

Intern/Extern and Student Teaching Handbook

2023-2024

“Educator as Critically Reflective Practitioner”



Virginia Commonwealth University School of Education
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Dates and Reminders

The information necessary to complete this page will be provided for the teacher candidate and the school based teacher educator by the university based teacher educator.

Graduation applications due to advisor by or before (TBA). (Fall Semester)

Graduation applications due to advisor by or before (TBA). (Spring Semester)

Licensure applications/supporting documents will be accepted starting **January 19** during the Fall semester, and **June 3** during the Spring semester.

Ending date for first 8-week placement

Ending date for second 8-week placement

Ending date for 16-week placement

Draft of unit-written and submitted by

Completed unit to be written and submitted by

Mid-term evaluation week

Final evaluation week

My first visit (not to observe) to get acquainted with both of you will be on

Phone number (home) _____

Phone number (office) _____

University based teacher educator

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I. CONCEPTUAL OVERVIEW: EDUCATOR AS CRITICALLY REFLECTIVE PRACTITIONER

In concert with partners from the Virginia Department of Education, administrators, teachers, and counselors from the surrounding districts, and our colleagues in the College of Humanities and Sciences and the School of the Arts, the Virginia Commonwealth University School of Education faculty developed this conceptual framework to guide our work with educators. We believe that teachers who make informed and reasoned decisions are more likely to be effective. We believe that informed decisions are based on knowledge of the social context of schooling, subject matter knowledge, pedagogical knowledge, knowledge about how people learn, the applications of data-driven knowledge, and knowledge of differing cultures. Virtually all program courses and field experiences either implicitly or explicitly prepare candidates with an appropriate knowledge base on which educational decisions may be made.

Because we understand the complex nature of schooling, we value the idea that we are not teacher trainers, but teacher educators. As such, we are less concerned with “the correct definition of procedures for teachers to follow than the development of teachers’ capacities to make complex judgments based on deep understandings of students and subjects” (Darling-Hammond, 1994, p. 5). Our conceptual framework encompasses not only decision making, but the reflective qualities we see as prerequisite for quality judgments across the spectrum of education. The ideal that guides our thinking is the metaphor of the educator as critically reflective practitioner.

Critical Reflection

Critical reflection examines one’s work in education with scrutiny and takes into account the values, assumptions and beliefs that influence how problems and solutions are framed. Furthermore, critical reflection looks to the consequences of decisions for the long term, is aware of situational context, and advocates for democratic values in schools. The complexities of working with K-12 students are such that unless we support the development of critical reflection, the lifelong learning and professional growth of our graduates will suffer; a habit of critical reflection may serve them more than any other single trait. When reflection is cognizant of taking the perspective of another, is rigorously involved in reframing issues from several vantage points, and strives to inform situations holistically, we consider it to be critical reflection.

However eclectic, the research and literature underpinning our programs support the faculty’s overriding purpose: the improvement of the academic, personal, and social education of all children. Inherent in this purpose is a commitment to the deeply held conviction that all children can learn. We recognize the necessity of educating caring and competent teachers who are able to sustain the viability of this belief.

Pedagogically, we believe it is important to create environments that support active learning. Though methods may vary both within and between SOE classes from lecture, to cooperative learning, to case-based learning, to a Socratic interaction, to mock lessons, to technological demonstration, efforts are made to establish problem-based, contextual,

real-life learning. The intent is to provide experiences for the conscious construction of knowledge in meaningful contexts.

In alignment with our School and Department missions, programs endeavor to enhance candidates' understanding of and commitment to the concepts of social justice and social responsibility in ways that support democratic ideals and enhance the human condition. To this end, we are openly committed to valuing diversity, collaboration, dialogue, and equity. Consequently, we search for ways to stay abreast of and engage in cutting edge research and other literature that inform these philosophies and assist in guiding their practical application. Our graduates demonstrate content knowledge, pedagogical content knowledge, commitment to diversity, and critical reflection. These four areas of mastery will, in turn, expertly inform professional practice.

II. INTERN/EXTERN/STUDENT TEACHING AT VIRGINIA COMMONWEALTH UNIVERSITY

Intern/student teaching is the culminating activity for all of the programs offered in the School and gives students an opportunity to demonstrate what they have learned during their professional academic preparation. Every teacher is a unique individual, and each of you brings uniqueness to your teaching. There are, however, requirements that all teacher candidates must meet to successfully complete their program. The purpose of this Handbook is to provide the teacher candidate, the school based teacher educator, the university based teacher educator and principal with an understanding of the common expectations for intern/student teaching. All teacher candidates receive credit for practice teaching. In some programs the teacher candidate is assigned to one placement for sixteen weeks and in others they are assigned to two eight week placements. The university based teacher educator in conjunction with the school based teacher educator may decide to modify some of the suggestions in this Handbook to better meet the needs of an individual student placement.

III. PROFESSIONAL ROLES IN INTERN/STUDENT TEACHING

A. Role of the Teacher Candidate:

The teacher candidate is first and foremost a learner. In this developmental role, the teacher candidate's responsibilities will be increased gradually throughout the experience. The apprentice teacher will proceed from being an observer at the beginning of the experience to assuming the role of the full-time teacher. By this final stage, the teacher candidate is expected to do all of the short and long-range planning, teach the entire day, and be aware of each student's academic and social progress on a continuing basis. The teacher candidate will be expected to communicate with parents and to attend faculty and PTA meetings. As a professional person, the teacher candidate's interactions with pupils, parents, faculty, staff and administration should reflect a high degree of professionalism. The teacher candidate is always on stage and must learn to differentiate between facts and

opinions. The effective teacher is enthusiastic and eager to offer ideas concerning curriculum, methods and control. The teacher candidate helps make the learning environment an attractive and orderly place in which students will want to work. The teacher candidate is tactful and remembers to keep classroom anecdotes confidential. Each pupil should be treated fairly as an individual because, during the school day, the teacher is one of the most important persons in the student's life. Knowledge, skills and values attained by the preservice teacher through this critical experience add to the basis for making competent, professional decisions. It is incumbent on the teacher candidate to reflect critically upon the challenges and the successes in the classroom, to strive for growth along the clinical evaluation continuum, and to present evidence of a positive impact on student learning.

B. Role of the School based teacher educator:

The school based teacher educator has a dual role as: 1) a role model for good teaching, and 2) a resource person to help guide the prospective teacher's development and decision-making effectiveness.

Briefly, the responsibilities entailed in each of these roles are:

1. Role Model: During the first four weeks, the teacher candidate will, at least part of the time, observe the school based teacher educator in planning, control, rapport with students and other faculty, teaching methods and record keeping (such as online Clinical Evaluations & Time Log Documentation). Through these activities, the school based teacher educator demonstrates a professional model of ability, enthusiasm and concern for students.
This model should provide a solid "support structure" for the teacher candidate by furnishing a base upon which to build or from which to deviate as responsibility is assumed. The teacher candidate needs many chances to see a seasoned professional at work. These observations give pre-service teachers something with which to compare their own performance.
2. Resource Person: The school based teacher educator should be available to answer questions as they arise. Specific daily critiques of the teacher candidate's performance are useful guides. Whenever possible, the school based teacher educator should play the role of "Devil's Advocate," questioning the teacher candidate's justification for plans, actions and choices in a helpful manner and asking the apprentice to explain decisions made. The school based teacher educator should help the teacher candidate refine a philosophy of quality teaching. Sitting down together and exploring solutions is often preferable to offering answers. Highlighting an incident which the teacher candidate handled during the day and working through solutions can be particularly useful. By using these and other techniques, the school based teacher educator can be an invaluable resource person in helping the apprentice teacher reflect on her or his challenges and successes in having a positive impact on student learning, and in growing along the clinical evaluation continuum.

C. Role of the University based teacher educator:

The supervisor is not a teacher in the traditional sense but is a facilitator who represents the University. Because the intern teacher receives university credit for intern/student teaching, it is the supervisor's job to assure that placements and experiences meet the standards established by the University. The supervisor must integrate university grading standards, the perceptions of the school based teacher educator, and his/her own professional judgments to arrive at a mid-term & final grade. Furthermore, confirm the completed instructional hours (see Appendix E). If there are problems between a teacher candidate and a school based teacher educator, the supervisor will try to resolve them in a manner acceptable to all. Both the school based teacher educator and the teacher candidate should feel free to contact the supervisor if problems arise. The supervisor is responsible as well for assessing teacher candidate growth along the clinical evaluation continuum and for collecting candidate reflection on student work samples. Additionally, the supervisor supports the School based teacher educator in the implementation of VCU policy and procedures.

D. Role of the Principal

The principal plays a significant role in the intern/student teaching process. He/she

- Identifies competent teachers with at least three years of teaching experience to host interns/student teachers
- Becomes familiar with the School of Education's teacher preparation program and the program's requirements for the student teaching internship
- Introduces the teacher candidate to the staff at a faculty meeting
- Provides the teacher candidate with a copy of the school's faculty/staff handbook
- Reviews the school's policies and procedures with the teacher candidate
- Encourages the teacher candidate to attend extracurricular activities
- Observes the teacher candidate and provides feedback
- Completes School of Education surveys

IV. EXPECTATIONS FOR TEACHER CANDIDATES

Teacher candidates are guests in the schools and are expected to work within the framework of school policies and procedures. Individual supervisors may request additional assignments or modify the following to meet specific placement needs:

A. General Policies:

1. Teacher candidates are not to serve as substitute teachers during the intern/student teaching

experience. It is the philosophy of the VCU School of Education faculty that the teacher candidate functions

as a learner and should be free of the responsibility imposed by substitute teacher status.

2. **Teacher candidates are not to use any form of corporal punishment with pupils.**
3. All VCU teacher candidates have had to pass a number of screening mechanisms before being accepted in intern/student teaching. In most cases they prove to be skillful, knowledgeable, and willing to work at becoming a teacher. There are instances, however, where even after a great deal of assistance from the school based teacher educator and university based teacher educator, the teacher candidate's ability, attitude or both are not up to professional standards. In these cases, a student may be removed from the student teaching placement. Teacher candidates will be terminated early, if it is determined by the university based teacher educator in consultation with school partners and with the Field Placement Office that the situation of a particular placement is damaging to young students or the teacher candidate, is against school/district or university policies/procedures, or compromises the quality and effectiveness of the VCU teacher education programs.
4. The opportunity to teach is both a privilege and a responsibility and no lesson should be taught until approved by the school based teacher educator
5. **Permission to Video in the Classroom.** With the proliferation of social media, parents and educators must use caution and ensure the safety and welfare of the students in their care. On the other hand, teacher candidates have legitimate purposes in video recording classroom activities such as self-reflection, asynchronous supervision, and feedback from faculty members, and demonstration of professional competencies during your clinical experiences. Prior to video recording in a school setting for any purpose, the teacher candidate should learn the policy and procedures used in the school of his or her placement. The teacher candidate should follow the school's policy. In the case that the school's policy requires explicit parental permission, the teacher candidate may use the language below to compose a permission slip. Teacher candidates are cautioned to allow ample turn-around time to compose, distribute, and collect permission slips prior to video recording. Sample language for parental permission to video in a school setting (modify as needed): Dear Parent/Guardian: The Virginia Commonwealth University (VCU) School of Education recognizes the need to protect students' privacy. As part of the teacher preparation program at VCU, teacher candidates are periodically required to video record themselves delivering instruction. These videos are used for supervision by VCU faculty, self-reflection by the teacher candidate, and documentation of professional competency in clinical experiences. The focus of such a video is the teacher candidate, not the students in class. Furthermore, these videos are not intended for public broadcasting or dissemination, however, they will be publically available and may be viewed by professional educators with a legitimate responsibility for supervising and/or potentially employing a VCU teacher candidate.

B. Attendance:

1. Teacher candidates are expected to be in the building the same days and hours as their cooperating teachers.

They are expected to attend the same meetings and workshops as their school based teacher educators.

2. Teacher candidates observe the same holidays that the schools observe. If VCU's holiday schedule differs from that of the public schools, the teacher candidate follows the schedule of the public schools.
3. Teacher candidates must be familiar with the absence policy in their building. It is important that they contact the appropriate authority and that they take responsibility for having their lesson plans delivered to the school. Additionally, they must contact the university based teacher educator and school based teacher educator as far in advance as possible. Absences are inexcusable except in the case of illness, death in the family, or other serious circumstances.
4. The number of excused absences is not pre-determined; however, additional time will have to be spent in the intern/student teaching placement to make up for absences.

C. Early Hire Policy and Agreement Request Form

The Virginia Department of Education provides educator preparation providers the opportunity to allow students early release from student teaching to accept full-time teaching positions. Early release from the traditional internship experience occurs only in exceptional circumstances and is seen as a privilege to outstanding students.

Student conditions to be met *prior* to the release from the internship include;

- (1) The teacher candidate must complete 12 weeks of internship. Elementary interns must complete eight weeks in the first placement and four weeks in the second placement.
- (2) The early hire must be approved by the university based teacher educator, intern's advisor and, department chair (signature approval).
- (3) All online clinical evaluations and required work must be completed, saved, and scored by the end of the academic semester.
- (4) A mentor assigned from the employing school.

The Early Hire Agreement allows teacher candidates enrolled in a VCU Teacher Preparation Program to complete the Bachelor of Science in Education (B.S.Ed.) or Master of Teaching (M.T.) degree while hired as a full-time teacher in a school division. Under this contract agreement, the University Supervisor will continue to support the early hire practicing intern from the date of hire to the end of the semester. The University Supervisor is expected to keep regular contact with the practicing intern, continue to coach the practicing intern using the Clinical Faculty coaching tools, and be a resource and support with lesson planning, classroom management, and other needs the practicing intern might have.

The school division agrees to provide a Teacher Mentor who will support the practicing intern for the first year of teaching.

Early Release Guidelines:

Requests for early release must be **initiated by the school division** interested in hiring the VCU intern. Please anticipate a two-week review and approval period on behalf of the university. The school division's Human Resources Specialist contacts the Department Chair, VCU School of Education. Once notified, the Department Chair works collaboratively with the Coordinator of Field Experiences to immediately notify the students' current principal and school based teacher educator via telephone, email and/or school visit.

The division's Human Resource Specialist and the teacher candidate will begin the approval process by completing the Early Hire Agreement and Request Form (Appendix F). The student can access the Early Hire Agreement Form on the School of Education, Student Services website under forms and documents. The form is also located in the Internship Handbook.

After all signatures have been obtained and the form is received by the Department Chair for final approval, the student will be notified of the official release. A copy of the completed form will be sent to the employing school division Human Resource Specialist.

Teacher candidates are required to complete all other course requirements, electronic evidence, other requirements from the department, program area or university, and attend mandatory seminars.

C. Inclement Weather Policy

In the event of inclement weather that exceeds 5 teaching days, the School of Education reserves the right to extend the student teaching experience beyond the scheduled completion [date]. Students will be informed of the extension by VCU email no later than two weeks prior to the ending of each placement. Students will be expected to complete two full weeks of student teaching in each placement regardless of school closure decisions.

D. Schedule of Involvement:

How quickly the teacher candidate assumes total teaching responsibility depends upon the particular assignment, the school based teacher educator, the University Supervisor, and the teacher candidate's initiative, enthusiasm, ability and the length of time of the placement. The goal is a reversal of roles during which the teacher candidate

becomes the teacher and the school based teacher educator becomes an observer or functions as a teacher aide.

Some general guidelines for involvement are:

1. Initial Phase (one-two weeks)

The first week is an important one. During this time, the teacher candidate has an opportunity to become acquainted with the students, the school based teacher educator and the school administration and observe both the pupils and the school based teacher educator. The teacher candidate notices routines, methods of control, and expectations for individual students. Awareness of individual personalities, abilities, attention spans and signs of atypical behavior can be particularly helpful in the future. In addition to observing, the teacher candidate serves as a teacher aide, helping individuals, teaching short lessons that the school based teacher educator has prepared, checking papers and doing various other duties. This is also a time to become familiar with materials in the room and in the school and to learn to operate school A-V equipment. Learning the appropriate procedures to follow in case of fire drill or other emergency situations is also important. It is especially an opportunity to discuss with the school based teacher educator how she or he makes decisions. Other tasks during this time include:

- a. Meet the principal and become acquainted with the teaching staff
- b. Tour the school and learn what facilities are available and where they are located.
- c. Learn procedures for using materials and supplies.
- d. Familiarize yourself with the neighborhood and with the backgrounds of the children.
- e. Learn the school procedures, safety and emergency regulations.
- f. Become familiar with the school handbook.
- g. Learn the students' names.
- h. Explore the materials within your teaching area.
- i. Learn procedures.
- j. Study the socio-emotional climate of the class.
- k. Assist with the class routine and related duties.

Second week- In addition to continuing all of the previously mentioned tasks, the teacher candidate should prepare for and teach one or two groups or subjects daily. The teacher candidate should also be spending time on the preparation of a unit, learning center, or project. This is a good time to begin hall duty, lunch count, lunch duty, bus duty, attendance and other instructional responsibilities.

2. Period of Increasing Responsibility

The teacher candidate should continue to add one or two more subjects or groups to prepare for and teach each week. If this seems to be too much, the school based teacher educator should limit more responsibility until the teacher candidate is comfortable with the teaching load. Adding a few non-teaching duties each week helps make the assumption of full classroom responsibility easier.

In addition to the regular duties, the teacher candidate should begin planning a unit of study to be taught during the next phase.

Other tasks to be completed within this period include:

- a. Review cumulative records.
- b. Plan and develop pupil lesson handouts in advance with the school based teacher educator.
- c. Write thorough lesson plans.
- d. Evaluate each lesson after it has been taught.
- e. Increase the teaching load each week by adding new subjects or by increasing the number of pupils taught.
- f. Attend faculty meetings, parent/teacher conferences, PTA meetings, etc. These meetings are absolutely required of all teacher candidates, and any exceptions must be cleared well in advance with the university based teacher educator and school based teacher educator.
- g. Read the curriculum guides and determine the goals and objectives for the grade.

3. Period of Full Responsibility

During this time, the teacher candidate should be the teacher, assuming full responsibility for planning and teaching except in areas where the school based teacher educator may wish to act as a teacher aide (teaching lessons the teacher candidate has prepared) or as a co-teacher. In addition to actual teaching responsibilities, the teacher candidate should be handling duties such as taking attendance, collecting lunch money, checking equipment, and ordering films. He/she should also be responsible for the transitional times between lessons and activities to ensure that the day flows smoothly from one period to another.

Other Tasks for this Period Include:

- a. Write daily and weekly lesson plans. The weekly plan should be written in a condensed version and be consonant with the school's format unless assigned otherwise by the university based teacher educator.
- b. Participate in all activities that are a part of a teacher's responsibilities.
- c. Evaluate teaching performance on a daily basis. Such evaluation includes reflection on student learning and gathering evidence of a positive impact on student learning.

4. Period of Decreasing Responsibilities

The school based teacher educator should gradually resume responsibility for the class during the last week. By the last day, the teacher candidate should take a passive role. This is a good week to observe in other classes or in other schools. By this time the teacher candidate will be able to evaluate observations and relate them to personal experience. Observations should be scheduled through appropriate channels within the school system.

E. Lesson Plans:

The teacher candidate should write a lesson plan for every lesson they teach (except impromptu, spur-of-the-moment ones). The teacher candidate should submit lesson plans to the school based teacher educator according to the school's policy and at least one week before the lesson is to be taught. Lesson plans and materials for the entire day should be available for the school based teacher educator to see before class begins. A teacher candidate who has not shown satisfactory evidence of planning **should not be allowed to teach** the lesson. It is the school based teacher educator's right to see written plans and it is the school based teacher educator's responsibility to deny the teacher candidate the opportunity to present a lesson if the plans and materials are not appropriate. Lesson plans should be shared at least a week in advance of their being taught.

Points to remember:

1. Lesson plans should be kept in chronological order in a folder or notebook and submitted to the university supervisor each time he/she visits.
2. Use concise phrases rather than long sentences whenever possible. List objectives, activities (#1, #2, #3, etc.) rather than writing them out in paragraph form.
3. Lesson plan guidelines can be found in Appendix A.
4. Once the university based teacher educator and school based teacher educator are assured of the teacher candidate's ability to plan, usually sometime after the midpoint in the experience, they can suggest shorter formats for planning.

F. Teaching Unit:

All individuals are expected to plan and teach at least one teaching unit during the teacher candidates teaching experience. The unit should be planned in consultation with the school based teacher educator and be consonant with curriculum expectations. A teaching unit is an area of instruction that is divided into lessons which are of appropriate difficulty so that pupils can achieve success. Each lesson builds upon the learning from the previous lesson and the concepts in the unit progress from simplest to most complex.

A culminating experience ties the unit together and aids the application of learning.

The major focus of the unit should be on the instructional processes in which the student will be involved.

Points to remember:

1. A draft of the proposed unit must be submitted to the school based teacher educator and the university based teacher educator for approval prior to being taught.
2. The completed written document must be submitted for approval before it is taught. Failure to do so may result in having to plan a new unit and to extend the experience.
3. A unit plan format with detailed explanation can be found in Appendix A.

V. COMMON PROBLEMS IN INTERN/STUDENT TEACHING

At the core of an internship/student teaching is engaging in activities that facilitate the acquisition of pedagogical and content knowledge that impact PK-12 teaching and learning.

A. **Competing Activities**

Activities that negatively impact candidates' performance, such as job, unapproved university class work, social engagements, extramural engagements or etc., should be discontinued or modified throughout the entirety of internship/student teaching. Teacher candidates must commit holistically to their assigned PK-12 students, parents, the school based teacher educator, and school.

B. **Appearance.**

Teacher candidates are expected to adhere to all VCU School of Education (SOE) and assigned school division dress codes. As such, it is critically important that all aspects of the teacher candidates' appearance, including clothing and hygiene, are professional.

C. **Prospective problems associated with understanding and applying fundamental teaching proficiencies.**

- a. learning to achieve and maintain an effective learning environment
- b. motivating student interest
- c. organization (designing and organizing all aspects of teaching and learning)
- d. planning (developing and comprehensively designed lesson and unit plans)
- e. perfecting time management
- f. acquiring and using content/subject matter knowledge
- g. engaging in ethical behavior
- h. working diligently to earn satisfactory teaching and learning evaluations

Resolving Unsatisfactory Internship/Student Teaching Performance

- i. University based teacher educators will collaborate with clinical faculty, school based teacher educators and designated faculty to complete a **mid-semester report, including a Dispositional Assessment**, for each teacher candidate demonstrating unsatisfactory progress.
- ii. Once targeted concerns are identified, the teacher candidate, school based teacher educator, and University based teacher educator will work collaboratively to develop a **remediation plan**
- iii. **The mid-semester report and Disposition Assessment will be submitted to the appropriate VCU-SOE program coordinator.**
- iv. **A meeting will be scheduled to discuss needs for improvement and progress.**

Ultimately, each candidate is responsible for adhering to the highest levels of ethical and academic behavior. Final

evaluation should reflect improved continuing behavioral issues.

D. Communication process for candidate concerns.

Ensuring a high-quality teacher education experience for all stakeholders, including teacher candidates, school based teacher educators, university based teacher educators and P-12 students is the SOE's primary goal for all culminating clinical experiences. Therefore, it is necessary to provide procedures and policies for any concern to ensure a consistent and fair process.

- a. If a **University based teacher educator** has a concern regarding any aspect of the teacher candidate's ability to fulfill placement responsibilities, the candidate's SOE Advisor will be notified immediately.
- b. Candidates should provide **University based teacher educators contact information** for SOE Advisors at the beginning of their first placement.

Early intervention is important to allow education faculty to provide additional support and resources to remedy student teaching issues. Addressing issues early using effective communication practices will enhance relationships necessary to support a successful teaching experience.

The SOE advisor should inform the program coordinator and consult on decision making regarding the student's program and related clinical experience as necessary. If a University based teacher educator has concerns that warrant attention, either from what they have observed or from identified concerns of the school based teacher educator regarding student progress, please follow the steps below to ensure proper communication is taking place.

1. Discuss the specific candidate's performance concern with the school based teacher educator. He/she may provide more insights into the recognized concern that will guide your decision about interventions.
2. Discuss the specific concern explicitly with the teacher candidate.
3. Document the concern and the meeting with the teacher candidate using the VCU/SOE Dispositions form.

Improvement Plan

4. Help the teacher candidate develop a written plan for improvement to include goals, a plan for achieving the goals, supports given or referenced, and dates for re-evaluation. Submit the teacher candidate's plan for improvement to the SOE Advisor. The SOE Advisor will make the Program Coordinator aware of the situation.

5. Monitor the teacher candidate's progress using the plan for improvement as your guide. A plan for improvement must include dates, next steps, and a timeframe for successful completion. If performance concerns still exist, consult with the SOE Advisor and Program Coordinator to discuss further options for intervention. If the situation warrants, the University Based Teacher Educator should consult with the *Principal*. Depending on the situation, the University Based Teacher Educator, Program Coordinator, and SOE Advisor should use their professional judgment to do any of the following:
 - a. Increasing the number of observations by the University based teacher educator
 - b. Request an observation by the student's SOE Advisor, Program Coordinator, or Department Chair
 - c. Require the teacher candidate to videotape their teaching and reflect on a recorded lesson
 - d. Conference with the teacher candidate and the school based teacher educator
 - e. Require additional observations by the teacher candidate targeting the specific area of need
 - f. Consult with the Program Coordinator and Department Chair
 - g. University Based Supervisor will consult with the building administrator as needed.

Interventions should be viewed as opportunities for growth and learning.

6. If the plan for improvement does not result in an expected change within a reasonable amount of time, the Program Coordinator should be informed to re-evaluate the plan for the teacher candidate and discuss additional interventions. A second written plan should be developed with a date for re-evaluation. The Department Chair should be informed of the issue.
7. If concerns still exist the Department Chair and Executive Director should be informed. The Program Coordinator, University Based Teacher Educator, and student should meet to determine whether continuation in the program is appropriate. Students who are unable to continue in the program, as a result of unacceptable performance in the student teaching experience will be re-enrolled in a non-licensure program. The Department Chair will inform the school system of the removal of any student from the student internship placement.

*Note: The above contacts may be altered depending on the severity of the situation. Situations related to illegal activity or those that put a P-12 student in danger will require immediate notification of the Department Chair by the Program Coordinator or University based teacher educator. The Department Chair will notify the building administration.

University based teacher educator Role with the Intervention Plan

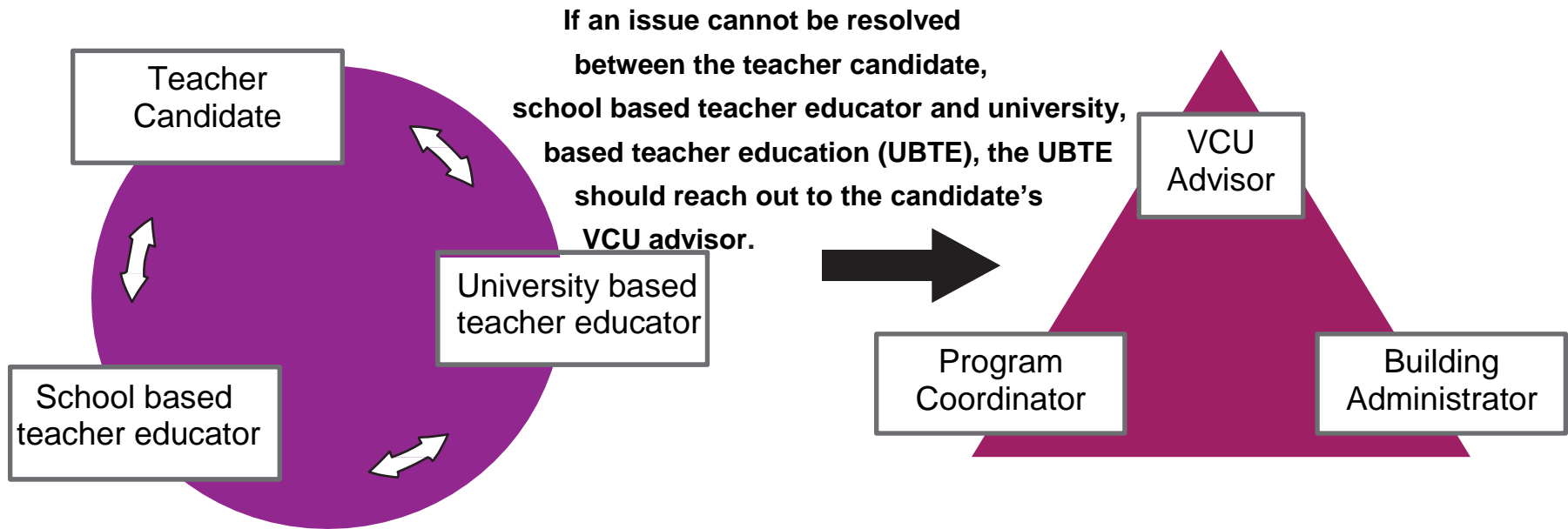
When a teacher candidate has an intervention plan, University based teacher educators should:

- Conscientiously provide support and feedback to the teacher candidate with regular contact for follow-up.
- Encourage the teacher candidate to take notes on effective teaching practices observed
- Communicate regularly with the school based teacher educator
- Address areas indicated on the plan for improvement plan in observation feedback
- Maintain good observations notes, save email communications from the student and/or school based teacher educator and document verbal conversations regarding the teacher candidate's actions and progress on the intervention plan. Submit these documentation items to the SOE Advisor to keep in the teacher candidate's file, if removal from a placement is required.
- Allow opportunities for the teacher candidate to reflect on his/her follow through with the plan for improvement.
- Document if suggestions given to the teacher candidate by the school based teacher educator and/or university based teacher educator are demonstrated in the teacher candidate practices or behaviors. If the plan for improvement and other interventions listed above result in improved practices or behaviors, document that the plan for improvement has been successfully completed.

If a University based teacher educator has a concern regarding the teacher candidate's placement or school based teacher educator, contact with the appropriate Program Coordinator should take place. Together with the Program Coordinator, a plan for communication of the concern will be developed. In most cases, a conversation between the school based teacher educator and University based teacher educator can resolve these issues. If not, the Program Coordinator will consult with the Department Chair regarding next steps.

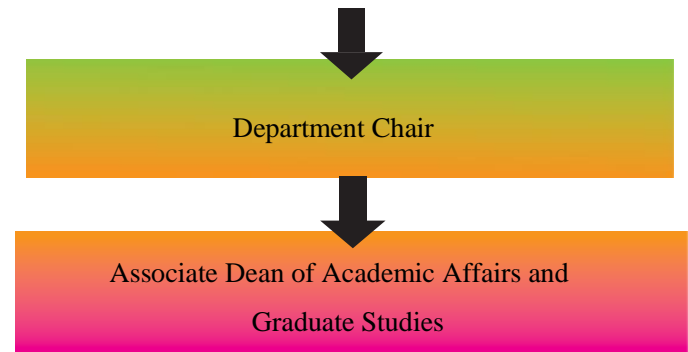
The university is not in a position to evaluate a school based teacher educators' instructional methods or materials unless they endanger a teacher candidate's or PK-12 student's emotional or physical safety. In this unlikely event, the Program Coordinator will immediately inform the Department Chair who will determine the next steps.

The Department Chair is the only university employee who can authorize a change of placement for a student intern. The Department Chair will inform Student Services staff of needed changes and contact the building and district administration as needed. The Program Coordinator will inform the student and University based teacher educator of any placement changes.



**The advisor should alert the program coordinator and if the situation warrants, the building-level administrator should be apprised of the situation.
Program coordinators should communicate concerns with the department chair.**

Department Chair will inform the Associate Dean of Academic Affairs. The Associate Dean should be made aware immediately of any request from the division for removal of the teacher candidate and will make contact with the division if there are to be changes in placement location or modification.



VCU Personnel

| | |
|---|-----------------------------------|
| Associate Dean of Academic Affairs and Graduate Studies | Dr. Luciana C. de Oliveira |
| Interim Chair, Department of Teaching and Learning | Dr. Luciana C. de Oliveira |
| Interim Chair, Department of Counselor and Special Education | Dr. Colleen Thoma |
| Program Coordinator, M.T in Early/Elementary Education PK-6 | Dr. Katherine Dabney |
| Program Coordinator, B.S. in Education PK-6 | Ms. Lisa Cipolletti |
| Program Coordinator, B.S. in Education PK-3 | Ms. Laura Domalik |
| Program Coordinator, M.T. in Secondary Education | Dr. Nora Alder |
| Program Coordinator, B. S. in Education, Secondary Education, Engineering | Dr. Monty Jones |
| Program Coordinator, B.S. in Education, Special Education | Dr. Serra De Arment |
| Program Coordinator & Interim Chair, B.F.A in Art Education | Dr. Ryan Patton |
| Program Coordinator & Director, B. M. in Music Education | Dr. Sandy Goldie |

VI. EVALUATION

The purpose of evaluation is twofold – to teacher candidates’ strengths and opportunities and to document the teacher candidates’ growth throughout the semester. Evaluation begins during the first week and continues through the end of the internship.

Observations and critiques by the school-based teacher educator and the University-based teacher educator are designed to guide and enlighten the teacher candidates’ teaching performance and assist in socializing interns as professionals.

A major part of the evaluation process is the weekly meeting between the school-based teacher educator and the teacher candidate. This should be at least a one-hour period where they can discuss, uninterrupted, the teacher candidates’ planning, decisions, management, strengths and weaknesses, and what kinds of specific behaviors need to be improved. At the end of the meeting, both the teacher candidate and the school-based teacher educator should be aware of what is expected for the coming week. It is helpful to keep a written record of all suggestions. The “Collaborative Reflection Log” may be useful here and should be completed in 16 week placements at least four times after formal observations by school-based teacher educators in a semester. For 8 week placements, each school-based teacher educator should complete the Log two times for each placement. The collaborative reflection discussion may lead to completing a “Plan for Reflective Growth.”

The University-based teacher educator will make at least six visits during the semester. At least four formal observations will be made during the semester. After each observation, the University-based teacher educator will confer with the teacher candidate and complete the Collaborative Reflection Log. A minimum of four logs will be completed by the University-based teacher educator.

Formal, online **Mid-term (formative) and Final Evaluations (summative)** will be collected in VCU School of Education’s assessment system using an online version of the Clinical Evaluation Continuum (see Appendix B) instrument and will be completed individually by the intern, the school-based teacher educator, and the University-

based teacher educator. A joint meeting of these three people will be held at the mid-term and final evaluation times to discuss each perspective. The building principal will also conduct a final evaluation via a secure web-based survey

The University-based teacher educator's and the school-based teacher educator's formal mid-term and final Clinical Evaluation Continuum evaluations will be available to the teacher candidate. Teacher candidates will also be given the opportunity to give feedback on their programs and clinical experiences via clinical experiences surveys. All data collected from assessments and surveys are reported to departments, programs and decision-makers in the aggregate and used for continuous improvement of programs, courses, and clinical experiences. The mid-term evaluation is intended as a formative evaluation to guide the next steps in the teacher candidate's development. The final evaluation is meant to be summative and will drive the grading criteria. The teacher candidate's **grades** are awarded by the University-based teacher educator after consultation with the school-based teacher educator. These grades should be considered a reflection of how well the intern performed assigned duties.

Additionally, all teacher candidates are asked to complete several evaluations related to the internship experience and overall program that provide feedback and support program continuous improvement; Candidate Evaluation of Clinical Placement, Student Experience Survey, Advising Survey, and First Destinations Survey (a summative graduation survey).

Appendix A

Unit Plan Guidelines

The outline presented is intended for use during the student teaching experience. It also serves as a nucleus to be expanded in appropriate methods courses. Preservice teachers gain competence in decision-making as unit plan guidelines are developed and implemented.

Title:

Age/Grade Levels:

Time Required:

I. Introduction

A statement including general information concerning the importance of the unit, area of concentration, and the relationship to the general instructional program.

II. Objectives

A. General Objectives

1. Knowledge and understanding to be acquired.
2. Skills to be learned.
3. Attitudes/appreciation to be acquired.

B. Specific Objectives

Relationship to general objectives.

Incorporation into the daily plans.

Pupil objectives resulting from cooperative planning as the unit progresses.

III. Daily plans (refer to Lesson Plan Guide format)

Daily plans are organized into three types or categories:

A. Introductory lessons-to present overview, to motivate.

B. Developmental lessons-designed to achieve the objectives.

C. Culminating lessons-to provide for summarizing, generalizing, synthesizing, and extrapolating.

IV. Evaluation (must relate to objectives)

Evaluation may include some of the following techniques:

A. Pre-test/post-test comparisons

B. Self-evaluation

C. Subjective and objective tests

D. Informal observation and question sessions

E. Work samples

F. Pupil-teacher conferences

G. Outgrowths of culminating lessons

V. Resources-a listing should include all resources to be used in a unit. For example:

- A. Pictures or projections
- B. Books (noting types and difficulty)
- C. Displays, models, specimens, collections, etc.
- D. Maps, charts, graphs, diagrams
- E. Films and videotapes
- F. Computers and software
- G. Audiotapes or records
- H. Field trips and excursions
- I. Interviews and guest speakers
- J. Art and music materials

Elementary Education
Unit Plan Guidelines for Interns

Create a unit of study that is at least 7 days of instruction in length.

Unit Overview:

- Briefly (3-5 sentences) describe your overall goal(s) for this unit of study. Think about what you want the students to be able to do after this unit
- Grade Level
- Main SOL(s) - this may be the whole SOL or just a section (Highlight the part you will address)
- Integrated SOL(s)- connections to other content areas
- Teaching Timeframe- number of days

Daily Plans: (refer to the VCU Lesson Plan Guide format):

Each of the **daily lesson plans** should follow the VCU format and include all elements, **including the written questions or a section for Evaluation B.**

Unit Evaluation:

This section of your unit allows you to assess the entire unit. Even though each individual lesson has an evaluation A section (formative), it is necessary to assess the unit as a whole (summative). For this Unit you **may NOT use a multiple choice test** to evaluate growth.

Unit Evaluations may include some of the following techniques:

- Authentic assessment- doing, action
- Pupil-teacher conference/ interview
- Project or product (brochure, poster, song, museum artifact...)

For this unit evaluation you will create the actual assessment tool and also design a plan for how you will "evaluate" the work as well. (Ex. Project directions and rubric/ scoring sheet)

Unit Resources:

- This listing should include 15-18 supporting resources that could be used in your classroom while teaching this unit.
- These are above and beyond the materials you will need to teach your daily lessons.
- Think about what resources you would put in centers, stations, classroom library, computer stations and more. Think about songs, chants, or rhymes you might include.
- These resources should help to keep the unit fresh and flowing outside of your "unit time." Include copies or pictures of each resource.

This unit should be written in full and approved by your University based teacher educator and School based teacher educator before it is taught in your classroom.

Appendix B

VCU SCHOOL OF EDUCATION: REVISED CLINICAL EVALUATION CONTINUUM

Thank you for working with our VCU students who are or will be clinical candidates this year. Throughout the clinical candidate experience, you are tasked with evaluating the skills of the candidate(s) and we are asking that you use an **UPDATED** Clinical Evaluation Continuum for Candidates in Initial Licensure Programs. This continuum should be completed and then electronically submitted by you via an online rubric to the School of Education (SOE) Office of Data Analytics.

SUMMARY OF SIGNIFICANT REVISIONS TO CLINICAL EVALUATION CONTINUUM

| Nature of item revision | Item number | Key notes |
|--|-----------------------|---|
| Notable revisions to prior key elements | 1f | Revised to include collaboration among students and student problem solving |
| | 2a | Addition of cross-disciplinary knowledge |
| | 4a/4b | The previous item, 4a, was divided into two items now reflected as 4a and 4b. |
| | 4h | Significant wordsmithing for clarity and purpose |
| | All rows/elements | Addition of language for Unacceptable column |
| Newly developed items | 1h | Incorporated RTR item |
| | 2g | New technology item |
| | 2h | New item to address planning for development of P12 student problem solving |
| | 3g | New technology item |
| | 4i | New technology item |
| | 5o | New technology item |
| | 6a | Incorporated RTR item |
| | 6b | Incorporated RTR item |
| | 6c | Incorporated RTR item |
| | 6d | Incorporated RTR item |
| Deleted items | Previously labeled 5d | Duplicative |

Impact on Scoring and Grading

If your program has historically used a specific totaled-point-scale to derive a letter grade from the clinical evaluation continuum, please use the previous scoring procedure and point-scale. Simply disregard the assessed values for the new rows (*i.e.*, 1h, 2g, 2h, 3g, 4i, 5o, and all rows in section 6) when calculating the score for this pilot year. The attached document contains yellow highlights to indicate the new rows. Please don't hesitate to call [\(804\) 827-1567](tel:8048271567) or email dwspivey@vcu.edu if you have questions or concerns.

Clinical Evaluation Continuum for Candidates in Initial Licensure Programs

VCU School of Education

Virginia Commonwealth University

Candidate's Name _____

Cooperating Teacher / School-based Teacher Educator

University Supervisor/ University-based Teacher Educator _____

School _____ School Division _____

Principal's Name _____

Subject Area _____ Grade Level _____

Year _____ Semester _____ Fall _____ Spring _____

Evaluation Completed By: (please check one)

- Cooperating Teacher / School-based Teacher Educator
- Candidate (Intern, Student Teacher, Extern)
- University Supervisor / University-based Teacher Educator

revised 7/31/23

Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center

Clinical Evaluation Continuum for Candidates in Initial Licensure Programs Guidance Document

revised 7/31/23

ADMINISTRATION, PURPOSE, USE

Purpose

Consistent with the School of Education’s conceptual framework, the purpose of the Clinical Evaluation Continuum is to prepare candidates to reflect on their practice and to provide a system for candidates, Cooperating Teacher / School-based Teacher Educators, and supervisors to assess an intern’s growth during the internship or externship.

Administration

University Supervisor / University-based Teacher Educators and Cooperating Teacher / School-based Teacher Educators should conduct four formal observations of candidates during the semester and complete the Continuum twice, once at midterm and once at the end of the experience. For programs with two placements (e.g. elementary), the Cooperating Teacher / School-based Teacher Educator observes the candidate only twice and completes the Continuum once at the end of each placement. Candidates should complete the continuum twice prior to the discussion with the Cooperating Teacher / School-based Teacher Educator and supervisor.

The Continuum is meant to be used in tandem with two other forms, the Collaborative Reflection Log and the Individual Learning Plan or Plan for Reflective Growth. The purpose of the latter two forms is to generate discussion among the candidate, Cooperating Teacher / School-based Teacher Educator, and University Supervisor / University-based Teacher Educator about the strengths and weaknesses of the candidate. Only the supervisor and Cooperating Teacher / School-based Teacher Educator’s completed Clinical Evaluation Continuum and are submitted to the School of Education Office of Data Analytics at the conclusion of the clinical experience.

Use of data

- Candidate level: Candidates receive electronic copies of the University Supervisor / University-based Teacher Educators and clinical faculty or Cooperating Teacher / School-based Teacher Educator’s Continuum evaluation of performance. This evaluation occurs twice each semester. For candidates with one placement (16 weeks), there are mid- and final placement assessments. For candidates with two placements (eight weeks each), assessments occur after each placement. In cases where candidates are performing at “Beginning” or “Unacceptable” levels on rubric assessments, candidates use a combination of reflection and individual attention and mentoring to identify the sources of weakness and take corrective action.

- Program level: Candidate assessment data on the Continuum are aggregated by the Office of Data Analytics annually at both the program level and the EPP level. Aggregate data reports are shared with program faculty, related SOE Staff, Clinical Experiences Advisory Board, and the Assessment Committee. Faculty and staff review data in program and department meetings to inform needed revisions to curricula or training/communication with evaluators. Programs report on their analysis of data and any subsequent uses of data for improvement annually.

SCORING GUIDE

The Continuum consists of six standards, each with a series of key elements. The candidate is assessed on each element across the continuum from unacceptable to target. Each level presumes that the candidate has reached the previous level. The expectation is that the candidate has reached the beginning level based on coursework and practica experiences prior to the internship or externship. For the target level, the expectation is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the appropriate key element. For example, for key element 1b (plans and implements procedures and routines that support student learning) at the target level, a candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments while an accomplished teacher would consistently and confidently make successful adjustments with routine and procedures as necessary.

Candidates are evaluated on each key element on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). The importance of each key element may vary from program to program, but all elements should be discussed and evaluated, even if not observed. A rating of “No opportunity to observe” (N) is permissible for the midterm evaluation but not for the final evaluation.

INSTRUMENT DEVELOPMENT

Guiding frameworks and standards

Item content reflects the proficiencies detailed in the VCU conceptual framework, Educator as Critically Reflective Practitioner. Further, Continuum items align to the InTASC Model Core Teaching Standards categories (i.e., the learner and learning, content, instructional practice, and professional responsibility) specified in CAEP standard R1. In addition to CAEP technology expectations, candidate expectations for use of technology are consistent with the TPACK Framework (Mishra & Koehler, 2006).

Rubric development

Initial licensure programs initially adopted the Clinical Evaluation Continuum in 2004 as a common measure of clinical performance at the end of a candidate's program. The Clinical Evaluation Task Force, composed of education preparation provider (EPP) faculty and public school partners was created in 2004 to refine the training, assessment and evaluation of candidates in student teaching and internship experiences. The Task Force drafted a rubric, adapted from the Continuum developed by the Santa Cruz New Teacher Project for its induction/mentoring program. Faculty discussed the rubric at department meetings and at a brown bag lunch. Additional refinements were made based on their comments and those of the former NCATE Assessment Subcommittee. Teachers enrolled in the Clinical Faculty Training course also reviewed the Continuum and shared their comments with the Task Force. The revised draft was shared with University Supervisor / University-based Teacher Educators at a training session in January 2005 and piloted during that semester. Subsequently, the Task Force met with University Supervisor / University-based Teacher Educators in mid-May 2005 to review the pilot effort and discuss issues. The Task Force then made revisions to the document for use in 2005-2006. At each of these meetings, Cooperating Teacher / School-based Teacher Educators/clinical faculty and university faculty, and public school partners, examined the clinical evaluation instrument to ensure its connection with requisite professional standards. In a study of reliability of the Clinical Evaluation Continuum, the School of Education Office of Data Analytics found that the instrument yielded consistent results. Further an analysis of inter-rater agreement on line item ratings indicated that 94% to 99% were in exact agreement or off by one point.

The CAEP Rubric Team, formed in 2016, collaborated to review the Continuum in light of new CAEP standards for assessment of candidate proficiencies. The team consisted of program faculty from elementary, secondary, early childhood special education, special education general education, art education, and music education content areas, as well as instructional technology. Through iterative cycles of review, the group revised item language and developed new items as needed to ensure alignment of Continuum items to the proficiencies detailed in CAEP Standard 1 components. The CAEP Evaluation Framework for EPP-Created Assessments and CAEP Evidence Guide guided item revisions and new item development, with a focus on evidence for test content by way of standards alignment and expert faculty participation, and evidence for response process with discussions centered on assessment fidelity in classrooms across grade levels, content areas, and school divisions.

In academic year 2016-17, EPP faculty from School of Education and School of the Arts reviewed the revised rubric and provided suggested revisions individually and collectively as program groups. Subsequently, the EPP invited P12 partners to engage in reviewing the measure. Specifically, fifteen clinical faculty experienced in clinical evaluation of teacher candidates were invited to rate relevance of individual items, in an expert review activity to determine the content representativeness of the rubric items (Lynn, 1986). P12 partners work in varied content areas and across school levels. Ten clinical faculty provided complete responses (67%) including representation from all four neighboring school divisions (Chesterfield (2); Hanover (2); Henrico (4); Richmond (2)). and across content areas and school levels (Elementary (2); Music (1); Art (2); Secondary Social Studies (2); Secondary English (2); Secondary Science (1)). Respondents rated the relevance of each item on a four point scale (1=irrelevant, 4=extremely relevant) and

offered specific language edits, as necessary. The Office of Data Analytics calculated item and scale level content validity indices. The Item-Content Validity Index (I-CVI) is the proportion of experts endorsing an item's relevance, indicated by selecting 3 (relevant) or 4 (extremely relevant) for a particular item. With ten experts, a proportion of .78 or greater was required for item retention in the measure, based on recommendations by Lynn (1986). I-CVI for all 51 items exceeded .78. Seven of 51 items achieved I-CVI of 80% or 90%; the remaining 44 achieved I-CVI of 100%. These items were presented to the EPP Assessment Committee, along with item feedback from clinical faculty for review. The EPP Assessment Committee includes representation from each School of Education department and from art education and music education in the School of the Arts. Committee members discussed the feedback, reviewed rubric key elements and the associated behavioral indicators of those elements, and recommended items be retained without further revision given high I-CVI, indicating relevance to the construct.

VALIDITY EVIDENCE

- Continuum rubric items are aligned with nationally recognized professional standards, including InTASC standards and CAEP components, and are also aligned with the TPACK (Technological Pedagogical Content Knowledge) Framework and Commonwealth of Virginia state competencies.
- Content area expert faculty participated in both the initial development and subsequent revisions and additions to the Continuum.
- Program faculty, clinical faculty, and P12 partners provided ratings of item relevance and clarity. From these ratings, the Office of Data Analytics computed scale and item content validity indices. (I-CVI > .80 for all items; S-CVI = 1.00)
- The EPP supports an appeals process that allows undergraduate and graduate students the right to appeal course grades they consider to have been arbitrarily and capriciously assigned or assigned without regard for the criteria, requirements, and procedures of the course stated in the syllabus or guidelines for assignments. All appeal files are confidential.

RELIABILITY EVIDENCE

- All raters (Cooperating Teacher / School-based Teacher Educators, clinical faculty, University Supervisor / University-based Teacher Educators, program faculty) receive comprehensive training on the Continuum.
- Multiple raters are used to assess candidates' clinical performance. University Supervisor / University-based Teacher Educators and Cooperating Teacher / School-based Teacher Educators both assess candidates' clinical experiences.
- Candidates are assessed two times on the Continuum during the clinical experience; some programs use the Continuum as a formative assessment during practicum also.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

revised 7/31/23

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe 0=Unacceptable (has not yet reached beginning level) 1-2=Beginning 3-4=Acceptable 5-6=Target

| Standard 1: Creating and Maintaining a Positive and Safe Learning Environment | | | | | | | | |
|--|---|--|--|---|---|---|---|---|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| CAEP R1 InTASC 3 | a. Establishes, monitors, and maintains high expectations for student behavior. | No evidence that candidate communicates expectations; develops an awareness of student behavior and/or reflects on the situation. | Communicates expectations; develops an awareness of student behavior and reflects on the situation. | | Promotes appropriate student behavior through positive reinforcements and proactive measures. When student behavior is inappropriate or disruptive, clarifies expectations and intervenes as necessary. | | Monitors student behavior throughout the day, selecting strategies that prevent or lessen disruptive behavior, reinforcing expectations for behavior, and intervening when necessary. | |
| CAEP R1 InTASC 3 | b. Plans and implements procedures and routines that support student learning. | No evidence that candidate is aware of procedures and routines that support student learning and/or can identify procedures being utilized in a classroom. | Demonstrates awareness of procedures and routines that support student learning and can identify procedures being utilized in a classroom. | | Implements classroom procedures and guides students to use routines and procedures that expedite organization and instruction. | | Analyzes usefulness of selected procedures and routines and makes appropriate adjustments or implements alternative routines. | |
| CAEP R1 InTASC 3 | c. Uses classroom space to promote learning. | No evidence that the candidate recognizes how use of space can promote learning and/or can identify how space in a classroom is allocated to instructional purposes. | Recognizes how use of space can promote learning and can identify how space in a classroom is allocated to instructional purposes. | | Arranges and manages space to encourage student learning through efficient access to resources, delivery of instruction and interaction of students and teacher. | | Reflects on and adjusts room set-up to smooth classroom procedures, discourage disruptions, improve delivery of instruction, and promote interaction with students | |
| CAEP R1 InTASC 3 | d. Uses time effectively. | No evidence that the candidate recognizes the importance of using time effectively and/or can identify time management tools already in place and their purpose. | Recognizes the importance of using time effectively and can identify time management tools already in place and their purpose. | | Plans and implements time management strategies that address transitions between activities and back up plans when activities take more or less time than planned. | | Reflects on strategies used for managing time effectively, making adjustments to routines and adopting new plans that maximize time on task for student learning. | |

| Standard 1: Creating and Maintaining a Positive and Safe Learning Environment | | | | | | | |
|--|---|--|--|----------|---|--|----------|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | | 3 | 4 |
| CAEP R1 InTASC 2, 3 | e. Communicates and models fair and respectful treatment of all. | No evidence that candidate understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness | Understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness and disrespect that interfere with learning. | | Establishes caring, friendly interaction with students by modeling respect for differences and responds to incidents of unfairness to diffuse conflict and restore a positive learning environment. | Evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships and encourages students to understand personal differences and to deal fairly and respectfully with others. | |
| CAEP R1 InTASC 2, 3 | f. Promotes social development and group responsibility by designing and implementing learning experiences that require collaboration and communication skills in order to solve problems and think critically. | No evidence that candidate develops an awareness of the importance of social development and group responsibility and/or encourages student responsibility for self. | Develops an awareness of the importance of social development and group responsibility; encourages student responsibility for self. | | Plans and implements strategies and activities to develop students' collaboration and communication skills as well as individual responsibility and recognition of others' rights and needs. Students share classroom responsibility. Reflects on the use of strategies and activities used to promote social development and group responsibility. | Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Makes changes to strategies and activities used to develop individual responsibility and recognition of others' rights and needs based on critical reflection of their effectiveness. | |
| CAEP R1 InTASC 3, 10 | g. Effectively communicates and works with administrators, colleagues, support personnel, families, and volunteers. | No evidence that the candidate recognizes the need for establishing effective working relationships and/or factual two-way communication with colleagues, support personnel, families, and volunteers. | Recognizes the need for establishing effective working relationships and factual two-way communication with colleagues, support personnel, families, and volunteers. | | Engages colleagues, support personnel, families, and volunteers in two-way communication that is positive, consistent, and relevant to student needs and does so using established policies and procedures for confidentiality. | Reflects on communication both delivered to and received from colleagues, support personnel, families, and volunteers and makes adaptations that ensure communication is positive, consistent, and relevant to student needs. | |
| CAEP R1 InTASC 3 | h. Uses cultural competence to create safe, respectful learning environments for all students. | No acknowledgement of the limitations of a colorblind approach to teaching and learning. | Acknowledges the limitations of a colorblind approach to teaching and learning and begins to recognize alternatives. | | Understands the ways in which teachers' own cultural identities affect teaching and learning. Seeks knowledge of students' culture as a means to teach effectively. | Fosters a classroom environment in which students become increasingly self-aware about their own cultural identity construction and knowledgeable about and respectful of the cultures of others. | |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 2: Planning for Instruction | | | | | | | | |
|---|---|---|--|---|--|---|---|---|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| CAEP R1 InTASC 1, 4, 7, 8 | a. Demonstrates knowledge of subject matter content including cross-disciplinary connections and student development. | No evidence candidate identifies key concepts from subject matter concepts and connections across disciplines and/or key factors in student development. | Identifies key concepts from subject matter concepts and connections across disciplines and key factors in student development. | | Uses key ideas from subject matter, including cross-disciplinary connections, to develop instructional activities appropriate for the developmental level of students. | | | Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas across disciplines. |
| CAEP R1 InTASC 2, 7, 8 | b. Uses research-based instructional strategies and resources in planning instruction. | No evidence candidate has awareness of a variety of research-based instructional strategies and resources. | Has awareness of a variety of research-based instructional strategies and resources. | | Effectively uses research-based instructional strategies and resources in planning instruction. | | | Effectively uses multiple research-based instructional strategies and resources in planning instruction. |
| CAEP R1 InTASC 1, 2, 4, 7, 8, 10 | c. Selects and communicates learning goals that are consistent with state and national content standards and students' development. | No evidence candidate articulates state and national content standards and develops learning goals consistent with content standards and student development. | Articulates state and national content standards and develops learning goals consistent with content standards and student development. | | Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students. | | | Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectation for all. |
| CAEP R1 InTASC 1, 4, 7, 8 3 | d. Organizes curriculum and instructional sequences to support student understanding of content. | No evidence candidate articulates key elements of curriculum design that support student understanding of content and/or develops some lessons that teach an idea or skill. | Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill. | | Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding of key ideas. | | | Reflects on units of instruction and makes improvements that integrate learning goals, content standards, and educational activities in a cohesive sequence that promotes student understanding of key ideas. |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 2: Planning for Instruction | | | | | | | | |
|---|---|---|---|---|--|---|--|---|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| CAEP R1 InTASC 1, 2, 7, 8 | e. Prepares and adjusts instructional options based on assessment of students in changing situations to make learning accessible to all students. | Shows no awareness of need for adjustment in response to student needs and unexpected events. | Shows an awareness of need for adjustment in response to student needs and unexpected events. | | Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning. | | Adjusts plans in advance based on assessment of students and the possibility of changing situations. | |
| CAEP R1 InTASC 10 | f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals. | No evidence candidate identifies support personnel and volunteers nor articulates ways support personnel, families, and volunteers might assist. | Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist. | | Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families and volunteers to assist learning. | | Reflects on use of support personnel, families, and volunteers and make adjustments in their use that improves student learning. | |
| CAEP R1 InTASC 7 | g. Candidates demonstrate the ability to design meaningful digital learning experiences. | No evidence candidate utilizes digital tools in the design of learning experiences. | Utilizes digital tools in the design of learning experiences. | | Effectively utilizes digital tools in the design of learning experiences to enhance student learning. | | Maximizes the affordances of digital tools in the design of learning experiences to enhance student learning and teach students effective use of digital technology. | |
| CAEP R1 | h. Plans for opportunities for students to problem-solve and think critically and make content meaningful and relevant. | No evidence candidate identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful. | Identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful. | | Lesson plans include opportunities such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership. | | Reflects on effectiveness of opportunities for students to problem-solve and think critically to adjust future plans. | |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 3: Engaging and Supporting Students in Learning | | | | | | | | |
|--|--|--|---|--|--|---|---|---|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| CAEP R1 InTASC 2, 7, 8 | a. Uses a variety of research-based educational practices that are responsive to students' diverse needs and experiences. | No evidence candidate realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and/or begins to make decisions based on both of these factors. | Realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and begins to make decisions based on both of these factors. | Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons. | Uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences. | | | |
| CAEP R1 InTASC 1, 2, 7, 8 | b. Connects or links evidence of students' prior knowledge, life experience, and interests, and other course content, with learning goals. | No evidence candidate understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests. | Understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests. | Motivates students by regularly drawing connections between learning goals and concepts and data on the prior knowledge, life experiences and interests of students. | Reviews the clarity of the link between learning goals and data on students' prior knowledge, life experiences and interests and makes adjustments and modifications to refine and communicate that connection to students. | | | |
| CAEP R1 InTASC 5, 7, 8 | c. Facilitates learning experiences that incorporate self-direction, interaction, collaboration, choice, and consideration of multiple perspectives. | No evidence candidate is aware that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives. | Demonstrates awareness that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives. | Selects and implements learning experiences that encourage students to consider multiple perspectives and to interact and collaborate with teacher and peers; provides some opportunities for students to select from learning activity options. | Reflects on how learning experiences promoted students' consideration of multiple perspectives and reflects on the effectiveness of student interactions and collaborations during learning experiences; incorporates self-directed activities appropriate for the cognitive and social development and skill set of students. | | | |
| CAEP R1 InTASC 2, 9, 10 | d. Employs educational practices such as problem-solving and critical thinking that make content meaningful and relevant. | No evidence candidate recognizes that educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery. | Recognizes that educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery. | Employs educational practices such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership. | Reviews lessons for effectiveness and makes appropriate modifications based on student's demonstrated ability to apply concepts to projects, use critical thinking and direct their own work. | | | |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 3: Engaging and Supporting Students in Learning | | | | | | | | |
|---|--|---|---|---|---|---|--|---|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| CAEP R1 InTASC 2, 9, 10 | e. Communicates an ethic of caring, commitment and high expectations for all students. | No evidence candidate values caring, commitment, and/or high expectations for all students. | Demonstrates the value of caring, commitment, and high expectations for all students. | | Regularly communicates an ethic of caring, commitment and high expectations for all students. | | Reflects on his/her ability to communicate an ethic of caring, commitment and high expectations for all students. Makes changes as necessary based on critical reflection. | |
| CAEP R1 InTASC 9, 10 | f. Develops appropriate rapport with students | No evidence candidate is aware of the importance of appropriate rapport with students. | Demonstrates an awareness of the importance of appropriate rapport with students. | | Exhibits signs of appropriate rapport with students and reflects on the extent and nature of rapport | | Exhibits appropriate rapport based on reflection with students consistently. | |
| CAEP R1 InTASC 8 | g. Candidates demonstrate the ability to facilitate meaningful digital learning experiences. | No evidence candidate utilizes digital tools in the facilitation of learning experiences. | Utilizes digital tools in the facilitation of learning experiences. | | Effectively utilizes digital tools in the facilitation of learning experiences to enhance student learning. | | Maximizes the affordances of digital tools in the facilitation of learning experiences to enhance student learning and teach students to use digital technology. | |

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe 0=Unacceptable (has not yet reached beginning level) 1-2 =Beginning 3-4=Acceptable 5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 4: Assessing Student Learning | | | | | | |
|---|--|--|---|--|--|---|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | 3 | 4 |
| CAEP R1 InTASC 6, 7 | a. Identifies or develops methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | No evidence candidate identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | Identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | Chooses or develops appropriate methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | Reflects on the effectiveness of methods of assessing student work in order to adjust future assessment. | |
| CAEP R1 InTASC 6, 10 | b. Explains and shares criteria for assessing student work. | No evidence candidate communicates performance criteria to students, parents, and administrators. | Communicates performance criteria to students, parents, and administrators. | Communicates criteria to students, confirms their understanding, and applies criteria consistently. | Reviews students' understanding of assessment and adjusts assessment process and criteria to clarify learning goals and performance expectations. | |
| CAEP R1 InTASC 6 | c. Collects and uses data from multiple sources to assess student learning. | No evidence candidate recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning. | Recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning. | Uses multiple assessment tools to determine student mastery and correlates data from multiple sources to assess cumulative student progress. | Reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data. | |
| CAEP R1 InTASC 2, 6, 7 | d. Involves and guides all students in assessing and reflecting on their own learning. | No evidence candidate articulates the value of student self-assessment and/or can identify some tools and processes that can be used to help students assess their work. | Articulates the value of student self-assessment and can identify some tools and processes that can be used to help students assess their work. | Provides feedback to students about current and completed work and encourages students to offer input on their personal work quality and habits. | Provides guidelines/tools for students' self-reflection about work progress, completion, and quality. | |
| CAEP R1 InTASC 6, 7, 8 | e. Uses assessment data to profile student learning and guide instruction (formative). | No evidence candidate knows the appropriate use of assessment data in determining students' understanding of concepts and mastery of skills. | Knows the appropriate use of assessment data in determining students' understanding of concepts and mastery of skills. | Uses required assessments; uses a variety of data sources for instructional planning; monitors students' understanding during some instructional activities. | Evaluates assessment data to develop individual and group profiles that reflect progress of all students and addresses levels of need and learning accomplishments. | |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 4: Assessing Student Learning | | | | | | | | |
|---|--|---|---|---|--|---|---|--|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| CAEP R1 InTASC 6, 10 | f Communicates with students, families, and other audiences about student progress. | No evidence candidate identifies current methods for communicating student progress to students and families. | Identifies current methods for communicating student progress to students and families. | | Gives feedback about current progress to students; gives feedback to families and support personnel when needed or required. | | | Reviews current progress, learning strategies, and possible interventions with students and, when appropriate, communicates that information to families, colleagues, and support personnel. |
| CAEP R1 InTASC 6, 7 | g. Analyzes and reflects on student assessment data to improve instructional practice (summative). | No evidence candidate reviews assessment data and identifies links to current instructional plans. | Reviews assessment data and identifies links to current instructional plans. | | Analyzes student assessment data to check effectiveness of some instructional plans; requests feedback from supervisors re: improving instructional methods. | | | Uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students. |
| CAEP R1 InTASC 6, 7, 8 | h. Provides evidence of a positive impact on student growth and/or learning. | No evidence candidate recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact. | Recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact. | | Provides clear evidence of a positive impact on student growth and/or learning. | | | Provides clear evidence of positive impact on student growth and/or learning. Reflects on relationship between student growth and/or learning and instructional practice. |
| CAEP R1 InTASC 6 | i. Candidates demonstrate the ability to track and share student performance data digitally. | No evidence provided on candidate's ability to track and share student performance data digitally. | Only partial evidence provided on candidate's ability to track and share student performance data digitally. | | Candidate demonstrates the ability to effectively track and share student performance data digitally. | | | Candidate demonstrates the ability to effectively track and share student performance data digitally to enhance content mastery and student learning. |

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe 0=Unacceptable (has not yet reached beginning level) 1-2=Beginning 3-4=Acceptable 5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 5: Developing as a Professional. | | | | | | | |
|--|--|--|---|---|--|--|---|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | 0 | 1 | 2 | 3 | 4 | 5 |
| CAEP R1 InTASC 9 | a. Exhibits a commitment to professional standards associated with their areas of expertise. | No evidence that candidate incorporates professional standards into work with students | Aware of professional organizations and can articulate standards associated with their area of expertise. | | Incorporates professional standards into written work and discussions. | Extends own professional practice by reflecting on professional literature or by being an active member of a professional organization or by attending professional workshops, seminars, and/or conferences. | |
| CAEP R1 InTASC 1, 2, 3 | b. Supports learning environments that encourage the academic and social growth of all students. | No evidence that candidate considers the different abilities, needs, learning styles, and cultures of students in work with students | Articulates the need to consider students' differing abilities, needs, learning styles, cultures, etc. of students in one's work with students. | | Develops work plans that address different abilities, needs, learning styles, cultures, etc. | Reflects on work with students to determine how well a positive learning environment was created; Considers different approaches to meeting the needs, etc. of students | |
| CAEP R1 InTASC 2, 3 | c. Recognizes the importance of the social context of schooling. | No evidence that the candidate recognizes the importance of the social context of schooling | Recognizes the importance of external factors outside the classroom and school that affect student learning. | | Develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school. | Makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning. | |
| CAEP R1 InTASC 2, 7, 8 | d. Has high expectations for all students. | Evidence that candidate has low expectations for at least some students. Candidate fails to support student learning. | Aware of developmental growth and age appropriate choices. Considers the needs of all students when designing work plans. | | Communicates the belief that all students can learn, chooses appropriate activities for differing ability levels and needs that fits the content and student requirements. | Provides emotional and academic support to students and communicates confidence in their ability to complete assigned work; modifies plans to provide opportunities for all students to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions. | |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 5: Developing as a Professional. | | | | | | |
|---|---|--|---|---|--|--|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) |
| | | 0 | 1 | 2 | 3 | 4 |
| CAEP R1 InTASC 2 | e. Takes other perspectives into account. | No respect for other viewpoints | Willing to listen to other perspectives. | | Considers other perspectives respectfully. Responds appropriately. | Actively seeks out other perspectives, and appreciates their point of view. May adjust own view upon reflection. |
| CAEP R1 InTASC 9 | f. Adheres to professional code of ethics in decision making. | Has been observed to make unethical decisions | Awareness of professional ethical expectations of his/her school and profession. | | Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school's faculty handbook. | Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed. |
| CAEP R1 InTASC 1, 6 | g. Engages in reflective practice based on evidence of teaching effectiveness and student learning. | No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness or student learning. | Articulates of the importance of collecting evidence of one's effectiveness; Generally accurate impression of student learning. | | Collects, analyzes data of one's effectiveness and student learning; Can accurately judge effectiveness and student learning. | Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Uses evidence of effectiveness in planning for further instruction. |
| CAEP R1 InTASC 2, 9 | h. Demonstrates integrity. | Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others | Aware of the importance of honesty, truthfulness, and confidentiality in all dealings. | | Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge. | Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences. |

| | | | | | |
|---------------------|----------------------------|--|---|---|--|
| CAEP R1 InTASC 9 | i. Accepts responsibility. | Late to meetings; misses deadlines; needs to be reminded often of obligations | Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought. | Accepts tasks associated with role. Meets expectations of instructors or supervisors. | Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly. |
| CAEP R1 InTASC 9 | j. Shows initiative. | Overly dependent on external authority; Needs prompting to initiate action. | Some dependency on external authority; aware of importance of taking initiative | Initiates appropriate actions independently | Initiates appropriate actions in ways that go beyond individual classroom. |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 5: Developing as a Professional. | | | | | | |
|--|--|--|--|---|---|--|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Acceptable (Puts into practice, uses, implements, reflects) | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) |
| | | 0 | 1 | 2 | 3 4 | 5 6 |
| CAEP R1 InTASC 9 | k. Demonstrates commitment to chosen professional role. | Lacks enthusiasm for professional role. | Somewhat aware of values and demands of profession. | | Expresses enthusiasm for being an educator and working with students. | Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession. |
| CAEP R1 InTASC 9 | l. Exhibits sound judgment. | Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire. | Exhibits subjective judgment based on personal experience or personal value system. | | Exhibits sound judgment based on personal experience and relevant information or considers various views. | Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions. |
| CAEP R1 InTASC 9 | m. Accepts and welcomes constructive criticism. | Rejects constructive criticism; argues and or/ gives excuses; becomes defiant | Aware of value of interaction, exchange of ideas and points of view. | | Accepts constructive criticism gracefully. | Seeks constructive criticism. Acts on suggestions for improvement. |
| CAEP R1 InTASC 9 | n. Models appropriate assertiveness. | Inappropriate or inconsistent assertiveness, e.g. overly forceful or shy and reserved. | Articulates that assertiveness can range from passive to excessive. | | Articulates positions and takes actions appropriate to the situation. | Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action. |
| CAEP R1 InTASC 9 | o. Candidates demonstrate technology knowledge and skill proficiencies (e.g., using databases, digital media, social networks, and/or electronic sources) to enrich professional practice. | Does not demonstrate an understanding or use of available technology resources to improve professional practice. | Has knowledge of and accesses electronic resources for classroom use and/or professional practice. | | Uses electronic resources to enhance classroom instruction and/or improve professional practice. | Creates effective electronic resources to enhance classroom instruction and/or improve professional practice. |

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships | | | | | | |
|---|---|--|--|---|--|--|
| Alignments | Key Elements | Unacceptable | Beginning (Awareness, articulation, identification) | | Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) | |
| | | | 1 | 2 | | 3 |
| CAEP R1 InTASC 3 | a. Recognizes that communities possess funds of knowledge and resources that support learning. | No evidence of candidate awareness of non-deficit conceptual models of learners and learning. | Is aware of non-deficit conceptual models of learners and learning. | | Cultivates deep understanding of community networks and resources, emerging social justice issues, and non-deficit conceptual models of learners and learning. | Constructs community-based learning projects related to discipline specific issues and opportunities. Encourages student problem solving. |
| CAEP R1 InTASC 3 | b. Builds relationships with students' families and other members of the community who are important to students in and outside of school life. | Does not communicate with students' families on issues related to students' academic performance and/or behavior. | Communicates with students' families on issues related to students' academic performance and/or behavior. | | Develops open communication with students' families and significant community others. Communicates both positive and negative information. | Welcomes open, two-way communications with students and families and significant community others. Uses information obtained in communications to inform instruction and classroom interactions. |
| CAEP R1 InTASC 3 | c. Commits to excellence, equity and high expectations for all students. | No evidence of candidate awareness of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation. | Begins to be aware of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation. | | Consciously attempts to implement instructional strategies that: value learners' uniqueness, meet learners at their current performance levels, and challenge them in ways that are rigorous and attainable. | Regularly invites students to explore diversity in structurally meaningful ways in lesson plans. |
| CAEP R1 InTASC 2, 3 | d. Advocates for students and social justice issues that affect classrooms and communities. | No evidence of candidate understanding of teachers as advocates. | Recognizes that teachers have a legitimate role as advocates. | | Participates in social justice communities and activities. | Identifies and acts on issues relevant to school and/or community. Integrates social justice/critical pedagogy into instruction. |

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe 0=Unacceptable (has not yet reached beginning level) 1-2 =Beginning 3-4=Acceptable 5-6=Target

**CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS
NARRATIVE SECTION**

Please type or write comments for each of the following criteria:

Midterm _____ Final _____

Creating and Maintaining a Positive and Safe Learning Environment

Planning for Instruction

Engaging and Supporting Students in Learning

Assessing Student Learning

Developing as a Professional

University-based teacher education/Supervisor/Cooperating Teacher / School-based Teacher Educator/ Principal's Signature

Date: _____

Position: _____

The candidate's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Candidate's Signature _____ **Date:** _____

PRINCIPAL'S EVALUATION OF VCU STUDENT TEACHING INTERNS

1) Please assess the student teaching intern on each of the following six core standards derived from the VCU Clinical Evaluation Continuum. [Please click here for a reference table that gives further detail about each standard](#)

For the target level, the exception is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the standard. Candidates are evaluated on each standard on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level.

| | Unacceptabl e | Beginning | | Acceptable | | Target | |
|--|------------------|-----------|---|------------|---|--------|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Standard 1: Creating and Maintaining a Positive and Safe Learning Environment | | | | | | | |
| Standard 2: Planning for Instruction | | | | | | | |
| Standard 3: Engaging and Supporting Students in Learning | | | | | | | |
| Standard 4: Assessing Student Learning | | | | | | | |
| Standard 5: Developing as a Professional | | | | | | | |
| Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships | | | | | | | |

2) How does our VCU intern's performance compare with interns from other institutions over the last three years?

- Significantly above average peer performance
- Above average peer performance
- Average peer performance
- Below average peer performance

3) What is the likelihood that you would hire this VCU intern to teach in your school?

- Very likely
- Likely
- Not very likely
- Not at all likely

4) Based on your observations of this VCU intern and the needs of your school, please provide any comments or suggestions to improve our educator preparation curriculum and clinical experiences to better ready our candidates for the classroom.

_____ Thank you!

**Virginia Commonwealth University
School of Education**

**GRADING GUIDELINES FOR CANDIDATES
IN INITIAL LICENSURE PROGRAMS**

| Letter Grade | Rubric |
|--------------|--|
| A | A total score of 180 or higher. At least 50% of the ratings at 5 or 6 on each standard. No score below a 3. |
| B | A total score of 160-179. No score below a 3. |
| C | A total score of 140-159. No more than 5 ratings below a 3. No scores of “unacceptable” (0). |
| D | A total score of 120-139. No more than 8 ratings below a 3. No more than one score of “unacceptable” (0). |
| F | More than one rating is at the “unacceptable” level. |

Revised 7/09

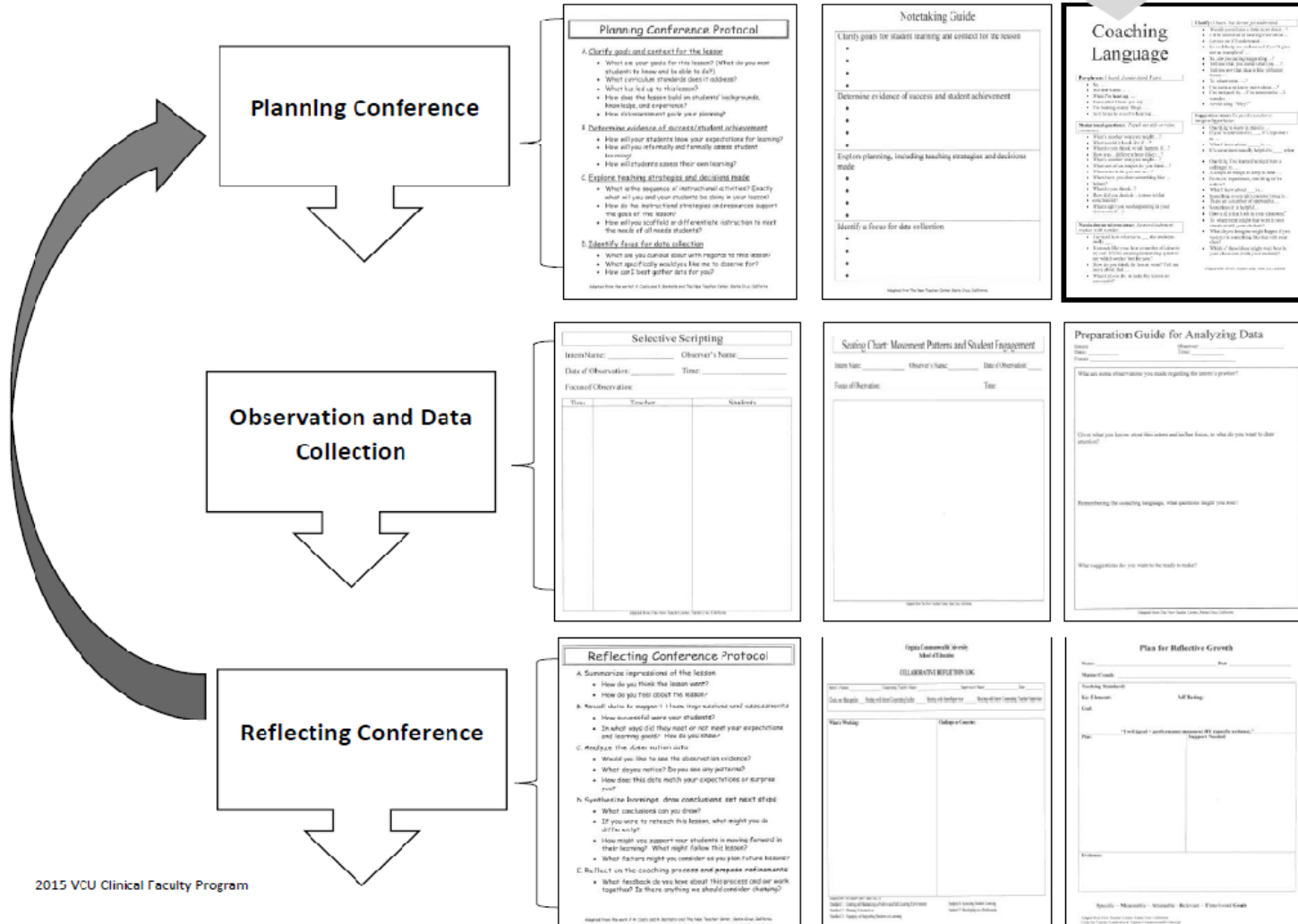
The final evaluation is meant to be summative and will drive the grading criteria. The teacher candidate’s **grades** are awarded by the university based teacher educator after consultation with the clinical faculty/school based teacher educator. These grades should be considered a reflection of how well the teacher candidate performed assigned duties.

Students enrolled in the Early/Elementary Education program grades also take into consideration their completed portfolio of lesson plans as well as other artifacts of practice.

Appendix C.a

The Coaching Cycle

The Coaching Language is used in all parts of the cycle.



2015 VCU Clinical Faculty Program

Appendix C.b Tool Usage Chart

| Tool | When and How |
|--|--|
| Coaching Language | The Coaching Language is used with every conversation between the preservice, novice, or veteran teacher and Clinical Faculty teacher as well as the preservice teacher and Clinical Faculty supervisor. The Coaching Language is used with each part of the coaching cycle. |
| Collaborative Reflection Log | The Collaborative Reflection Log is to record the weekly conversation between the preservice, novice, or veteran teacher and Clinical Faculty teacher or supervisor. The Collaborative Reflection Log is also used to record the post-observation conference. Use the 2-block format or top two quadrants when developing a Plan for Reflective Growth. Use the 4-block format if NOT developing a Plan for Reflective Growth. |
| Data Collection Tools and Preparation Guide for Analyzing Data | Observe and collect data to meet the needs of the preservice, novice, or veteran teacher and as part of the Coaching Cycle. Use the Preparation Guide for Analyzing Data to review the data collected and prepare for the post-observation reflecting conference. The Preparation Guide for Analyzing Data is for the Clinical Faculty. The guide is <i>not</i> shared with the preservice, novice, or veteran teacher. |
| Clinical Evaluation Continuum for Candidates in Initial Licensure Programs | <p>The Continuum is used to guide the preservice teacher as a pre-, formative, and summative assessment tool. The preservice teacher is evaluated on the Continuum:</p> <ul style="list-style-type: none"> ● 2 times in an eight-week placement – at the midpoint (week 4) and endpoint (week 8) and ● 4 times in a sixteen-week placement - at weeks 4, 8, 12, 16. ● <i>Only weeks 8 and 16 are submitted to the university.</i> <p>The Continuum is completed by each member of the triad: the preservice teacher, the school based teacher educator, and the university based teacher educator. A joint meeting of these three people will be held at the mid-point and final evaluation to discuss each perspective.</p> <p>Both the school based teacher educator and supervisor submit their Continuum scores on-line. School based teacher educators and supervisors will receive an email from the university when it is time to submit the Continuum scores. Once submitted, the preservice teacher will receive an email with a link for each completed Continuum.</p> <p>The preservice teacher completes pre-assessment in first week of internship and shares with the school based teacher educator and the university based teacher educator.</p> |
| The Coaching Cycle Planning Conference Observation with Data Collection Reflecting Conference | <p>The Coaching Cycle can be completed as often as appropriate, especially when developing and evaluating goals with a Plan for Reflective Growth. However, a Coaching Cycle should be completed at least 2 times in an 8 week placement and at least 4 times in a 16-week placement.</p> <p>The following tools are used during a Coaching Cycle:</p> <p>Individual Learning Plan</p> <p>Planning Conference</p> <ul style="list-style-type: none"> ● Planning Conference Protocol ● Planning Conference Notetaking Guide <p>Observation and Data Collection</p> <ul style="list-style-type: none"> ● Data Collection Tools ● Preparation Guide for Analyzing Data <p>Reflecting Conference</p> <ul style="list-style-type: none"> ● Reflecting Conference Protocol ● Collaborative Reflection Log ● Plan for Reflective Growth or Individual Learning Plan ● Clinical Evaluation Continuum |
| Plan for Reflective Growth | The Plan for Reflective Growth can be used at any time to support the growth and development of the preservice, novice, or veteran teacher. The Plan for Reflective Growth is used during the Reflecting Conference. |
| Individual Learning Plan | The Individual Learning Plan (ILP) can be used at any time to support the growth and development of the preservice, novice, or veteran teacher. The ILP can be used at the beginning of a coaching cycle and/or during the Reflecting Conference. |

Appendix C.c

Coaching Language

Paraphrase: *I heard, I understood, I care.*

- So, . . .
- In other words . . .
- What I'm hearing . . .
- From what I hear you say . . .
- I'm hearing many things . . .
- As I listen to you I'm hearing . . .

Mediational questions: *To pull out info or raise awareness.*

- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- How was...different from (like)...?
- What's another way you might...?
- What sort of an impact do you think...?
- What criteria do you use to...?
- When have you done something like ... before?
- What do you think...?
- How did you decide... (come to that conclusion)?
- What might you see happening in your classroom if...?

Non-judgmental responses: *Suspend judgment, replace with wonder.*

- I noticed how when you ____ the students really ____
- It sounds like you have a number of ideas to try out! It'll be exciting/interesting /great to see which works best for you!
- How do you think the lesson went? Tell me more about that...
- What did you do to make the lesson so successful?

Clarify: *I heard, but do not yet understand.*

- Would you tell me a little more about...?
- I'd be interested in hearing more about...
- Let me see if I understand ...
- It would help me understand if you'd give me an example of ...
- So, are you saying/suggesting ...?
- Tell me what you mean when you ...?
- Tell me how that idea is like (different from)...?
- To what extent.....?
- I'm curious to know more about....?
- I'm intrigued by.../I'm interested in.../I wonder ...
- Avoid using "Why?"

Suggestion stems: *To get the teacher to imagine/hypothesize.*

- One thing to keep in mind is ...
- If you're interested in ____, it's important to....
- What I know about ____ is
- It's sometimes/usually helpful to ____ when
- One thing I've learned/noticed from a colleague is
- A couple of things to keep in mind ...
- From our experience, one thing we've noticed ...
- What I know about ____ is...
- Something you might consider trying is..
- There are a number of approaches...
- Sometimes it is helpful...
- How might that look in your classroom?
- To what extent might that work in your situation/with your students?
- What do you imagine might happen if you were to try something like that with your class?
- Which of these ideas might work best in your classroom (with your students)?

Adapted from The New Teacher Center, Santa Cruz, California

Appendix C.d Collaborative Reflection Log

| | | | |
|---|-------------------------------------|--|--|
| Intern _____ | School based teacher educator _____ | University based teacher educator _____ | Date _____ |
| ___ Meeting with Intern and School based teacher educator | | ___ Meeting with Teacher Candidate and University based teacher educator | ___ Meeting with Intern, School based teacher educator, and Supervisor |

| | |
|---|--|
| What is Working: | Challenges or Concerns: |
| Intern's Next Steps: | Clinical Faculty's Next Steps: |
| Standard 1: Creating and Maintaining a Positive and Safe Learning Environment Standard 2: Planning for Instruction Standard 3: Engaging and Supporting Students in Learning | Standard 4: Assessing Student Learning Standard 5: Developing as a Professional Standard 6: Advocating for Social Justice and Equity |

Foundations in Mentoring for Clinical Faculty, Revised 2017
 Center for Teacher Leadership
 @ Virginia Commonwealth University, School of Education
 Adapted from New Teacher Center – Santa Cruz, California

Appendix C.e
Individual Learning Plan

| | |
|--|--------------|
| Name: | |
| Completed by: | Date: |
| Grade Level/Subject Area: | |
| Standard: Key Element (<i>Rating and description</i>): | |
| Strengths: | |
| Areas for Growth: | |
| Next Steps: | |
| Support Desired: | |
| Professional SMART Goal: | |
| “I will (goal + performance measure) BY (specific actions).” Specific ~ Measurable ~ Attainable ~ Relevant ~ Time-bound Goals | |
| Evidence: | |

Adapted from New Teacher Center, Santa Cruz, CA 2017

Center for Teacher Leadership at School of Education, Virginia Commonwealth University

Appendix C.f

Plan for Reflective Growth

Name: _____ Date _____

Mentor/Coach: _____

| | |
|---|------------------------|
| Teaching Standard: | |
| Key Element: | Self Rating: |
| Goal: | |
| “I will (goal + performance measure) BY (specific actions).” | |
| Plan: | Support Needed: |
| Evidence: | |

Specific ~ Measurable ~ Attainable ~ Relevant ~ Time-bound Goals

Adapted from New Teacher Center—Santa Cruz, California
Center for Teacher Leadership at Virginia Commonwealth University School of Education

Planning Conference Protocol

A. Clarify goals and context for the lesson

- Tell me about this lesson and its context.
- How does it address content and performance standards?
- What has led up to this lesson?
- How does it meet students' needs?
- Where does it fit in the curriculum?

B. Determine evidence of success/student achievement

- What do you want the students to learn?
- How will your students know your expectations?
- How will you assess their learning?

C. Explore teaching strategies and decisions made

- How do the instructional strategies and resources support the goals of the lesson?
- How will you scaffold or differentiate instruction or expectations for special needs students?

D. Identify focus for data collection

- How can I focus my observation to support your learning?
- Let's agree on what data will be collected.

Conferencing protocol adapted from the work of A. Costa and R. Garmston
Foundations in Mentoring for Clinical Faculty, Level 1 © 2005, Revised 2015
Center for Teacher Leadership @ Virginia Commonwealth University
School of Education
Adapted from New Teacher Center @ University of California, Santa Cruz

Appendix C.h
Planning Conference
Notetaking Guide

Clarify goals for student learning and context for the lesson

-
-
-
-

Determine evidence of success and student achievement

-
-
-
-

Explore planning, including teaching strategies and decisions made

-
-
-
-

Identify a focus for data collection

-
-
-
-

Foundations in Mentoring for Clinical Faculty, Revised 2015
Center for Teacher Leadership
@ Virginia Commonwealth University, School of Education
Adapted from New Teacher Center – Santa Cruz, California

Appendix C.i

Selective Scripting

Teacher:
Grade/Class:
Date:

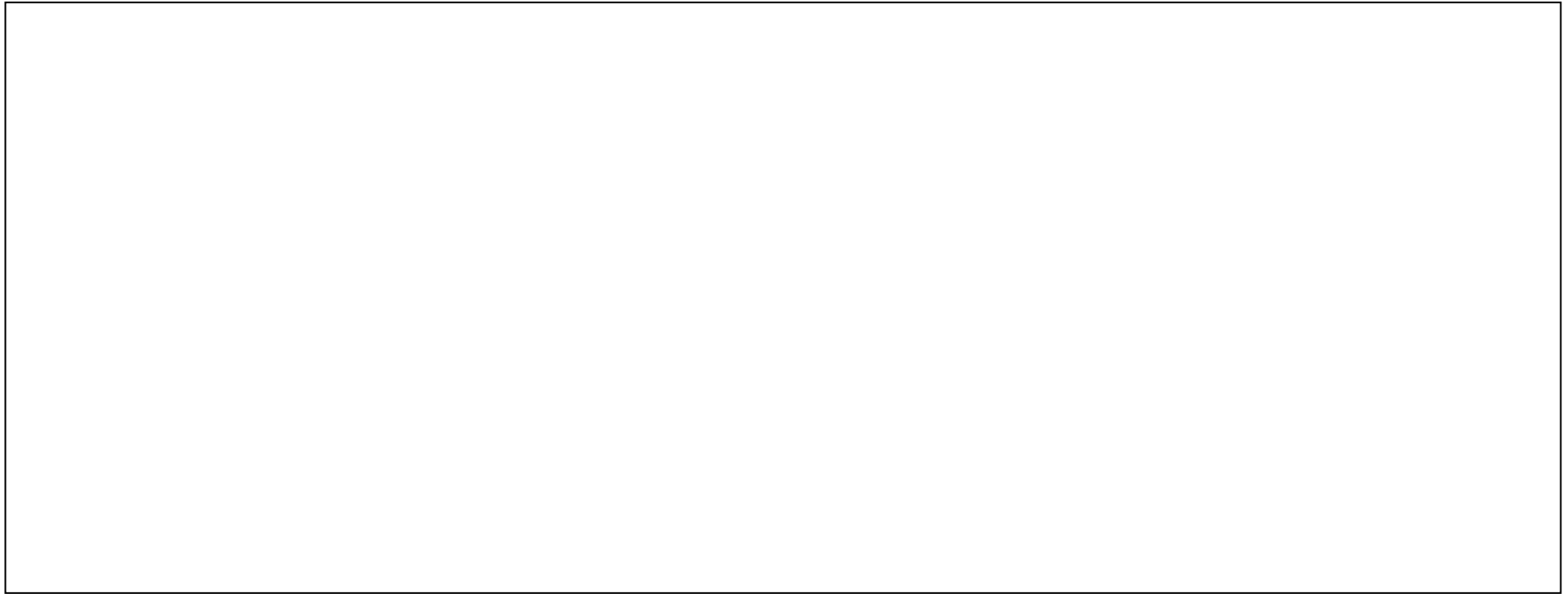
Observer:
Time:
Focus:

| Time | Teacher | Students |
|------|---------|----------|
| | | |

Appendix C.j

Seating Chart: Movement Patterns and Student Engagement

Intern Name: _____ Observer's Name: _____ Date of Observation: _____
Focus of Observation: _____ Time: _____



Appendix C.k

Preparation Guide for Analyzing Data

Intern: _____ Observer: _____
Date: _____ Time: _____
Focus: _____

What are some observations you made regarding the intern's practice?

Given what you know about this intern and his/her focus, to what do you want to draw attention?

Remembering the coaching language, what questions might you pose?

What suggestions do you want to be ready to make?

Appendix C.1

Reflecting Conference Protocol

A. Frame the conversation and review objectives

- Clarify what you will discuss during the conversation and why.
- Review the learning and language objectives.
- Review the observation focus.

B. Summarize impressions of the lesson

- How do you think the lesson went?
- To what degree do you think your lesson met your learning and language objectives?
- What are one or two things that stand out to you or that you noticed?

C. Analyze

- Would you like to see the observation data?
- What do you notice?
- What does the observation data tell you about your students' behavior and learning?
- Which students were successful and which had difficulties--and at what point?
- Are there any patterns?
- Which specific strategies or conditions supported students with language needs? Students with learning exceptionalities?
- In what ways was that evidenced?
- What did you learn by examining your students' work?

D. Draw conclusions and set next steps

- What is interesting or surprising?
- What conclusions can you draw?
- What feedback might you supply students?
- How might you support your students in moving forward in their learning?
- What are some next steps?
- What classroom accommodations might you need to make for specific students?
- What differentiation strategies would address learning needs?
- How might collaboration with colleagues, resource personnel, and/or families support student learning?

E. Reflect on the observation process

- What feedback do you have about our work together?
- How might I support you in next steps?
- What thoughts do you have about the next time?
-

Adopted from the work of A. Costa and R. Garmston and The New Teacher Center, Santa Cruz, California.

Appendix D

Lesson Plan Format Early/Elementary Education

I. Purpose:

- General statement presenting a justification for teaching the lesson
- Include the corresponding SOL

II. Objectives:

- Specific statement(s) of what you expect the student to know and be able to do at the conclusion of the lesson. (The student will be able to.....)
- Let students know exactly what is expected

III. Procedure: Includes these three components

a. Introduction

- Statement of what is to be learned and/or
- Demonstration of what is to be learned and/or
- Link to prior experience or learning

b. Development

- The actual teaching or presentation of the new information and activities (the heart of the lesson)
- Describe the activities
 - Activities should ensure that all students are given a variety of experiences to process the material
 - Activities should provide an opportunity for the teacher to monitor and check for understanding
 - Activities should address differentiation by meeting student's diverse learning needs while incorporating methods to:
 - meet the needs of students you expect to have difficulties
 - meet the needs of students you know will master the concept easily or already know the information presented in the lesson

c. Summary

- Closure to the lesson (How will you end the lesson?)
- Summarizes major concepts
- New information should not be introduced in the summary
- This could include evaluation activities such as students' work, a whole class discussion and/or evaluation

IV. Materials needed for the lesson

V. Evaluation Part A: (Pre-lesson assessment plans that you have regarding how you plan to assess the lesson after it has been taught. It is important that you think about how you are going to assess the lesson while you are planning it versus waiting until after it has been taught; therefore, this information should be included **before the lesson has been taught**).

- How will you assess the students' knowledge of the new skills taught?
- Keep in mind the fact that your evaluation should be connected to your objective. You should be assessing for whatever you said the students would know and be able to do in the objective.

VI. Evaluation Part B: (Post-lesson assessment and reflection of the lesson **to be completed after the lesson has been taught**)

- Did the students meet your objectives?
- How do you know?
- Did your lesson accommodate/address the needs of all your learners?
- What were the strengths of the lesson?
- What were the weaknesses?
- How would you change the lesson if you could teach it again?

Revised 8/2020

**Lesson Plan Template
Secondary Education**

Name:

| | |
|--|--|
| Date | |
| Grade Level | |
| Content | |
| SOL(s) specific lesson | |
| Purpose/Enduring Understanding(s) ("So what, Who cares?") | |
| Learning Objective (s) - Should relate to SOL(s) | SWBAT... |
| Assessment(s) – Tied to Purpose, Learning Objective(s), & SOL() | Pre-Assessment (if applicable): Formative Assessment(s) Summative Assessment (if applicable): |

| Elements | Introduction of Lesson | Resources/Materials | Time |
|--|-------------------------------|----------------------------|-------------|
| Connect to Prior Learning: (How will you remind students what they've been learning all week/month, etc.?) | | | |
| Hook/Anticipatory Set/ (Engage): | | | |
| Transition | | | |
| Elements | Introduction of Lesson | Resources/Materials | Time |
| Core Task Assessment (if appropriate) | | | |
| Transition | | | |
| Core Task Assessment (if appropriate) | | | |
| Transition | | | |

| | | | |
|--|--|--|--|
| <p>Core Task</p> <p>Assessment (if appropriate)</p> | | | |
| <p>Closure (Procedural and Content);</p> <p>Homework— (if applicable/meaningful)</p> | | | |
| <p>Lesson Extender (whole class & individual) (e.g., an additional activity that will enhance the learning of this concept)</p> | | | |
| <p>Differentiation: Process, Product, Content</p> <p>(How have you differentiated this lesson in the process, the product, and /or the content?)</p> | | | |
| <p>Accommodations and/or Modifications</p> | | | |

Reflection Questions (to be used after teaching the lesson):

Please reflect on this lesson. Consider the following questions and also include any additional thoughts related to the lesson, your teaching, your students, etc.

- What worked well?

- What did I learn about my teaching?

- What did I learn about my students and their learning?

- How did I help my students understand the importance of this lesson's concepts and/or skills?

- What did I learn about 'managing' the classroom environment?

- What would I do differently next time?

- Additional thoughts:

Appendix E

Virginia Commonwealth University Educator Preparation Programs

LOG OF CLINICAL EXPERIENCES DURING INTERNSHIP/STUDENT TEACHING

| Name | Semester | Year |
|------|----------|------|
|------|----------|------|

State licensure application processes require documentation of the time interns spend during clinical experiences in the following areas:

- CONFERENCING:** Time spent in discussions with school based teacher educators, principals, university professors, or other professionals in the clinical setting (e.g., school psychologist, librarian, classroom volunteers, etc.).
- OBSERVING:** Time spent observing professionals in the clinical setting interacting with PK-12 students. Candidates are encouraged to observe in a variety of settings (lunchroom, library, special classes, main school office, etc.) as appropriate to the requirements of their programs.
- TEACHING:** Time spent *directly instructing students*. This can be (1) time spent assisting the teacher or teaching under his/her direct guidance (using the teacher’s plans), (helping individual students with assignments, giving a test, reading to students, conducting small groups, etc.); and (2) time when the intern is responsible for instruction and assessment (teaching and assessing student learning based on their own plans, etc.).
- OTHER ACTIVITIES:** Time spent during the school day in activities that are not classified as conferencing, observing, or teaching (e.g., faculty meetings, planning, creating instructional materials).

The teacher candidate should have at least two full weeks of full time teaching responsibility (all day, five days a week). The schedule should reflect the demands experienced by teachers who are teaching full time (minimum 150 hours of direct teaching)

REVIEW AND LOG IN your time (in hours/minutes). INCLUDE days you are absent. Have the cooperating professional INITIAL your entry each week. IF YOU HAVE MORE THAN ONE COOPERATING PROFESSIONAL with whom you work, identify each by a number and record the time spent with each cooperating professional each week.

THE CLINICAL EXPERIENCES LOG FINAL SHEET IS AN OFFICIAL FORM NEEDED FOR LICENSURE
KEEP AN ELECTRONIC COPY

SAMPLE CLINICAL EXPERIENCE

| DATE | ACTIVITIES | Grades or Ages and/or Subjects | Total Weeks and Hours Spent: | | | | | |
|---------------|------------|--------------------------------|------------------------------|-----------|----------|-------|-------|---------|
| | | | Conferencing | Observing | Teaching | Other | TOTAL | INITIAL |
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**Virginia Commonwealth University Educator Preparation Programs
CLINICAL EXPERIENCES SUMMARY LOG**

INTERN/EXTERN/STUDENT TEACHER NAME: _____ V# _____
 SEMESTER/YEAR _____ SCHOOL DIVISION _____
 VCU Course Prefix, name/Number (ex. TEDU 672 Internship: Early Ed I; TEDU 485 Dir Stu Tchg I: Art Ed, etc.) _____

| SUMMARY OF HOURS | | Days Absent: _____ | Days Present: _____ | | | |
|----------------------------------|--------------------------------------|--------------------|---------------------|-----------------------|-------|-------|
| Name of Cooperating Professional | Grades or Ages/Subjects ¹ | Total Hours Spent: | | | | |
| | | Conferencing | Observing | Teaching ² | Other | TOTAL |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

1. Secondary interns must document the subjects taught. Elementary and Special education interns/externs enter the ages for birth through age 5 experiences and the grades for primary PK-6 experiences.
2. Teaching hours are those hours in which the intern/extern/student teacher is involved in directly instructing PK-12 students.

| | | |
|--|--------------------------------------|-------------|
| <i>Signature of Cooperating Professional(s)</i> | <i>Name of School(s) or Agencies</i> | <i>Date</i> |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| <i>Signature of University based teacher educator(s)</i> | <i>Date</i> | |
| _____ | _____ | |
| _____ | _____ | |
| <i>Signature of Intern/Student Teacher</i> | <i>Date</i> | |
| _____ | _____ | |

THE CLINICAL EXPERIENCES LOG FINAL SHEET IS AN OFFICIAL FORM NEEDED FOR LICENSURE

**Submit completed form to June Jones, Coordinator, Clinical Placements and Licensure
 Student Services Center
 Oliver Hall, 1st floor - Room 1037
 Email: bjones1@vcu.edu**

KEEP AN ELECTRONIC COP

Appendix F

Early Hire Agreement

The Early Hire Agreement allows interns enrolled in a Teacher Preparation Program to complete the Master of Teaching Degree while hired as a teacher in a school division. Under this contract agreement the university agrees to provide a university based teacher educator from the date of hire to the end of the first year of teaching.

The school division agrees to provide a Teacher Mentor who will support the practicing intern for the first year of teaching.

Intern's Name: _____ **Requested Start Date:** _____

Endorsement Area: _____

Address: _____

Telephone #: _____ **E-Mail:** _____

School Division: _____ **School Name:** _____ **Grade:** _____

Mentor Teacher's Name: _____

Telephone #: _____ **E-Mail:** _____

Content Area: _____ **Area(s) of Endorsement:** _____

Years of Teaching Experience: _____

University based teacher educator's Name: _____

Telephone #: _____ **E-Mail:** _____

APPROVAL SIGNATURES

School Division:

VCU:

Director of Human Resource Designee Date
Date

University based teacher educator

Principal Date

Advisor Date

Department Chair Date

Return to: Department of Teaching and Learning, Department Chair, School of Education email: jbjones1@vcu.edu
Revised 08/2023

Appendix G

Undergraduate/Graduate Graduation Application Information School of Education

Undergraduate and Graduate applications are now available online. Go to eservices on VCU's website and follow the instructions listed. Your application will be electronically submitted. Hard copies are no longer accepted.

Graduate Honors Policy

Candidates for a baccalaureate degree who have completed a minimum of 45 credits at VCU with a final VCU grade-point average of 3.30 or better may qualify for graduation honors.

Awarding of honors for students who have completed all degree requirements at VCU is based on the student's final VCU undergraduate grade-point average at the time of graduation:

- Cum Laude is awarded for 3.30 to 3.59
- Magna Cum Laude is awarded for 3.60 to 3.89
- Summa Cum Laude is awarded for 3.90 and above

Awarding of honors for students who have transferred courses to VCU to complete their degree requirements is based on a combination of their transfer and VCU work. The combined grade-point average is compared to their final VCU work only. The grade-point average used to determine honors can be no higher than their final VCU grade-point average. For example, if a student's final VCU grade-point average is 3.35 and the combined grade-point average is 3.60, the VCU grade-point average would be used. If this same individual's combined grade-point average was 3.29, it would be used to determine honors, not the final VCU grade-point average.

Recognition of graduation honors will be made on the student's diploma, permanent record, and in the Commencement Book. If you earn this distinction and desire special chords to signify this honor, you may purchase them through the VCU Bookstore. **Graduation honors are only related to the undergraduate GPA.**

Appendix H

MARCHING PERMISSION

This form is submitted by students who would like to participate in this semester's School of Education Graduation Ceremony. With verification from your advisor that you have six or fewer hours to complete for graduation, you will be eligible to participate in the SOE graduation festivities. Please have your advisor sign off on the form and submit the completed to the School of Education Dean's Office, Oliver Hall, Room 2090.

Semester: Fall _____ Spring _____ (check one) Year _____

Name _____ V# _____

Address _____

Email Address _____ Phone _____

Degree _____ Major _____

Upon completion of this semester, I have earned: _____ hours of coursework

_____ transfer credits

_____ VCU credits

Overall GPA _____ Major GPA _____

Next semester I am registered for the following:

| <u>Courses</u> | <u>Credits</u> |
|----------------|----------------|
| _____ | _____ |
| _____ | _____ |

I have verified that the information provided is accurate and complete and supports this request to participate in this semester's graduation ceremony.

Advisor's Signature

Date

Approved:

Associate Dean for Academic Affairs & Graduate Studies

Date

Appendix I

MANDATORY VDOE STATUTORY REQUIREMENTS

Certification in Emergency First Aid, Cardiopulmonary Resuscitation, and Use of the Automated Defibrillators - HANDS ON PRACTICE REQUIRED

Recent Virginia legislation (House Bill 2028 and Senate Bill 986) requires that all applicants for initial licensure or licensure renewal must complete training in "Emergency First Aid, Cardiopulmonary Resuscitation, and Use of Automated Defibrillators." All applicants applying for licensure must submit written documentation that clearly indicates that all three topics (emergency first aid, CPR, AED) were included in the certification or training. This certification or training program shall be based on the current national evidence-based emergency cardiovascular care for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.

Effective January 1, 2022, certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators that is required of every person seeking initial licensure or renewal of a license as a teacher shall include [hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. \(Due to COVID-19 restrictions in the past two years the hands-on-practice was waived until January 1, 2022.](#)

Currently, the Cary Street Gym offers a course called "American Heart Association Heartsaver First Aid/CPR/AED" which does satisfy this requirement. Please follow the directions at this website: <http://www.recsports.vcu.edu> to sign up for the course. Please make sure you only sign up for: "American Heart Association Heartsaver First Aid/CPR/AED", as that is the only course offered at the Cary Street Gym that satisfies this licensure requirement.

Child Abuse and Neglect Recognition and Intervention Training All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also sent to school division human resources directors and school division licensure specialists.

Dyslexia Training Virginia Legislation (House Bill 842) – [Dyslexia Awareness Training Module](#) – **Effective July 1, 2017**, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. This module is accessible from PCs and Mac computers. Viewing on an iPad or smartphone requires the download of the free "mobile player." Users should complete the module in one session and have access to a printer. For more detailed information, please visit the VDOE's website at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>

Behavior Intervention and Support Training

Effective July 1, 2020, Virginia Legislation ([House Bill 894](#)) requires education preparation programs offered by public institutions of higher education and private institutions of higher education to ensure that, as a condition of degree completion, each student enrolled in the education preparation program receives instruction on positive behavior interventions and supports; crisis prevention and de-escalation; the use of physical restraint and seclusion, consistent with regulations of the Board of Education; and appropriate alternative methods to reduce and prevent the need for the use of physical restraint and seclusion.

Institutions of higher education may fulfill this requirement by utilizing free, on demand, online modules that focus on developing school personnel skills related to positive behavior support, conflict prevention, de-escalation and crisis response.

VDOE /ODU Module Access

The series of modules can be found on the ODU/VDOE joint page at <https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html#>.

There are five modules in the series. These modules should be completed in order and are followed by a cumulative quiz that will earn the participant a certificate of completion.

Mandatory Training in Cultural Competence and African American History

Effective, July 1, 2023, Cultural Competency Training Include a copy of the certificate verifying completion of this statutory requirement. HB1904 and SB119 were identical bills passed during the 2021 General Assembly that support a culturally competent educator workforce in the Commonwealth. Individuals seeking an initial license must complete Cultural Competency.

Individuals seeking initial licensure or renewal of a license with an endorsement in history and social sciences shall complete instruction in African American history, as prescribed by the Board.

Appendix J

Licensure Information

Felony and/or Misdemeanor Convictions Policy

The important issue of felony and misdemeanor convictions is presented to candidates during the application to Teacher Preparation and then again at the application for clinical culminating experience. Prior to the teacher candidate approval, the prospective student teacher must complete the official Criminal History background checks. This topic is brought up as early as possible so that candidates realize they may not be able to complete fieldwork and/or student teaching, complete their coursework or earn teacher licensure if they have a misdemeanor or felony. It is important that student candidates realize that a felony or misdemeanor conviction may affect their ability to receive licensure from the State of Virginia.

Instructions for Application for Licensure/Adding Endorsement

VIRGINIA COMMONWEALTH UNIVERSITY STUDENT SERVICES CENTER

NEW VDOE ONLINE APPLICATION PORTAL NOW AVAILABLE!

Phase I: The new **initial licensure** application online portal is now available! Students can submit their initial applications via the link found on the [Licensure webpage](#) and pay the required licensure fee. They are also launching an application in SSWS that allows teacher preparation programs to submit supporting documentation for those applicants who completed a program and are not yet employed by a division.

Please note the online portal is currently only equipped to request an initial license for any license type. Other types of requests, such as adding endorsements and renewals, will be added in the next phase of the enhancement. **The online portal is an option for applicants; they will continue to accept applications mailed to this office.**

Steps to Applying for Licensure:

The procedure for making application for a State of Virginia License requires you as an applicant to complete and submit the following:

Applying for Licensure ONLINE (with VDOE).

1. Visit this link and click on APPLY ONLINE NOW for an Initial Virginia License <https://doe.virginia.gov/teaching/licensure/index.shtml> - **follow the prompts**
Once you have successfully completed your application you will be prompted to pay the required fee.
2. Pay Fee – initial license fee is \$100.00
3. You will receive 2 emails: 1) stating your application has been submitted and all fees have been applied to your credit card, 2) additional Information for VA Educator License – this will be your **PKID number** that you will provide to Ms. Jones to upload your remaining documents (i.e. Completed College Verification Form, statutory requirements, and/or official transcripts or other pertinent documents, if needed).

4. **Transcripts** – Please note students are not able to request official transcripts with degree awarded dates until their degree has been posted. Fall 2023 graduates’ degrees will **start** posting **January 16, 2024**. Spring 2024 graduates’ degrees will **start** posting **May 28, 2024**.
5. **Include official transcripts from all colleges and universities attended.** Contact the registrar’s office of each college or university where you have earned a degree or completed coursework. **Students may request their college or university to send electronic transcripts directly to the Office of Licensure via Parchment or National Student Clearinghouse.**

If you request VCU to submit your completed licensure packet to the VDOE for processing on your behalf, Official transcripts can be mailed to the student directly, however, the envelope must remain sealed. Official transcripts mailed directly to the student must be submitted with the application packet and must remain in their sealed envelope. **Please do not ask the college or university to mail an official transcript to the Office of Licensure.**

6. Once you submit your **PKID** to Ms. Jones, the Student Services Center will submit your completed college verification form and any other pertinent documents to the VDOE for processing.
7. Documents to Submit to Student Services Center:

Score Reports/Statutory Requirements: All applicants seeking licensure **MUST** include a copy of your individual score reports, even though you had your scores sent to VCU. (The testing services only send electronic lists of student scores, not individual reports. The VA DOE requires a copy of each applicant’s individual score reports.)

- a. Early Elementary Education Students: Praxis II, **RVE**, VCLA, Child Abuse Certificate, First Aid, CPR & AED **training** documentation, **Dyslexia Awareness, Behavior Intervention and Support training documentation.** VA State and Local Civics Education and Cultural Competency.
 - b. Secondary Education Students: Praxis II, VCLA, Child Abuse Certificate, First Aid, CPR & AED **training** documentation, **Dyslexia Awareness, Behavior Intervention and Support training documentation.** VA State and Local Civics Education Module (History students ONLY), Cultural Competency and African American History.
 - c. Special Education Students: VRA or RVE-if taken after July 1, 2011, VCLA, Child Abuse Certificate, First Aid, CPR & AED **training** documentation, **Dyslexia Awareness, Behavior Intervention and Support training documentation** and Cultural Competency.
 - d. Early Childhood Special Education Students: VCLA, Child Abuse Certificate, First Aid, CPR & AED **training** documentation, **Dyslexia Awareness, Behavior Intervention and Support training documentation** and Cultural Competency.
 - e. Art Education Students: Praxis II, VCLA, Child Abuse Certificate, First Aid, CPR & AED **training** documentation, **Dyslexia Awareness, Behavior Intervention and Support training documentation** and Cultural Competency.
 - f. Music Education Students: Praxis II, VCLA, Child Abuse Certificate, First Aid, CPR & AED **training** documentation, **Dyslexia Awareness, Behavior Intervention and Support training documentation and Cultural Competency.**
 - g. Counselor Education and Social Work – Child Abuse Certificate, First Aid, CPR & AED **training** documentation, **Dyslexia Awareness training documentation, Mandatory School Counselor Training, Behavior Intervention and Support training documentation and Cultural Competency.**
8. **Clinical Experiences Summary Log** form **MUST** include the signature of your School based teacher educator(s) and University based teacher educator and yours.

9. Please be advised that processing licensure applications with the VDOE may take anywhere from 12 to 14 weeks before you receive your license. However, you may still apply for jobs while you await your license.

Please note as we transition to the new online process, the VDOE is still accepting applications that are mailed to their office. If you wish to submit your completed application packet to the Student Services Center for processing, please contact Ms. Jones for instructions: email: bjones1@vcu.edu or phone: 804-827-2670.



COMMONWEALTH of VIRGINIA
Department of Education

NEW - Licensure Fee Online Payment Option (effective July 6, 2021)

<https://doe.virginia.gov/teaching/licensure/index.shtml>

The Office of Licensure and School Leadership is pleased to announce phase one of an ongoing licensure enhancement project. During this first phase, the Office of Licensure and School Leadership will begin **accepting online payments through our "Pay Now"** button for applicants and license holders to pay upfront for licensure related requests. A list of fees can be found below.

Individuals taking advantage of this online payment option will be redirected to a third-party online payment vendor outside of the Commonwealth of Virginia network. Credit card payments are processed by Elavon's secure hosted payment website. The Office of Licensure and School Leadership will not have access to credit card information submitted on this third-party site. Once your payment has been processed via the Elavon website, **you must print a copy of your receipt and include it with your application or request.**

Applications and/or requests will not be processed until the application and/or request and receipt has been received in the mail. Applications and/or requests are processed in the order they are received. If you have questions, please call 804-692-0157.

ADDING AN ENDORSEMENT AREA TO A TEACHING LICENSE

In the Commonwealth of Virginia, a teacher can add an endorsement to their teaching license by passing the Praxis II test in the subject in which the endorsement is sought. This option is not available to secondary teachers for adding an endorsement in either Elementary Education or Special Education, although secondary teachers may add endorsements in other secondary subjects. Elementary and special education teachers are allowed to add secondary subject endorsements, as well. (For example, a licensed English teacher could add Physics to his or her initial license but not elementary education through this means. However, an elementary teacher could take the Praxis II in English to add an English endorsement to her initial license.)



**COMMONWEALTH of VIRGINIA
Department of Education**

DATE: November 30, 2018
TO: Division Superintendents
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction
SUBJECT: **Revised Licensure Fee Schedule Approved – Effective January 1, 2019**

On November 15, 2018, the Board of Education approved the following revised Licensure Fee Schedule to become **effective January 1, 2019**. The operation of the Department of Teacher Education and Licensure, Department of Education, is supported by fees for licenses. The fees are used for salaries and benefits of staff members and non-personnel operating expenses. This is the first increase in licensure application fees since 1996 other than the returned check fee that was increased by the Commonwealth.

INITIAL LICENSE APPLICATION FEE

In-state: \$100
Out-of-state: \$150

SUPERINTENDENT LICENSE APPLICATION FEE

In-state: \$200
Out-of-state: \$300

LICENSE RENEWAL: \$50

ADD/EVALUATE FOR AN ADDITIONAL ENDORSEMENT: \$50

OTHER ACTIONS ON LICENSES: \$25 [Add a degree or duplicate/copy a license. Please note that there is no fee for a name change on a license. However, if a name change is the only request, a \$25 fee for duplicating the license will be assessed.]

Requests received in the Office of Licensure on and after January 1, 2019, will be subject to this new fee schedule. Effective January 1, please note that we no longer have the “cap” on fees, so each request listed above will be assessed the fee listed. House Bill 1125 and Senate Bill 349 passed by the 2018 General Assembly changed the length of renewable licenses from a five-year validity period to ten years, effective July 1, 2018. Requests for renewal may be submitted to the Office of Licensure any time after January 1 of the year the license expires; therefore, 2019 renewal requests may be submitted **after January 1, 2019.**

If you have any questions regarding the licensure fees, please do not hesitate to contact the VDOE at

licensure@doe.virginia.gov or by phone at 804-786-2302

Appendix K

CODE OF ETHICS OF THE EDUCATION PROFESSION National Education Association

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
 - a. exclude any student from participation in any program.
 - b. deny any benefits to any students.
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional judgment , to achieve conditions which attract persons worthy of

the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose material fact related to competency and qualifications.
2. Shall not misrepresent his or her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education or other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Appendix L

Statement of Policies and Procedures:

Standards for Observing and Reporting Instances of Violence, Title IX Sexual Harassment, Child Abuse, and Neglect

All VCU students who are participating in clinical placements in school settings observing or teaching (in practica, internships, externships, or any other kind of field placement) are expected to abide by school district policies and state laws and regulations regarding violence, sexual harassment, and child abuse and neglect. VCU students should conduct themselves appropriately with all school professionals and students; violation of these laws and regulations can cause termination and loss of grade and credit.

When preK-12 students in field placement schools are the target of violence, sexual harassment or child abuse and neglect, VCU students are required to report same using required school district procedures **and** VCU procedures listed below.

Finally, VCU students are themselves protected as individuals and are not expected or required to remain in a school setting where there is a credible threat or reality of violence, where they may be the target of sexual harassment, or where child abuse and neglect is present and tolerated. If such a threat or reality is confirmed, VCU students can be removed (or may remove themselves immediately) from the setting without penalty and placed in a more appropriate school environment.

Violence

Definition: Any threat or act of aggression, intimidation, bullying, harassment or assault in action, verbal, or written communication which would cause bodily injury, disruption, or deprive the person so targeted of his or her rights.

Policy: VCU students are expressly forbidden from engaging in any form of violence. If they observe instances of violence in the school setting, they are to document it and report it immediately. If they themselves are the targets of violence, whether by school personnel or students, they are to document it and report it immediately.

Procedure: The VCU student will:

- Immediately report the incident to the school based teacher educator;
- If the threat of violence is assessed as serious and immediate, remove him or herself from the setting as soon as possible and inform the school based teacher educator;
- In addition to reporting to the school based teacher educator, communicate in writing the date, facts and names of all involved and send the communication, marked urgent and confidential, the same day to the *Executive Director for Accreditation and Licensure with a copy to the students' School of Education or School of the Arts advisor and university based teacher educator or practicum faculty. The Executive Director will acknowledge receipt of the communication and begin an investigation immediately.
*Dr. Joan Johnson is Executive Director of Accreditation and Licensure, (804) 828-3382 or jbjohnson@vcu.edu

Sexual Harassment/Title IX for Students Participating in Off Campus Education Programs

VCU's Sexual Misconduct/Violence and Sex/Gender Discrimination Policy prohibits Sexual Assault, Sexual Exploitation, Partner or Relationship Violence, Sex or Gender-Based Discrimination. Retaliation or Complicity in educational settings both on and off campus including internships, work-study programs and clinical

rotations. Anyone who feels they have experienced prohibited conduct as defined in the policy is encouraged to report it.

Definition: Any unwelcome act or acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct, including written communications, verbal communications, physical contact, and the display of sexually suggestive photographs or literature.

Policy: VCU students are expressly forbidden from engaging in sexual harassment. If they observe instances of harassment in the school setting, they are to document it and report it immediately. If they themselves are the targets of sexual harassment, whether by school personnel or students, they are to document it and report it immediately.

Procedure: The VCU student will:

- Immediately report the incident to the school based teacher educator who will report to the principal. If the school based teacher educator is the alleged perpetrator, the student must report the incident to the principal. If the principal is the alleged perpetrator, then the student must report the incident directly to VCU as described below.
- If the threat of sexual harassment is assessed as serious and immediate, remove him or herself from the setting as soon as possible and inform the school based teacher educator, principal, or VCU (see bullet above);
- In addition to reporting to the school based teacher educator or principal, communicate in writing the date, facts and names of all involved and send the communication, marked urgent and confidential, the same day to the Executive Director of Accreditation and Licensure with a copy to the students' School of Education or School of the Arts advisor and university based teacher educator or practicum faculty. The Executive Director will acknowledge receipt of the communication and begin an investigation immediately.

Please view the detailed policy below:

<https://policy.vcu.edu/sites/default/files/Sexual%20Misconduct%20Violence%20and%20Sex%20Gender%20Discrimination.pdf>

Child Abuse and Neglect

Definition: Any instances of physical abuse, neglect, sexual abuse, and/or emotional maltreatment (mental abuse) which are observed or suspected regarding students. Child abuse and neglect can emanate from the home or can be enacted in the school setting.

Policy: VCU students are expressly forbidden from engaging in any form of child abuse and/or neglect. If they observe instances of such in the school setting or evidence that it is occurring outside the school, they are to document it and report it immediately.

Procedure: The VCU student will:

- Immediately report the incident to the school based teacher educator who will, in turn, report the incident to the school designated reporter; if the teacher is the alleged perpetrator, the student must report the incident directly to the school designated reporter;
- If the child abuse is assessed as serious and immediate, remove him or herself from the setting as soon as possible and inform the school based teacher educator;
- In addition to reporting to the school based teacher educator, communicate in writing the date, facts and names of all involved and send the communication, marked urgent and confidential, the same day to the Executive Director of Accreditation and Licensure with a copy to the students' School of Education or School of the Arts advisor and university based teacher educator or practicum faculty. The Executive Director will acknowledge receipt of the communication and begin an investigation immediately.

Complete form below, print out page and return to VCU Student Services Center:

Child Abuse and Neglect

Intern/student Teacher Name: (Print) _____

Content Area: _____

School Division: _____

Student Signature: _____ Date _____

School based teacher educator Name: (Print) _____

Signature: _____ Date _____

Appendix M

State, National, and Accreditation Standards

Course content, instruction, and relevant clinical experiences all align to state and national standards. These agencies have presented “a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real-world problems, that values the differences each learner brings to the learning experience and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching” (InTASC, 2011, p. 3).

For further information, please see:

Virginia Department of Education:

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/>

InTASC Model Core Teaching Standards (InTASC): https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Council for the Accreditation of Educator Preparation

(CAEP): <https://caepnet.org/~media/Files/caep/standards/2022-initial-standards-1-pager-final.pdf?la=en>