one  Teaching Interruptions

Few Interruptions
Some Interruptions (describe in narrative)
Many Interruptions (describe in narrative)

Check one  Room Organization

Well Organized
Adequately Organized
Poorly Organized

Check One  Resources: Equipment and Supplies

Well Equipped and Supplied
Adequately Equipped and Supplied
Poorly Equipped and Supplied

Time  Time On Task

Time spent each day on instruction
Time spent each day on transitions
Time spent each day on “non-academic activities” (free time, waiting, trying to start class or redirect inappropriate behavior, etc.)

**Narrative**

Describe your instructional environment and learners. In the description, review the composition of your learners and their learning needs. Also, discuss the “average” number of disruptions in your class per day and the type of disruptions. How will these disruptions and how well your learning environment is equipped and supplied impact how you will plan and deliver your instruction? This information should be reviewed with your university supervisor as your first classroom journal assignment.
The Professional Attribute Scale

The purpose of the Professional Attribute Scale is to provide the Darden College of Education, the Office of Teacher Education Services, the university supervisor, and the teacher candidate with specific information regarding the teacher candidate’s progress in the areas of professional disposition. This scale, along with the Instructional Development Scale, is used in both the mid-experience and final evaluations. At the conclusion of the mid-experience evaluations the clinical faculty and university supervisor recommend if the candidate should continue in their placement. At the final evaluation the clinical faculty and university supervisor indicate if the candidate is recommended for hire.

The Professional Attribute Scale consists of five areas. These areas are: Professional Demeanor, Knowledge of Rules and Procedures, Responsiveness/Self-Improvement, Parent/Guardian Relations, and Staff Relations. Each area is comprised of specific elements that measure the teacher candidate’s disposition in these areas. The elements are measured on a four-tiered rating scale. The rating scale is Meets Standard, Needs Improvement, Unacceptable, and Not Observed. Each element has leveled criteria defining how the candidate meets each standard. Clinical faculty should rate the teacher candidate for each element based on typical performance. If the clinical faculty would like to elaborate on the teacher candidate’s progress, a comment and recommendations section has been provided.

Teaching is a rewarding yet demanding profession. The teaching internship experience is the capstone field experience. Professionally, teacher candidates should demonstrate their commitment to a successful internship experience. This commitment is reflected by the teacher candidate’s efforts in the three areas that comprise the Professional Attributes Scale.

Instructional Development Scale

The purpose of the Instructional Development Scale is to provide the Darden College of Education, the Office of Teacher Education Services, the university supervisor, and the teacher candidate with specific information regarding the teacher candidate’s progress in the areas of instructional planning and classroom practices. This scale, along with the Professional Attribute Scale, is used in both the mid-experience and final evaluation. At the conclusion of the mid-experience evaluations, the clinical faculty and university supervisor recommend if the candidate should continue their placement. At the final evaluation, the clinical faculty and university supervisor indicate if the candidate is recommended for hire.

The Instructional Development Scale consists of five areas. The areas are: Teaching Plans and Materials, Classroom Management, Classroom Instruction, Assessment and Feedback, Learners Academic Responses. The first four areas are of specific elements necessary for a candidate to succeed in the classroom. The rating scale is Meets Standard, Needs Improvement, Unacceptable, and Not Observed. Clinical faculty should rate the teacher candidate for each element based on typical performance.
A Guide for the Assessment and Evaluation of Teacher Candidate Interns – Endorsement SPECIFIC QUESTIONS

While candidates in the approved teacher education programs must exhibit professional dispositions and effective teaching skills, they must also demonstrate dispositions and skills that are specific to their teaching areas. There are unique knowledge, skills, and dispositions a candidate in the area of Elementary Education will need to demonstrate that will be different from that of a candidate in the area of health and physical education or even biology. For that reason the faculty, university supervisors, clinical faculty, and teachers, in the field have developed a set of “Endorsement Specific Questions” to accompany the candidate evaluation. These additional questions provide in-depth evaluation from each national organization to determine if the candidate has mastered the unique skills in their specialty area based on their standards. This document is located at www.odu.edu/tes
Old Dominion University
Darden College of Education

TEACHER CANDIDATE PROFESSIONAL ATTRIBUTES AND INSTRUCTIONAL DEVELOPMENT SCALES

Teacher Candidate: ________________________  Semester/Year ______________
UIN: __________________ Undergraduate □  Graduate □  Post-Baccalaureate □
Endorsement Area Student is Seeking: ________________________________________
Clinical Faculty: _____________________  University Supervisor: ______________________
School Division/District: _____________________  Assigned School: ______________________
Signatures (following review of each evaluation)  Mid-term Evaluation □  Final Evaluation □
Teacher Candidate: __________________________  Date: ___________________
Clinical Faculty: _____________________________  Date: ___________________
University Supervisor: ___________________________  Date: ___________________

DIRECTIONS:

The purpose of the Professional Attributes and Instructional Development Scale is to provide the Darden College of Education, The College of Arts and Letters, and the College of Sciences faculty with specific, relevant information regarding a teacher candidate’s progress. It is designed to assess beginning teacher performance in the area of disposition and instructional methodology. The scale is based on NCATE Standards, INTASC standards, and Virginia Department of Education Guidelines for the Evaluation of Teachers.

THE PROFESSIONAL ATTRIBUTES SCALE consists of five areas. Each area is comprised of specific elements that measure the teacher candidate’s disposition in the attribute. The elements are measured with a four (4) point rubric with leveled criteria. For each element please rate the behavior the teacher candidate typically displays. Please elaborate further in the comment section when additional feedback will help the teacher candidate continue to progress.

THE INSTRUCTIONAL DEVELOPMENT SCALE consists of five areas. Each area measures elements that contribute to effective instruction. The elements are measured with a four (4) point rubric with leveled criteria. For each element please rate the behavior the teacher candidate typically displays. Please elaborate further in the comment section when additional feedback will help the teacher candidate continue to progress.
# PROFESSIONAL ATTRIBUTE SCALE

## A. Professional Growth and Demeanor:

Please place a check in each item below based on the criteria provided.

<table>
<thead>
<tr>
<th>1. Collaborates within the school community to promote students’ well-being and success (attends family meetings, functions, and professional development)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts) - Teacher candidate seeks opportunities to collaborate, attend meetings, functions, and professional development seminars as to promote students' well-being and success.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pt) - Teacher candidate missed 1-2 opportunities to collaborate, attend meetings, functions, and professional development seminars as to promote students well-being and success.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0 pts) - Teacher candidate missed more than 2 opportunities to collaborate, attend meetings, functions, and professional development as to promote students well-being and success.</td>
</tr>
<tr>
<td>Not Observed (No) - Teacher candidate did not have the opportunity to demonstrate skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Works in a collegial and collaborative manner within school’s professional learning community using evidence to evaluate his/her practice, particularly his/her choices and actions on others (learners, family, other professionals and community)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts) – Teacher candidate is collaborative and responsive to adjusting own practice using collegial and collaborative manner within school’s professional learning community using evidence to evaluate his/her practice, particularly his/her choices, and actions on others (learners, family, other professionals and community).</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pt) Teacher candidate takes some adjustments based on feedback (clinical faculty, supervisor, administrator, colleagues) in a collegial and collaborative manner within school’s professional learning community using evidence to evaluate his/her practice, particularly his/her choices, and actions on others (learners, family, other professionals and community).</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts) - Teacher candidate provides minimal evidence of collegial and collaborative manner within school’s professional learning community using evidence to evaluate his/her practice, particularly his/her choices and actions on others (learners, family, other professionals and community).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Corresponds effectively through oral or written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts) - Teacher candidate corresponds professionally and effectively through oral and/or written communication with correct spelling and grammar.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pt) - Teacher candidate occasionally corresponds through oral and/or written communication using slang, uses unprofessional types of language, or has multiple spelling and grammar errors.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts) - Teacher candidate corresponds ineffectively through oral and/or written communication (grammatical, structural, and organizational errors; improper use of language).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Demonstrates appropriate use of technology for communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts) - Teacher candidate utilizes personal devices only when appropriate, maintains professional social media postings, and demonstrates an understanding of the difference between informal (texting) and formal communication (professional emails).</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pt) - Teacher candidate inconsistently utilizes personal devices only when appropriate, maintains professional social media postings, and demonstrates an understanding of the difference between informal (texting) and formal communication (professional emails).</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts) - Teacher candidate utilizes personal devices inappropriately, maintains social media postings that are unprofessional, and does not demonstrate an understanding of the difference between informal (texting) and formal communication (professional emails).</td>
</tr>
</tbody>
</table>

**Comments and Recommendations:**
**B. Knowledge of Rules and Procedures:**

Please place a check in each item below based on the criteria provided.

<table>
<thead>
<tr>
<th>Item</th>
<th>MEETS STANDARD (2pts)</th>
<th>NEEDS IMPROVEMENT (1pts)</th>
<th>UNACCEPTABLE (0pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is knowledgeable and follows all district and school policies to ensure a safe learning environment</td>
<td>Teacher candidate is knowledgeable and follows all division/district school policies.</td>
<td>Teacher candidate has limited knowledge and does not follow all division/district school policies.</td>
<td>Teacher candidate does not follow division/district school policies.</td>
</tr>
</tbody>
</table>

**Comments and Recommendations:**


**C. Responsiveness/Self-Improvement:**

Please place a check in each item below based on the criteria provided.

<table>
<thead>
<tr>
<th>Item</th>
<th>MEETS STANDARD (2pts)</th>
<th>NEEDS IMPROVEMENT (1pts)</th>
<th>UNACCEPTABLE (0pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seeks new and better ways of teaching and solicits feedback from others</td>
<td>Teacher candidate remains current in content knowledge and teaching pedagogy by consulting with colleagues and consulting professional works.</td>
<td>Teacher candidate only accepts information from colleagues and supervisors regarding better ways of teaching, but does not consult professional works.</td>
<td>Teacher candidate does not seek or accept nor utilize current content knowledge or teaching pedagogy.</td>
</tr>
<tr>
<td>2. Adjusts teaching based on professional feedback and relies on clinical faculty/university supervisor guidance</td>
<td>Teacher candidate adjusts teaching based on feedback from a variety of professional educators and maintains ongoing communication with clinical faculty/university supervisor to modify and/or adjust teaching methods to meet each individual student’s needs.</td>
<td>Teacher candidate adjusts teaching only after receiving written feedback from university officials and communicates intermittently with clinical faculty/university supervisor to adjust teaching methods.</td>
<td>Teacher candidate does not adjust teaching based on feedback and did not communicate with clinical faculty/university supervisor and did not adjust teaching methods.</td>
</tr>
</tbody>
</table>

**Comments and Recommendations:**


**D. Parent/Guardian Relations:**

Please place a check in each item below based on the criteria provided.

<table>
<thead>
<tr>
<th>Item</th>
<th>MEETS STANDARD (2pts)</th>
<th>NEEDS IMPROVEMENT (1pts)</th>
<th>UNACCEPTABLE (0pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends parent-teacher conference (including IEP meetings)</td>
<td>Teacher candidate attends and observes parent-teacher conferences (including IEP meetings.</td>
<td>Teacher candidate attends the parent parent-teacher conferences (including IEP meetings), but interjected when not appropriate.</td>
<td>Teacher candidate does not attend the parent-teacher conferences (including IEP meetings) when scheduled.</td>
</tr>
</tbody>
</table>

**Not Observed (No)-** Teacher candidate did not have the opportunity to demonstrate skills.
### 2. Communicates effectively and respectfully with parents

<table>
<thead>
<tr>
<th>MEETS STANDARD (2pts)</th>
<th>Teacher candidate communicates effectively and with respect to parents/guardian/caretakers, providing information at appropriate education level and without grammatical or spelling errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEEDS IMPROVEMENT (1pts)</td>
<td>Teacher candidate communicates with some respect to parent/guardian/caretakers, providing information, but with some grammatical or spelling errors.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)</td>
<td>Teacher candidate does not communicate effectively and/or respectfully with parent/guardian/caretakers.</td>
</tr>
</tbody>
</table>

**Not Observed (No) – Teacher candidate did not have the opportunity to demonstrate skills**

**Comments and Recommendations:**

---

### E. Student Relations:

Please place a check in each item below based on the criteria provided.

#### 1. Demonstrates a belief that all students can learn and communicates high expectations to students.

<table>
<thead>
<tr>
<th>MEETS STANDARD (2pts)</th>
<th>Teacher candidate demonstrates a belief that all students can learn by establishing and maintaining high expectations for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEEDS IMPROVEMENT (1pts)</td>
<td>Teacher candidate demonstrates a belief that some students can learn by establishing and maintaining high expectations for some students.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)</td>
<td>Teacher candidate does not demonstrate a belief that students can learn and did not establish and maintain high expectations for anyone.</td>
</tr>
</tbody>
</table>

**Not Observed (No) – Teacher candidate did not have the opportunity to demonstrate skills.**

#### 2. Treats all students with dignity, respect, and demonstrates sensitivity to students’ needs

<table>
<thead>
<tr>
<th>MEETS STANDARD (2pts)</th>
<th>Teacher candidate treats all students with dignity, respect, and demonstrates sensitivity to students’ needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEEDS IMPROVEMENT (1pts)</td>
<td>Teacher candidate treats some students with dignity, respect, and demonstrates some sensitivity to students’ needs.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)</td>
<td>Teacher candidate does not treat students with dignity, respect, or demonstrate sensitivity to students’ needs.</td>
</tr>
</tbody>
</table>

**Not Observed (No) – Teacher candidate did not have the opportunity to demonstrate skills.**

#### 3. Creates high impact lessons that support culturally responsive curriculum and individual student needs

<table>
<thead>
<tr>
<th>MEETS STANDARD (2pts)</th>
<th>Teacher candidate creates high impact lessons that support culturally responsive curriculum and individual student needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEEDS IMPROVEMENT (1pts)</td>
<td>Teacher candidate creates some high impact lessons that support some culturally responsive curriculum and the individual needs of some students.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)</td>
<td>Teacher candidate does not create high impact lessons and did not support a culturally responsive curriculum or address the individual needs of students.</td>
</tr>
</tbody>
</table>

**Not Observed (No) – Teacher candidate did not have the opportunity to demonstrate skills.**

**Comments and Recommendations:**

---

### INSTRUCTIONAL DEVELOPMENT SCALE

#### F. Teaching Plans and Material:

Please place a check in each item below based on the criteria provided.

1. **Lesson objectives are related to appropriate SOL unit objectives and are logically sequenced and progressive in content and task.**
<table>
<thead>
<tr>
<th>1. Lesson plans are completed, include tests, or other measures to assess learner performance, monitor progress, and adjust instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate prepares lessons with objectives, that are logically sequenced and progressive but not aligned to the appropriate standards.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate prepares lessons with objectives, that are logically sequenced and progressive and did not include appropriate objectives.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate does not prepare lessons with objectives, that are logically sequenced or progressive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Lesson plans reflect diversity (instruction aligned with student population) and are differentiated for student learning needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate plans lessons that reflect the diversity of the student population and incorporates diverse activities, and consistently demonstrates differentiation for student learning needs.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate plans lessons that reflect the diversity of the student population but did not incorporate diverse activities or consistently differentiate for student learning needs.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate plans lessons that do not reflect the diverse student population or rarely differentiated for student learning needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Lesson plans contain specific descriptions of resources and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate plans lessons that include methods for assessment of learner performances in order to monitor progress and adjust instruction.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate plans lessons that include methods of assessment, but makes no adjustment, or does not include appropriate assessment.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate does not prepare lessons with objectives, that are logically sequenced or progressive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Lesson plans are given to clinical faculty three days in advance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate provides clinical faculty with lesson plans three days prior to teaching.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate provides clinical faculty with lesson plans one to two days prior to teaching.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate does not have lesson plans or provides them on the day of teaching.</td>
</tr>
</tbody>
</table>

### Comments and Recommendations:

**Classroom Management:**

Please place a check in each item below based on the criteria provided.

<table>
<thead>
<tr>
<th>1. Uses multiple classroom management strategies (verbal feedback, nonverbal feedback, proximity, positioning to see majority of students, scanning class to be proactive) to reinforce and redirect behaviors to provide a safe learning environment and meet the needs of all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate regularly uses multiple classroom management strategies to reinforce and redirect behaviors to provide a safe learning environment and meet the needs of all students.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate on occasion uses multiple classroom management strategies to reinforce and redirect behaviors to provide a safe learning environment and meet the needs of all students.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate rarely uses multiple classroom management strategies to reinforce and redirect behaviors to provide a safe learning environment and meet the needs of all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Provides and enforces clear academic and behavioral expectations consistently, fairly, and firmly</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate regularly provides and enforces clear academic and behavioral expectations consistently, fairly, and firmly.</td>
</tr>
</tbody>
</table>
### H. Classroom Instruction:

Please place a check in each item below based on the criteria provided.

<table>
<thead>
<tr>
<th>1. Engages students by accessing or reviewing students prior knowledge and reinforcing and linking to current instructional objective as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate regularly engages students by accessing or reviewing students’ prior knowledge and reinforcing and linking to current instructional objectives as needed.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate occasionally engages students by accessing or reviewing students prior knowledge and reinforcing and linking to current instructional objectives as needed.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate rarely engages students by accessing or reviewing students prior knowledge and reinforcing and linking to current instructional objectives as needed.</td>
</tr>
<tr>
<td>Not Observed (No)- Teacher candidate did not have the opportunity to demonstrate skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Uses a variety of research-based practices (directed instruction, hands on activities, group instruction, role play, technology, effective questioning, drill and practice) based on students’ needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate uses a variety of research-based practices as part of their instructional delivery (direct instruction, hands-on activities, cooperative learning, role play, drill and practice) based on students’ needs.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate uses some practices as part of instructional delivery, but there are limited research-based practices present.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate does not use a variety of instructional delivery methods or no research-based practices are present.</td>
</tr>
<tr>
<td>Not Observed (No)- Teacher candidate did not have the opportunity to demonstrate skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Encourages student participation by providing clear directions using age appropriate vocabulary, allowing wait time and incorporating student responses and questions into the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate encourages student participation by providing clear directions using age appropriate vocabulary, allowing wait time, and incorporating student responses and questions into the lesson.</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (1pts)- Teacher candidate encourages some student participation by providing directions using age appropriate vocabulary, allowing some wait time, and incorporating a few student responses and questions into the lesson.</td>
</tr>
<tr>
<td>UNACCEPTABLE (0pts)- Teacher candidate does not encourage student participation by providing directions using age appropriate vocabulary, allowing appropriate wait time, and did not incorporate student responses and questions into the lesson.</td>
</tr>
<tr>
<td>Not Observed (No)- Teacher candidate did not have the opportunity to demonstrate skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Maximizes instructional time by beginning lesson on schedule, using instructional pacing appropriate to the students’ performance level, and providing closure to the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD (2pts)- Teacher candidate maximizes instructional time by beginning lessons on schedule, using instructional pacing appropriate to the students’ performance level, and providing closure to the lessons.</td>
</tr>
</tbody>
</table>
I. **Assessment and Feedback:**

Please place a check in each item below based on the criteria provided.

<table>
<thead>
<tr>
<th>1. Provides feedback to students in a timely manner and assists students in evaluating their own performances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEETS STANDARD (2pts)</strong> - Teacher candidate provides feedback to students regarding performance in a timely manner and provides detailed activities that allow students to evaluate their own performance.</td>
</tr>
<tr>
<td><strong>NEEDS IMPROVEMENT (1pts)</strong> - Teacher candidate provides limited feedback to students regarding performance and provides activities that allow students to evaluate their own performance but fails to assist them in understanding the activities.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE (0pts)</strong> - Teacher candidate did not provide feedback or provide any activities for students to evaluate their own performances.</td>
</tr>
<tr>
<td>Not Observed (No) - Teacher candidate did not have the opportunity to demonstrate skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Identifies students’ strengths, needs, and suggestions for improvement as evidenced by teacher candidate evaluation of daily work samples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEETS STANDARD (2pts)</strong> - Teacher candidate identifies students’ strengths, needs and suggestions for improvement through evaluating work samples routinely to determine students’ progress.</td>
</tr>
<tr>
<td><strong>NEEDS IMPROVEMENT (1pts)</strong> - Teacher candidate identifies students’ strengths, and/or needs but does not use rubrics, checklists or work samples.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE (0pts)</strong> - Teacher candidate does not identify students’ strengths, needs or suggestions for improvement.</td>
</tr>
<tr>
<td>Not Observed (No) - Teacher candidate did not have the opportunity to demonstrate skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Plans lessons using assessment data, student performance and feedback to routinely differentiate instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEETS STANDARD (2pts)</strong> - Teacher candidate plans lessons using assessment data, student performance, and feedback to routinely differentiate instruction.</td>
</tr>
<tr>
<td><strong>NEEDS IMPROVEMENT (1pts)</strong> - Teacher candidate differentiates some instruction, but it is not data-driven or based on student performance/feedback.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE (0pts)</strong> - Teacher candidate does not differentiate instruction.</td>
</tr>
<tr>
<td>Not Observed (No) - Teacher candidate did not have the opportunity to demonstrate skills.</td>
</tr>
</tbody>
</table>

**Comments and Recommendations:**
EVALUATION OF TEACHER CANDIDATE BY SCHOOL ADMINISTRATOR

Teacher Candidate ___________________________ UIN ______________________
Year ____________ Semester ________________ Student Status __________________________

Name of School Administrator _______________________________________________________

School Division _________________________________ School ___________________________

Judging the teacher candidate as a developing professional, please rate him/her on each item using the following scale:

3 = Meets Expectations - Teacher candidate typically and routinely displays behavior requested with quality
2= Needs Improvement - Teacher candidate requires assistance displaying behavior or is inconsistent with demonstrating behavior
1= Unacceptable - Teacher candidate does not perform expected behavior
0= Not Observed - Teacher candidate has not had the opportunity to demonstrate behavior during observation period

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Demeanor</td>
<td></td>
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<tr>
<td>2. Knowledge of Rules and Procedures</td>
<td></td>
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<tr>
<td>3. Responsiveness/Self-Improvement</td>
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<tr>
<td>4. Parent/Guardian Relations</td>
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<tr>
<td>5. Student Relations</td>
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<tr>
<td>6. Teaching Plans and Materials</td>
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<tr>
<td>7. Classroom Management</td>
<td></td>
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<tr>
<td>8. Classroom Instruction</td>
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<tr>
<td>9. Assessment and Feedback</td>
<td></td>
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<tr>
<td>10. Student Responses to Instruction</td>
<td></td>
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</tbody>
</table>

Comments:

* Recommend for hire: ☐ Yes ☐ No

Signature of School Administrator ___________________________ Date ______________

Position ____________________________________________________________________

Signature of Teacher Candidate ___________________________ Date ______________

* Only complete if observed after the mid-term point.
Candidate Name ______________________________________________________________

UIN______________________________ SSN_____________________________________

University Supervisor Name _____________________________________________________

Clinical Faculty Name __________________________________________________________

Semester of Student Teaching ________________  Year of Student Teaching __________

Program Status _________________________

Area Seeking Licensure/Endorsement ______________________________________________

**I. Demographics of the Classroom:**

| 1. Provided a well written description of the demographics in the classroom | 3 | 2 | 1 |
| 2. Provided the number of students in the class | 3 | 2 | 1 |
| 3. Provided the gender breakdown of the students | 3 | 2 | 1 |
| 4. Provided the ages of the students | 3 | 2 | 1 |
| 5. Provided the ethnicity of the students | 3 | 2 | 1 |
| 6. Provided the diverse learning needs of the students | 3 | 2 | 1 |
| 7. There are no spelling or grammatical errors | 3 | 2 | 1 |

**OVERALL SECTION RATING**

**Comments and Recommendations:**

**II. Pretest-Description:**

| 1. Provided a well written description about the Pre-test given to your class, with a copy attached | 3 | 2 | 1 |
| 2. Provided a copy of the Pre-test | 3 | 2 | 1 |
| 3. Teacher Candidate expectations present in description, and specific information taken into consideration when creating the Pre-test. | 3 | 2 | 1 |
| 4. There are no spelling or grammatical errors | 3 | 2 | 1 |

**OVERALL SECTION RATING**

**Comments and Recommendations:**
### III. Pre-Test Data & Analysis:
Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Provide an analysis of the results of the Pre-Test</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Summary of overall data contains class means, individual student scores, sub-group comparisons (gender, age, and diverse learners), range, and percentiles</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Analysis includes reflection that accurately identify major strengths and weaknesses of instruction for the class/individuals/groups (based on the calculations of data), with suggestions for more effectively meeting the needs of those individuals and/or groups making the least progress</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. There are no spelling or grammatical errors</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

OVERALL SECTION RATING

Comments and Recommendations:

### IV. Lesson Plan:
Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Provided a well written summary of the lesson plan taught.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Attached copy of the lesson plan/unit plan</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Lesson plan is complete based on Student Teaching Evaluation in the Student Teaching handbook</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. There are no spelling or grammatical errors</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

OVERALL SECTION RATING

Comments and Recommendations:

### V. Post-Test – Description:
Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

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<tbody>
<tr>
<td>1. Provided a well written description about the Post-test given to your class, with a copy attached</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Provided a copy of the Post-test</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Teacher Candidate expectations present in description, and specific information taken into consideration when creating the Post-test.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. There are no spelling or grammatical errors</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

OVERALL SECTION RATING
**Comments and Recommendations:**

**VI. Post-Test Data & Analysis:**
Scale: 3 = Meets Standard   2 = Needs Improvement   1 = Unacceptable

<table>
<thead>
<tr>
<th></th>
<th>Description/Analysis of Results present and data attached</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide an analysis of the results of the Post-Test</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Summary of overall data contains class means, individual student scores, sub-group comparisons (gender, age, and diverse learners), range, and percentiles</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis includes reflection that accurately identify major strengths and weaknesses of instruction for the class/individuals/groups (based on the calculations of data), with suggestions for more effectively meeting the needs of those individuals and/or groups making the least progress</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>There are no spelling or grammatical errors</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**OVERALL SECTION RATING**

**Comments and Recommendations:**

**VII. Analysis & Reflection:**
Scale: 3 = Meets Standard   2 = Needs Improvement   1 = Unacceptable

<table>
<thead>
<tr>
<th></th>
<th>Reflection is a well written in-depth summary of teacher candidate impact on student learning</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Data, comparisons, and findings are referenced from Pre- and Post- test data and analysis</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2.</td>
<td>Reflection is a well written in-depth summary of teacher candidate impact on student learning</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Candidate clearly stated what would be done differently</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>There are no spelling or grammatical errors</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**OVERALL SECTION RATING**
### Portfolio Overview:

Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

| 1. Introductory statement fully addresses section III Professional pre-teaching competencies and section IV Commitment to the profession competencies | 3 | 2 | 1 |
| 2. 2-4 page Statement of growth in the profession, written in a complete and cohesive manner, address conceptual framework | 3 | 2 | 1 |
| 3. All written statements are free of spelling and/or grammatical errors | 3 | 2 | 1 |

**OVERALL SECTION RATING**

**Comments and Recommendations:**

### Professional Preparation:

Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

| 1. Provided a statement of personal teaching philosophy | 3 | 2 | 1 |
| 2. Provided graduate and undergraduate transcripts | 3 | 2 | 1 |
| 3. Provided all assessments required for licensure (Praxis I, II, VCLA, and VRA where appropriate) | 3 | 2 | 1 |
| 4. Provided listing of significant courses in academic program | 3 | 2 | 1 |
| 5. Provided letters of recommendation | | | |

98
6. Provided copies of all teaching certificates and licenses | 3 | 2 | 1

OVERALL SECTION RATING

Comments and Recommendations:

III. Resume

Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

1. Provided a current resume | 3 | 2 | 1
2. All written statements are free of spelling and/or grammatical errors | 3 | 2 | 1

OVERALL SECTION RATING

Comments and Recommendations:

IV. Pre-service Teaching Competencies: (artifacts must be attached to meet standards)

Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

1. Learner-centered and/or differentiated instruction providing for special needs students and individual learner needs | 3 | 2 | 1
2. Instructional and curricular adaptations for multicultural, ethnic, socio-economic and linguistic diversity and gender equity | 3 | 2 | 1
3. Developmentally appropriate instruction | 3 | 2 | 1
4. Standards-based instruction | 3 | 2 | 1
5. Essential knowledge, skills, and processes associated with the content area being taught | 3 | 2 | 1
6. Engagement of students in studies of the nature of the respective disciplines | 3 | 2 | 1
7. Authentic learning experiences providing for connections to human values and endeavors as well as the personalities, needs and interests of the students | 3 | 2 | 1
8. Integration of technology and media resources for instruction, classroom organization and student learning | 3 | 2 | 1
9. Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning | 3 | 2 | 1
### V. Teacher Candidates’ Behavior Reflections

Scale: 3 = Meets Standard  2 = Needs Improvement  1 = Unacceptable

<p>| | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1. Reflect on an individual student behavior or a classroom behavior encountered during student teaching that was challenging.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Document how you handled the situation.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. What type of strategies did you use?</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. What was the outcome (successes and frustrations)?</td>
<td>3</td>
<td>2</td>
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<tr>
<td>5. Did you believe the overall outcome of your strategies were successful (why or why not)? Please explain.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. What areas of growth did you experience from implementing this plan and working with this student and/or group?</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. All written statements are free of spelling and/or grammatical errors.</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Overall SECTION RATING**

**Comments and Recommendations:**

---

10. All written statements are free of spelling and/or grammatical errors

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<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Overall SECTION RATING**

**Comments and Recommendations:**
Name of Clinical Faculty: ____________________________________  Semester: _________________

(Last)                                                       (First)

Name of Teacher Candidate Assigned to Supervise: _________________________ UIN_____________

School Division/district: ________________________________________________
School:____________________________________

Grade Level Currently Assigned: ___________________________________________ (See Attached Sheet)

Type of Teaching License:  Collegiate Professional: (1) ______  Postgraduate Professional: 
                           (2) _____  National Board Certification: (3) _____ Technical: (4) ________
                           Provisional: (5) _____   Conditional: (6) ______

Years Teaching at Current Grade Level: _____________      Total Years Teaching: ________________

Number of Semesters Served as a Clinical Faculty:__________________________________________

Level of Education : < Bachelor’s Degree: (1) ___ Bachelor’s Degree (2): ___ Master’s Degree:(3) ___
                          Educational Specialist: (4) ___  Ph.D/Ed.D: (5) ___ Other: (6) ___

Endorsement Areas on Teaching License: ________________________________________________
Please Indicate State Where License was Issued: ________________

<table>
<thead>
<tr>
<th>Prek – 3: (1) _____</th>
<th>Prek – 6: (3) _____</th>
<th>Mathematics: (7) _____</th>
<th>Prek – 12: (14) _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>NK – 4: (2) _____</td>
<td>Elementary/Middle School 4-8: (4) _____</td>
<td>Algebra I add-on: (8) _____</td>
<td>English: (6) _____</td>
</tr>
<tr>
<td>Prek – 6: (3) _____</td>
<td>Middle School Education 6-8: (5) _____</td>
<td>Biology: (9) _____</td>
<td>Philosophy: (12) _____</td>
</tr>
<tr>
<td>Prek – 6: (3) _____</td>
<td>Prek – 6: (3) _____</td>
<td>Art prek-12: (13)_____</td>
<td>Dance pre-12: (14) _____</td>
</tr>
<tr>
<td>Prek – 6: (3) _____</td>
<td>Prek – 6: (3) _____</td>
<td>Prek – 6: (3) _____</td>
<td>Prek – 6: (3) _____</td>
</tr>
<tr>
<td>Library Media prek – 12: (20)</td>
<td>Gifted Education add-on: (21) _____</td>
<td>Computer Science: (22) _____</td>
<td>Driver Education add-on: (23) _____</td>
</tr>
<tr>
<td>Special Education Early Childhood: (28) _____</td>
<td>Special Education Hearing Impairments prek –12: (29)</td>
<td>Special Education Emotional Disturbance K-12: (30)</td>
<td>Special Education Learning Disabilities K-12: (31)</td>
</tr>
<tr>
<td>Special Education Mental Retardation K-12: (32)</td>
<td>Special Education Severe Disabilities K-12: (33)</td>
<td>Special Education Speech-Language Disorders prek-12:(34)</td>
<td>Special Education Visual Impairment prek –12: (35)</td>
</tr>
<tr>
<td>Vocational Education Agriculture: (36)</td>
<td>Vocational Education Business: (37) _____</td>
<td>Vocational Education Health Occupations: (38)</td>
<td>Vocational Education Industrial Cooperative Training: (39)</td>
</tr>
<tr>
<td>Vocational Education Marketing: (40)</td>
<td>Vocational Education Technology: (41)</td>
<td>Vocational Education Trade and Industrial: (42)</td>
<td>Vocational Education Vocational Special Needs: (43)</td>
</tr>
<tr>
<td>Vocational Education Work and Family Studies: (44)</td>
<td>Adult Education: (45)</td>
<td>Adult English as a Second Language: (46)</td>
<td>History and Social Science: (47)</td>
</tr>
<tr>
<td>Keyboarding add-on: (48)</td>
<td>Other (specify): _____________________________________</td>
<td>Keyboarding add-on: (48)</td>
<td></td>
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</tbody>
</table>

Gender:   Male ______    Female ______
CLINICAL FACULTY INFORMATION SHEET (continued)

Membership in National Professional Organizations: (check all that apply)

AASA, American Association of School Administrators: (1) _______
AASL, American Association of School Librarians: (2) _______
ACTFL American Council on the Teaching of Foreign Languages, Inc.: (3) _______
AECT, Association for Educational Communications and Technology: (4) _______
AFT, American Federation of Teachers: (5) _______
ALA, American Library Association: (6) _______
ASCA, American School Counseling Association: (7) _______
ASCD, Association for Supervision and Curriculum Development: (8) _______
ASHA, American Speech-Language and Hearing Association: (9) _______
CEC, Council for Exceptional Children: (10) _______
CTTE, Council on Technology Teacher Education: (11) _______
ELCC, Educational Leadership Constituent Council: (12) _______
IRA, International Reading Association: (13) _______
ITEA, International Technology Education Association: (14) _______
NAEYC, National Association for the Education of Young Children: (15) _______
NAME, National Association for Multicultural Education: (16) _______
NASPE, National Association for Sport & Physical Education: (17) _______
NCSS, National Council for the Social Studies: (18) _______
NCTE, National Council of Teachers of English: (19) _______
NCTM, National Council of Teachers of Mathematics: (20) _______
NEA, National Education Association: (21) _______
NMSA, National Middle School Association: (22) _______
NSTA, National Science Teachers Association: (23) _______
TESOL, Teachers of English to Speakers of Other Languages: (24) _______
Other, please specify: (25) ____________________________________________

Have you received “mentor” training?: (check all that apply)
Yes, from my school division/district (1) _______ No (3) _______ (please identify)
Yes, from somewhere else (2) ____________________________________________

Have you attended an Old Dominion University training session for clinical faculty hosted by your school division/district?
If yes, when __________________________________________________________________________
If no, what would make you more willing to attend one of the training sessions?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Please read and sign that you understand the following statement:
I understand that this information may be reviewed by the University with the human resources department in my school division/district.

_________________________________________                            _________________________
Signature         Date
CLINICAL FACULTY INFORMATION SHEET (continued)

COMMONWEALTH OF VIRGINIA SCHOOL DIVISION/DISTRICTS

Please enter the code for your school division/district in the space provided on page one of this information sheet for the question on school division/district.

| Accomack (1) | Floyd (41) | Nelson (81) | Tazwell (121) |
| Albemarle (2) | Fluvanna (42) | New Kent (82) | Virginia Beach (122) |
| Alexandria (3) | Franklin County (43) | Newport News (83) | Warren (123) |
| Alleghany (4) | Franklin City (44) | Norfolk (84) | Washington (124) |
| Amelia (5) | Frederick (45) | Northampton (85) | Waynesboro (125) |
| Amherst (6) | Fredericksburg (46) | Northumberland (86) | West Point (126) |
| Appomattox (7) | Galax (47) | Norton (87) | Westmoreland (127) |
| Arlington (8) | Giles (48) | Nottoway (88) | Williamsburg/ |
| Augusta (9) | Gloucester (49) | Orange (89) | James City (128) |
| Bath (10) | Goochland (50) | Page (90) | Winchester (129) |
| Bedford (11) | Grayson (51) | Patrick (91) | Wise (130) |
| Bland (12) | Greene (52) | Petersburg (92) | Wythe (131) |
| Botetourt (13) | Greensville (53) | Pittsylvania (93) | York (132) |
| Bristol (14) | Halifax/South Boston (54) | Pakistan (94) | |
| Brunswick (15) | Hampton (55) | Portsmouth (95) | |
| Buchanan (16) | Hanover (56) | Powhatan (96) | |
| Buckingham (17) | Harrisonburg (57) | Prince Edward (97) | |
| Buena Vista (18) | Henrico (58) | Prince George (98) | |
| Campbell (19) | Henry (59) | Prince William (99) | |
| Caroline (20) | Highland (60) | Pulaski (100) | |
| Carroll (21) | Hopewell (61) | Radford (101) | |
| Charles City (22) | Isle of Wight (62) | Rappahannock (102) | |
| Charlotte (23) | King George (63) | Richmond County (103) | |
| Charlottesville (24) | King and Queen (64) | Richmond City (104) | |
| Chesapeake (25) | King William (65) | Roanoke County (105) | |
| Chesterfield (26) | Lancaster (66) | Roanoke City (106) | |
| Clarke (27) | Lee (67) | Rockbridge (107) | |
| Colonial Beach (28) | Lexington (68) | Rockingham (108) | |
| Colonial Heights (29) | Loudoun (69) | Russell (109) | |
| Covington (30) | Louisa (70) | Salem (110) | |
| Craig (31) | Lunenburg (71) | Scott (111) | |
| Culpepper (32) | Lynchburg (72) | Shenandoah (112) | |
| Cumberland (33) | Madison (73) | Smyth (113) | |
| Danville (34) | Manassas (74) | Southampton (114) | |
| Dickenson (35) | Manassas Park (75) | Spotsylvania (115) | |
| Dinwiddie (36) | Martinsville (76) | Stafford (116) | |
| Essex (37) | Mathews (77) | Staunton (117) | |
| Fairfax (38) | Mecklenburg (78) | Suffolk (118) | |
| Falls Church (39) | Middlesex (79) | Scurry (119) | |
| Fauquier (40) | Montgomery (80) | Sussex (120) | |

If you teach in an alternative education program or residential hospital setting please list the name and location of the educational program:

________________________________________________________________________________________

________________________________________________________________________________________

Name of School Division/district and State, if outside Virginia: ________________________________

103
WEEKLY JOURNAL

(To be submitted each week to the Old Dominion University Supervisor)

Use this journal to describe your progress in becoming a Professional Educator in relation to the goals of The Unit’s Model in the Handbook.

Name ___________________________ Date ________________

1. What was the purpose of your lesson this week?

2. How did you engage your learners with your materials?

3. Were you effective in meeting the purpose of the lessons – how are you measuring this?

4. What are the strength of this lesson? (Identify at least two areas)

5. What areas will you seek to improve in future lessons?

6. Did you make any changes in your plans after teaching the lesson? Why or why not?

7. What do you regard as your most important personal learning experience during this week?

8. Did you have a conference this week with your clinical faculty? How many times? If not, why?

9. Tell me about something that happened this week that you are proud of.

10. Are you having problems that you feel require attention and assistance from me?

11. When would be a good time for me to stop by your school next week?

COMMENTS:

A final journal, summarizing your weekly journals should be included in your professional portfolio.
# Time Record

*(After signature is obtained from Clinical Faculty each week, scan and attach to Weekly Journal.)*

<table>
<thead>
<tr>
<th>Date (Week)</th>
<th>1 Non Teaching Activities*</th>
<th>2 Introductory or Assistance Types of Activities</th>
<th>3 Responsible for Teaching Entire Class</th>
<th>4 Non-class Activity**</th>
<th>5 Home-work and Planning</th>
<th>Total hours per week</th>
<th>Verified by Clinical Faculty</th>
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**TOTAL**

*Non-teaching activities include: observation, conferences, bus duty, hall duty, lunchroom duty, study hall, etc.

**Non-class activities include: clubs, assistance in athletics, other extracurricular activities in which the teacher candidate has a leadership role with pupils.
Time Record

The time record should carefully account for time spent in internship. Responsibility for the accuracy of this record lies with the individual teacher candidate. The time record, along with evaluations from clinical faculty, school administrators and university supervisor, becomes a permanent part of internship files at the University.

Instructions for completing the Time Record:

1. Hours should be entered by the week, not daily. (A daily record can be kept informally and then entered on the time record at the end of each week.) Each candidate is responsible for completing the required number of weeks in their approved teacher education program.

2. Hours are to be verified by the signature of the clinical faculty.

3. Hours are to be totaled down the right hand “Total” column and across the bottom.

4. Column 1, “Non-teaching Activities,” should include hours spent in observation, conferences, monitoring duties (i.e., hall duty, bus duty, study hall), and other activities not involving planned interaction with pupils.

5. Column 2, 3, and 4, “Teaching”, represent various kinds of teaching activities. These include assisting activities with learners, individual instruction, small groups, responsibility for teaching the entire class, and non-classroom teaching activities in which the teacher candidate interacts with pupils in a planned leadership role (i.e., clubs, athletics, other extracurricular activities.)

6. Column 5, “Homework and Planning”, should only contain those hours devoted to planning lessons, securing materials, grading tests, etc., either during planning periods or outside the school day.
Clinical Faculty’s Name _______________________________ Semester/Year ________________

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

4 = Exceeds Expectations  3 = Meets Expectations  2 = Needs Improvement  1 = Unacceptable  0 = Not Observed

**I. SUPPORT/COMMUNICATION**

- Acquainted you with the school, staff, learners, teachers, parents and community
  
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- Oriented you to classroom rules, organization, and management
  
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**II. INSTRUCTIONAL GUIDE**

- Provided a positive learning environment
  
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- Provided a desk or work place, necessary instructional materials resources, supplies and equipment
  
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- Guided you with initial lesson plans and material development
  
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- Modeled how to maintain grades, lesson plan, and assess learners
  
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- Acquainted you with routine task.
  
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**III. PROFESSIONAL GROWTH**

- Provide opportunities for observation/participation in related school events
  
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**IV. ASSESSMENT**

- Analyzed and critiqued teaching technique soon after observation
  
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- Provided continuous support, conferences, and feedback (written and verbal)
  
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- Identified specific areas of strength and weakness
  
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Comments:

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
## UNIVERSITY SUPERVISOR EVALUATION

**Teacher Candidate Perspective**

Supervisor’s Name ________________________________________ Semester/Year ___________________________

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

4 = Exceeds Expectations  3 = Meets Expectations  2 = Needs Improvement  1 = Unacceptable  0 = Not Observed

### I. SUPPORT/COMMUNICATION

- Advised you of the requirements at the beginning of the semester
- Was accessible by phone
- Agreed to visit you when assistance was needed
- Derived a workable solution if difficulties occurred
- Provided relevant information through seminars, workshops, counseling, etc.
- Conducted seminars as scheduled
- Reviewed weekly journal and provided feedback when needed
- Discussed development and implementation of lesson plans
- Reviewed your portfolio and provided feedback on a regular basis

### II. SUPERVISION/ASSESSMENT

- Coordinated visit dates/times with clinical faculty
- Spent ample time (50-60 minutes or a full bell) for observation/assessment
- Analyzed and critiqued teaching technique soon after observation
- Helped you to identify specific areas of strength and weakness
- Previewed and discussed the purposes of each evaluation form
- Reviewed with you the results of each evaluation
- Conducted a three way conference with teacher candidate intern and clinical faculty
- Conducted all conferences in a positive and constructive manner

Number of visits for each placement__________

Comments: ______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

108
FOR SUPERVISORS

Form Distribution:

*Report of University Supervisor Observation and Conference* - completed by the University Supervisor

1) for pay purposes
2) one copy is submitted at the end to be placed in the candidate's file

*Weekly Feedback Guide* - completed by the clinical faculty and reviewed by the university supervisor. The candidates keep these for their records.

*Teacher Candidate Professional Growth Plan* – completed by the university supervisor in collaboration with the clinical faculty. This plan is developed when the teacher candidate is having difficulties in succeeding in specific areas. Documentation of how to help the teacher candidate succeed is necessary. A timeline must be included. A copy is provided to the Director of Teacher Education Services at Old Dominion University.

*Assessment of Instructional Environment* – this evaluation is completed by the teacher candidate. This is the candidate’s evaluation of the instructional environment and how to effectively plan for each student in the provided environment. This evaluation is reviewed with the University Supervisor.

*Professional Attributes and Instructional Development Scales* - this is completed at the mid-term and final. If a candidate is in two seven-week placements, a mid-term and final is completed in each setting. The clinical faculty completes the evaluation. The supervisor reviews the evaluation prior to administering the evaluation to the candidate. They should complete the evaluations with feedback from the university supervisor. The teacher candidate, university supervisor, and clinical faculty should sign. All documents should be given to the university supervisor to return to the university. A copy should be given to the teacher candidate.

*Evaluation of the Teacher Candidate by School Administrator* - this is completed by the Assistant Principal or Principal at each placement. These are submitted at the end of each semester with the grades. They should be completed and returned to the Teacher Education Services Office, Suite 2345 with grades.

*Weekly Journals* - reviewed with the candidates during visits and seminars.

*Impact on Student Learning Data Form* – this is completed by the University Supervisor after the teacher candidate has completed and submitted to the University Supervisor his/her Impact of Student Learning project. The project must be completed in the LiveText and the supervisors will grade in LiveText. To award a final PASSING grade, the Teacher Candidate must have completed this assignment prior to the University Supervisor completing this form. In programs such as art and music or for candidates out of the state, a link matching LiveText will be forwarded to supervisors so they may grade the Impact on Student Learning.
Teacher Candidate Portfolio Evaluation 101 Form – this is completed by the University Supervisor at the end of the semester. Must be completed in the LiveText and the supervisors will grade in LiveText. To award a final PASSING grade, the Teacher Candidate must have completed this assignment prior to the University Supervisor completing this form. In programs such as art and music or for candidates out of the state, a link matching LiveText will be forwarded to supervisors so they may grade the Teacher Candidate Portfolio.

Time Record - this is a record of how the candidates spend their time at school.

Teacher Candidate Evaluation of Clinical Faculty - the candidate has the opportunity to evaluate the clinical faculty with anonymity. Candidates complete this form on the LiveText link forwarded by the Director of Teacher Education Services.

Teacher Candidate Evaluation of University Supervisor - the candidate has the opportunity to evaluate the University Supervisor with anonymity. Candidates complete this form on the LiveText link forwarded by the Director of Teacher Education Services.

Grade Sheet - please check off each item as you submit them to the Office of Teacher Education Services. Please enter the final grade as a P (pass) or F (fail).
APPLICATION AND CHECKLIST FOR TEACHERS AND ADMINISTRATORS APPLYING FOR A VIRGINIA PROFESSIONAL LICENSE

ODU teacher candidates completing an approved program and who are applying for a Virginia License must submit the following documents to Teacher Education Services. Please make sure that all documents are attached. If a document is missing, the application cannot be processed and will be placed on hold until the missing document is received. This will delay your application. We highly encourage applicants to collect first all the documents required, then, submit the application packet complete.

_____ Application for a Virginia License completed and signed. Please download this form, complete it and sign it. Include this form with the rest of the documents requested below, as applicable.

_____ College Verification Form (Complete ONLY Part I). Scroll down, print and complete ONLY Part I. Include it with this packet.

_____ Copy of the Child Abuse and Neglect Recognition training certificate

_____ Copy of the Dyslexia Training Certificate

_____ Copy of the First Aid/CPR/AED Training to include hands-on skills training

_____ Copy of your Reading for Virginia Educators (RVE) or Virginia Reading Assessment (VRA) Examinee Score Report (for PreK-3, PreK-6, Special Education, and Reading programs)

_____ Copy of your Praxis Subject (or multiple subjects) Assessment Score Report

_____ Copy of the Virginia Communication and Literacy Assessment (VCLA) Examinee Score Report

_____ Exit Interview Questionnaire. Attach with this application packet the completed questionnaire.

The Virginia Department of Education WILL NOT ACCEPT electronic official transcripts submitted with the application for a Virginia teaching license. YOU MUST SUBMIT OFFICIAL TRANSCRIPTS IN A SEALED ENVELOPE with your application. Include ALL transcripts from ALL Colleges and Universities attended.

_____ Official Old Dominion University transcript (in a sealed envelope). All teacher candidates must include an official Old Dominion University transcript showing:

- your student teaching Passing grade if you are in a post-baccalaureate program
- your degree, if you are in a degree program, bachelor’s or master’s degree

NOTE: Transcripts should be sent TO YOU. The application cannot be processed without the official transcripts. This will delay processing of your application to be submitted to the Virginia Department of Education

- Undergraduate teacher candidates need to include the ODU official transcript in a sealed envelope showing the bachelor's degree was received.
- Graduate teacher candidates need to include an official transcript in a sealed envelope from the institution where the bachelor’s degree was received, if other than Old Dominion University. The ODU transcript must display your MSED degree was awarded. In addition, include official transcripts in a sealed envelope from any other institutions where content courses were completed after earning your bachelor's degree.
- Post-baccalaureate Endorsement candidates need to include an official transcript in a sealed envelope from the institution where the bachelor’s degree was received, if other than Old Dominion University. In addition, include official transcripts in a sealed envelope from any other institutions where content knowledge courses were completed prior to earning your bachelor's degree or after entering the post-baccalaureate endorsement program.

A nonrefundable fee must be submitted with your application. The in-state fee is $50, and the out-of-state fee is $75. The fee is determined by the address stated on your application. Your check or money order must be made payable to the Treasurer of Virginia. The Virginia Department of Education WILL NOT PROCESS an application with a check dated more than 30 days old.

When you have all the documents listed above, bring or mail the completed application packet to Teacher Education Services. Incomplete packets will be returned. We will process completed application packets, within approximately two weeks from the date of receipt; sign the College Verification Form; and forward your application to the Office of Professional Licensure in Richmond. A copy of the completed College Verification Form will be mailed to you.

IMPORTANT ADDRESSES

Darden College of Education
Teacher Education Services
Education Bldg., Suite 2345
Old Dominion University
Norfolk, VA 23529-0156

Virginia Department of Education
Office of Professional Licensure
Post Office Box 2120
Richmond, VA 23218-2120

Main Line: 1-800-292-3820