

**Clinical Experiences Handbook  
University of Mary Washington  
College of Education  
2016-2017**



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# Clinical Experiences Handbook

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## **I. Introduction**

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The College of Education at the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. To accomplish this, we:

- are grounded in a strong liberal arts curriculum;
- emphasize field-based experiences through which students solidify their understanding of the nature of the learner and effective teaching and motivational practices;
- build a diverse community of practice involving strong partnerships among students, faculty, local teachers, and administrators;
- enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy;
- challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

At the University of Mary Washington, College of Education, students engage in field based experiences such as practicum experiences in schools and educational organizations that partner with regional schools, and students do internships in Virginia public elementary, middle and high schools. The student's field experiences are an essential and core component of our program. The College of Education, "ensures that effective partnerships and high-quality clinical practice are central to the preparation so that candidates develop the knowledge, skills and professional dispositions necessary to demonstrate a positive impact on all P-12 students' learning and development" (CAEP,2013). These clinical experiences are often described as the key teacher education components that impact long-term retention in the profession (Darling-Hammond & Sykes, 2004). Additionally, teachers who graduate from programs that include interwoven clinical experiences receive stronger evaluations from supervisors, employers, and researchers and feel more prepared to enter the classroom than other new teachers (Darling-Hammond, 2010).

This Handbook primarily serves students/ pre-service teachers, student Interns, University supervisors, mentor teachers, and school personnel in planning for clinical experiences. Included are procedures regarding clinical experiences, such as practicum placements and internships (student teaching), college-wide assessment tools, and communication structures. Also included are the responsibilities and roles of the student Intern, the mentor teacher, and the university supervisor. This handbook supplements the program-specific guidelines established within each licensure program.

### **Contact Information**

**For questions concerning clinical experiences, please contact:**

Venitta McCall, Ed.D, Director of Clinical Experiences and Partnerships, and Professor of Education; email: vmccall@umw.edu; phone: 540-654-1346.

Terry Luttrell, Administrative Coordinator, email: tluttrell@umw.edu; phone 540-286-8097.

## **Student Responsibility and Accountability**

It is the responsibility of each student to be aware of all applicable requirements, deadlines, and provisions that may apply for admission, eligibility to continue, and successful completion of College of Education programs. The University academic catalogs, the University and College of Education websites and other University publications present the requirements, information, policies, regulations, and all deadlines in effect each academic year.

The University of Mary Washington Honor Code applies to every student enrolled at the University, and provides that a student shall act honorably and abide by the honor code in all facets of academic and campus life. The Honor Pledge required on all quizzes, examinations, papers and all other academic work means that the work that the student submits is the student's own, completed according to requirements for the course as determined by the instructor. This includes work that is submitted in conjunction with a field experience for courses with practica, and work done during the internship. In the case of an alleged violation, an Honor hearing is conducted by an elected Honor Council. Students found "responsible" may receive sanctions ranging from honor education to permanent dismissal from the University, and major sanctions will be noted on the student's permanent transcript. For more information about the University of Mary Washington Honor System see: <http://students.umw.edu/honor-system/>.

Completing pre-service clinical experiences with local public school divisions is a required component of the curriculum of the College of Education. Virginia state law prevents individuals who have committed certain crimes, including all felonies and those misdemeanors that involve the sexual or physical abuse of a child, and individuals who have a founded case of child abuse or neglect from being employed by a local public school division. Those same standards apply to pre-service clinical placements. In order to be assigned to a clinical placement, students have to comply with the background check procedures of the applicable school division. Those procedures will likely include, but are not limited to, a fingerprint-based criminal background check, a check of the Child Abuse and Neglect Central Registry, and a screening for exposure to tuberculosis according to the standards of the Virginia Department of Health. The school division may ask the student to bear some or all of the costs of conducting such checks. The school division may share with the College of Education any information it learns from such checks that may prevent a student from accepting a clinical placement. Furthermore, if a student is prevented from accepting a clinical placement, that student will not be able to complete the requirements to obtain a degree from the College of Education.

### **Full Disclosure Statement**

Per above, school divisions routinely require a criminal background check, health, and other clearances prior to student teaching. Convictions for criminal offenses or charges pending against a student may result in schools refusing to make a placement for a practicum or student

teaching. There may also be serious consequences when being considered for a license to teach in Virginia and in other states. Therefore, all students in UMW College of Education programs are required to inform the Director of Clinical Experiences and Partnerships in writing if arrested or convicted of any crime. Notification must be made no later than five calendar days after such charge or conviction.

Information contained in this Handbook is subject to change in accordance with policies and guidelines implemented by the University of Mary Washington, the Virginia Department of Education, the Virginia Board of Education, and the Council for the Accreditation of Educator Preparation (CAEP).

## II. Professional Competencies

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All candidates in UMW professional education licensure pathways must demonstrate that they are able to work with children and youth in educational settings. These skills are developed through successful completion of coursework, clinical experiences, and the demonstration of professional abilities and dispositions that all educators must possess. These *professional competencies* are outlined below and are formally assessed during the clinical experience. The assessment rubrics are located in Appendices A and of B of this document. The College of Education professional competencies align with the Virginia Department of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* Standard 6: Professionalism: “The candidate maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in ongoing professional growth that results in enhanced pedagogical methods for student learning.” These competencies also align with *CAEP Standard 3.3*, which requires that, “Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.”

UMW College of Education licensure candidates are expected to develop the following competencies required of the modern educator:

- the ability to understand the nature of, and demonstrate, professional and ethical behavior in the education profession. This includes respectful and responsible behavior, acknowledging accountability for one’s actions and decisions, and demonstrating academic excellence and scholarship, honor and integrity, leadership, cultural competency, caring and compassion, and confidentiality.
- the ability to engage and communicate with students, develop a professional relationship with preK-12 students, and communicate with peers/ colleagues, mentor teachers, and UMW faculty for the purpose of information gathering, guidance, education, support and collaboration.

- the ability to perform the above skills independently.

College of Education licensure candidates are expected to demonstrate these competencies in the following ways:

- Demonstrate the ability to analyze, problem-solve, and make professional judgments;
- Collaborate and communicate effectively within the school community to promote students' well-being and success;
- Adhere to federal and state laws, school and division policies, and ethical guidelines.
- Maintain appropriate confidentiality.
- Arrive on time and prepared for professional commitments, including classes and field experiences.
- Demonstrate the ability to understand, apply, and extend information presented in courses to their work in professional settings.
- Demonstrate the ability to effectively work with all students in an academic setting.
- Demonstrate that learning to be a professional is an ongoing process of reflection and analysis and use these skills as a foundation for setting reasonable and appropriate goals.
- Seek assistance and follow supervisors' and mentor teachers' guidance in a timely manner.
- Accept and respond appropriately to constructive review of their work from UMW faculty, mentor teachers, and administrators.
- Demonstrate consistent mastery of academic oral and written English in all professional communication.

See Appendix A: Professional Competencies Self-Assessment for the self-assessment form.

See Appendix B: Professional Competencies Evaluation Form for the evaluation form.

### III. Clinical Experiences

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Teacher preparation revolves around clinical experiences in which teacher candidates observe and model pedagogical choices with guidance. As LePage et al. (2005) assert, “learning alone from trial and error is not at all the same as learning through supervised practice from a [mentor] teacher who can demonstrate how to organize productive practice” (p. 353). These experiences range from guided observations in multiple educational settings to tutoring students and co-teaching mini-lessons in classrooms to facilitating small group learning activities and teaching complete lessons in large classrooms. Practica serve to ground material from the professional studies courses to the lived experiences of the actual world of teaching—by observing, by participating, by designing and executing, with mentor teachers’ guidance and approval, lessons prior to internships. Experiences and observations in practica will be the foundation of discussion in classes and so are integral parts of course work.

In both practica and internships, it is important for candidates to see clearly and analytically what impacts student achievement—e.g., how to plan lessons, what types of learning activities engage students, how to evaluate student comprehension and work, what types of records to keep, how to proactively manage a classroom, how a grade level or subject “fits” within the larger scope and sequence of student learning, how to differentiate instruction and assessment for diverse learners, and how to meet the needs of an educationally, socio-economically, linguistically, racially, and ethnically diverse community.

In course work, teacher candidates focus on the school as a holistic entity, influenced and informed by the community in which it operates, and on effective professional competencies. During practica and internships, candidates observe the mentor teacher, the students and the whole school operation. Trips to the library, to the cafeteria, to assemblies, to the bus ramp, to observe other teachers will all comprise candidates’ evolving understanding of the contextualized nature of schooling. Teacher candidates design and implement lessons of appropriate material as required by their respective courses. Candidates assist in assessing student progress by reviewing evaluation procedures, helping grade papers or average grades, perhaps even designing an assessment. Candidates identify and plan lessons for culturally, linguistically, and academically diverse students. Candidates develop a repertoire of classroom management approaches. Candidates define not only what they do (in terms of content) but also how and why—to develop the critical, professional skills of self-reflection and self-evaluation that are essential to effective pedagogy.

Over the course of the teacher preparation program, teacher candidates will experience diverse school settings in order to gain firsthand knowledge of the highly contextualized nature of schooling. Teacher candidates can be placed in rural, suburban, and urban settings at various grade levels and courses. In addition, teacher candidates are placed in schools with student populations representing the racial/ethnic, socio-economic, and linguistic diversity in our region. The UMW College of Education is committed to preparing teachers to be successful in multiple school contexts and to supporting all students in our public schools



**Eligibility for practica/internships:** students approved for practica, internships and other student teaching will have met the following requirements: been admitted into a College of Education program; maintained the required overall GPA and GPA in education courses, and met any other academic standing requirements; completed all prerequisite course requirements; completed training in child abuse recognition/reporting. The College of Education reviews the academic status of each student at the end of each semester. A placement will not be made if the candidate has not maintained eligibility in the program. See the UMW Undergraduate and/or Graduate Catalog for information about admission requirements and eligibility to continue requirements.

Students are also required to meet all school district required clearances before they can begin their placements and they will obtain these clearances directly through the school system where they are placed.

**Dress Code:** professional attire is always expected when the student is visiting or working in a partnership school, meeting with teachers, families, and school officials. Teacher candidates may not wear jeans, shorts, T-shirts (other than assigned school shirt), flip-flops, or sneakers for any clinical experience. Individual schools or school districts may permit their faculty to “dress down” on certain days. Keeping in mind that school faculty are employed with professional teaching licenses, internships and practica function secondarily as long-term interviews during which teacher candidates should always dress professionally, regardless of mentor teacher attire.

**General Placement Procedures:** According to the Virginia Department of Education (2006), such clinical experiences such as practica and internships “require intense supervision from the K-12 school faculty and monitoring from the professional education faculty” (p. 9). Due to the requirement that clinical experiences **require supervision and mentorship as an integral component**, many professional experiences that strengthen resumes do not satisfy this clinical requirement. Such experiences that do not meet the clinical requirements include: substitute teaching, tutoring, or any other work in settings with children that do not place the teacher candidate in a learning context with a mentor teacher arranged by the Director of Clinical Experiences and Partnerships.

Placement decisions involve many factors and the Director of Clinical Experiences works with school divisions, College of Education faculty, program coordinators, mentor teachers and administrators, and teacher candidates to provide placements that will meet each student’s academic program requirements. The placement procedures for practicum experiences and internships are below.

Practica and internship placements are made primarily at school districts within a commutable distance of either the Fredericksburg or Stafford campuses, including placements in Fredericksburg city schools and schools in Stafford, Spotsylvania, and Prince William counties. Students must arrange for their own transportation to and from field placements. The College of Education cannot provide transportation or support travel expenses to field placements. Undergraduate students without transportation may have the opportunity to car-pool to a practicum site with other students, and many COE students share transportation to and from their placements.

**Due to the number of participants involved in the placement process, the necessity to meet specific academic program requirements, and because partner school divisions operate with established procedures and designated points of contact, under no circumstance should a student request a specific clinical experience placement or contact a school or teacher directly. These actions may adversely affect a teacher candidate's opportunity to complete the required clinical experience components of licensure programs and constitute a violation of College of Education policy.**

In order to protect practicum students and Interns from potential conflicts of interest and professional ethics violations, practicum students and Interns will not be placed in schools where they have personal relationships with students, faculty, or staff. This includes students who are children, siblings, or nieces/nephews; faculty or staff who are close friends, spouses/ partners, siblings, parents, or in-laws; and faculty or staff who once served as a classroom teacher of the practicum student or Intern.

If an Intern or practicum student acts in egregious ways that clearly violate ethical, professional behavior, UMW academic or Honor Code policies, legal codes, or school district policies, that practicum student or Intern may be removed from the field placement immediately.

## **IV. Practica**

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**Placement Process:** All practica placements are made by the Director of Clinical Experiences. A student's placement information will be sent to the instructor for the course and it will be posted on the course Canvas site. **Students with questions about placements should speak to the course instructor.** The placement process is as follows:

1. Students enrolled in practicum-bearing courses complete the practicum information form via the College of Education website **no later than the end of the first week of the semester/ term.**
2. The Director of Clinical Experiences works with school division partners to identify specific placements in that school district.
3. Mentor teachers are solicited to work with specific programs based on the recommendations of instructional faculty and school-based administrators. School administrators confirm availability and schedules of Mentor teachers.
4. The Director of Clinical Experiences and Partnerships, with input from UMW COE faculty, mentor teachers and school administrators, makes all practicum placements. Structured, diverse experiences (with regard to student population, school divisions, grade levels, and subject/ content areas), schedules, and course requirements all comprise the placement decision process.

5. The Director of Clinical Experiences and Partnerships distributes placement information via email to each faculty member with practica students. Faculty review placements with students and ensure that the Director of Clinical Experiences is aware of any issues.
6. The Director of Clinical Experiences and Partnerships electronically (email) distributes confirmation letters to Mentor teachers and assignment lists to school administrators.
7. Once the student has been notified of his/her practicum placement, the student must meet any required clearances as determined by that school district (TB, criminal background check, child protective services, etc.). The student will be given information for working directly with the school division to obtain required clearances.
8. Student is given contact information for the Mentor Teacher and will set up schedule for practica attendance with the mentor teacher.

**Students on a provisional license [or on a long-term sub contract] and working full time in a school** should discuss their practicum needs and requirements with their course instructors prior to the start of the semester, to ensure that they understand and can meet all the academic requirements of their practicum, including all the required hours for the practicum, while working full time. The course instructor and the Director of Clinical Experiences will make every effort to provide a placement that will meet the student's degree requirements and will accommodate the student's other responsibilities on the provisional license, including their work schedule and location, but this may not always be possible. If the student needs to complete required field work in a content area not available at their current school, then the student must make other arrangements to complete the practicum, and this may mean completing the practicum at another site. All adjustments to arrangements must be approved by the instructor and the Director of Clinical Experiences in advance before changes are made.

**Students must not contact school divisions, teachers, or school administrators to arrange placements. Students should not contact their mentor teachers until they have been given instructions for doing so.**

**Alternative Placements:** In addition to placing students in public schools, students may also occasionally be placed in an alternative site, if in the judgement of both the instructor for the course and the Director of Clinical Experiences, such a placement would best serve the academic needs of the student. Alternative sites must be approved in advance by the Director of Clinical Experiences and must meet all VDOE program and CAEP accreditation requirements. These requirements include:

- Sites must provide work for the student that will meet the specific academic program content areas required by the student's course of study.
- Sites must have an appropriate person, ideally a licensed teacher, who can serve to supervise the student on assigned tasks, verify student hours, and maintain responsibility for the student's time in the site.

- Sites must meet the existing requirements for practicum school sites, to include that no close family members or friends work or learn in those sites (i.e. not a daycare center where one's child is a participant).
- Provisionally licensed or long-term substitutes may only complete practicum in sites where the content/grade level of the students matches the aims of the course (i.e. a long-term science sub may not complete the practicum for Teaching of English in that classroom).
- No more than  $\frac{1}{4}$  of a student's total practicum hours should be completed in alternative placements. (A record of the practicum sites for each student is maintained in a COE database, and is accessible to faculty and the Director of Clinical Experiences).
- Alternative sites (for certain courses) include Children's museums, libraries, Hazel Hill, summer school or Saturday enrichment courses, local Montessori or other private schools (especially for hard-to-locate placements like Latin or Physics).

### **Roles and Responsibilities of Students in Practica**

Once the instructor gives the student the information for the practicum placement, the student must do the following:

- Review all course and practicum requirements with the course instructor, including the contract, evaluation criteria, and hours log; these will also be made available to students on Canvas from the beginning of the course. It is the responsibility of the student to meet all the requirements of the practicum, including ensuring that the hours log is maintained, completed, signed and turned in.
- Obtain any required clearances through the school division. Note that some clearances may require a fee.
- Set up the schedule for practicum attendance with the mentor teacher.
- It is recommended that students evaluate themselves at the mid-point of the experience.
- Ensure that the completed, signed hours log and practicum evaluation have been submitted to the course instructor by the appropriate deadline; this must be received before the grade for the course can be submitted.

In addition, students in a field placement should do the following:

*Communicate Professionally:* Professional educators actively listen and respond to all stakeholders, including students, parents, mentor teachers, school administrators, and university faculty. It is expected that honest and tactful discussion and reflection on experiences,

accomplishments, and areas for improvement occur, especially during assessment conferences with mentor teachers, administrators, and UMW COE faculty.

*Go Above and Beyond the Bare Minimum:* Professionals demonstrate initiative and dedication to the students and communities they serve. Candidates observe carefully to learn school policies and protocols, prepare pedagogical materials by consulting professional resources, and become involved in classroom activities beyond their course requirements. Candidates are encouraged to volunteer for additional responsibilities that help them better serve students.

*Be Prepared and Responsible:* Practicum students provide complete assignments in advance of scheduled deadlines, seek out additional resources, and take responsibility for their actions. By doing so, students continuously improve their pedagogy in order to positively impact student learning.

*Act Professionally:* Professional educators establish professional relationships through appearance, language, and behavior. Professionalism enables educators to establish credibility with students, parents, administrators and teaching colleagues.

*Inquire Thoughtfully:* Learning and teaching are acts of inquiry characterized by observations, critical analyses, and practice-based implications. Practicum students formulate questions and seek responses in order to improve student learning through pedagogical practices.

If any problems arise, the student will first bring them to the faculty member teaching the course with the practicum. If those problems cannot be solved, then the faculty member will contact the Director of Clinical Experiences.

### **Roles and Responsibilities of Faculty Instructors for Courses with Practica**

College of Education faculty are responsible for determining the academic requirements for all courses with practica, for ensuring that the students in their courses understand the purpose and value of the practicum experience, and for fully integrating the practicum experience into the work and expectations of the course as a whole.

Faculty who teach practicum bearing courses will:

- Provide instructions and information about the practica on their course syllabi, including the specific requirements, evaluation process, grading, etc. and faculty will review all expectations for the course and the field experience with the students in the course, prior to any placements.
- Place the following language on the course syllabus under course requirements:

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developed through successful completion of coursework, clinical experiences, and the demonstration of professional abilities and dispositions that all educators must possess. The College of Education professional competencies align with the Virginia Department of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers Standard 6: Professionalism*: “The candidate maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in ongoing professional growth that results in enhanced pedagogical methods for student learning.” These competencies also align with *CAEP Standard 3.3*, which requires that, “Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program”.

Your grade in this course includes your performance in your practicum placement. **The practicum grade is pass/fail. If you fail your practicum, you fail the course, regardless of your performance on other requirements of the course.** In addition, if you fail this course, you may not be permitted to continue in the teacher education program. A passing grade for practicum means that you successfully completed all required practicum assignments and achieved a satisfactory professional competencies evaluation from your mentor teacher.

- Provide information on the professional competencies students are expected to develop and how these are developed in the field experience.
- Familiarize themselves with the expectations outlined in this handbook.
- Assist the mentor teachers as needed and work collaboratively with the mentor teachers and other University personnel.
- Be sensitive and responsive to student concerns and questions about their field work.
- Assist and advise the Director of Clinical Experiences as needed placing students.
- Alert the Director of Clinical Experiences with any problems pertaining to a student’s work in the field.
- Ensure that every student has submitted a practicum log of all his/her hours, and make sure that all logs for all students in the course are complete, accurate and signed off by the mentor teacher. These logs must be turned in to the Assistant for the Director of Clinical Experiences (Ms. Terry Luttrell) by the end of the semester.

### **Roles and Responsibilities of the Mentor Teacher**

As the experienced professional who helps the pre-service teacher candidate navigate a new school context, the mentor teacher plays an important role in the clinical experience. Mentor teachers who work with students in practicum assignments are experienced, well-respected

educators who teach in their licensure endorsement area. Mentor teachers have recommendations from colleagues and supervisors to be Mentor teachers. These mentors model effective pedagogy as well as share classroom instruction and other responsibilities with their practicum students.

The clinical experience serves as a transformative period from student to professional. The Mentor teacher models professional behavior and helps the practicum student understand and navigate the school's cultural context. Mentor teachers host practicum students in the school setting and serve as immediate supervisors for these pre-service teachers. They share their classrooms and responsibilities with the practicum student. However, Mentor teachers retain control and primary responsibility for the education of the students. They guide their practicum students in developing the demanding and varied competencies necessary to effectively and positively impact all students' academic growth.

### **Introducing the Practicum Student**

Prior to the practicum student's arrival (if possible), mentor teachers should provide the following to the student:

- the school's organizational structure, policies and protocols, calendar, and resources
- curriculum content and materials
- individual student needs and exceptionalities
- classroom schedule and procedures

Mentor teachers should introduce the practicum student to the classroom students and address him/ her as a colleague in front of the preK-12 students. Mentor teachers should invite the practicum student to assist in basic classroom tasks and procedures from the first day of the placements and involve them to the greatest extent possible.

### **Help Practica Students Reflect on Pedagogical and Professional Decisions**

Practica students are being prepared for a career in teaching and therefore must learn how to function effectively in the classroom environment as well as in diverse school contexts. For this reason it is critical for mentor teachers to think aloud or discuss their decision-making process regarding pedagogy, curriculum, as well as responses to students and parents/ guardians. Understanding how their mentors make decisions will help candidates make their own decisions in the future, when they may serve a quite different school and classroom community.

### **Identify and Problem-solve Classroom Challenges**

Many practica students are effective doing familiar classroom tasks, particularly those with substantial experience in teaching and learning contexts. Mentor teachers can help these practica students by identifying new challenges such as encouraging them to try different classroom management techniques, work with particular students, teach a less familiar content area or topic, or experiment with new instructional approaches. Practica students have often been successful by staying within their strengths and "comfort zones." Mentor teachers who push practica students outside those "comfort zones" offer valuable opportunities for growth.

### **Assess the Practicum Student**

All students placed in a practicum setting should provide their Mentor teacher with a clear set of assignments/ expectations for that practicum course, as well as corresponding assessment

rubrics. At the completion of the placement, the Mentor teacher must complete the Professional Competencies Assessment Form (see Appendix B) and the course-specific assessment form. On the Professional Competencies Assessment Form the ratings are as follows: “Exceeds Expectations” refers to complete evidence of understanding and commitment to a disposition; “Meets Expectations” refers to considerable evidence of understanding and commitment to the disposition; “Developing” refers to some evidence of understanding and commitment to the disposition; and “Emerging” refers to very little to no evidence of understanding and commitment to the disposition.

When placements are completed, mentor teachers’ evaluations are reviewed by the faculty instructor for the course and as needed by the Director of Clinical Experiences. Practica evaluations will also be reviewed by the Associate Dean for Academic Programs, Assessment and Accreditation to identify and address any red flags.

### **If a Practicum Student Struggles**

It is critical that the mentor teacher share any concerns about the practicum student as early in the placement as possible. Mentor teachers should first contact the faculty instructor for the course to discuss any issues or concerns about a student. If the mentor teacher does not know who the faculty instructor is, or struggles to reach her or him, immediately contact Dr. Venitta McCall, Ed.D., Director of Clinical Experiences and Partnerships, Professor of Education, [vmccall@umw.edu](mailto:vmccall@umw.edu) 540.654.1346

## **V. Internships**

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The internship serves as the student’s culminating clinical experience. It also serves as an extended opportunity for school personnel and COE faculty to evaluate the Intern’s application of theory to practice in the school. **All education courses and any other academic or pre-service teaching requirements must be completed before a student is permitted to enter into their student internship.**

There exist two internship models for UMW students: students enrolled in the **PK-12, Pre-K-6 or Secondary five-year pathways** (undergraduate + master’s degree) complete a year-long internship.

During the fall semester, **Pre-K-6** Interns are placed in a classroom for 15 hours per week over 14 weeks while they concurrently complete graduate coursework in education. **PK-12** and **Secondary** Interns are placed in the classroom for an immersive one month fulltime pre-internship.

During the spring semester, these Interns move into a full-time internship and complete a research study in these placements. During this year-long internship, **PK-12 and Pre-K-6 five-year pathway** students experience two placements at two different grade levels.



Students enrolled in the Post-Baccalaureate programs complete a semester-long full-time internship while those working towards endorsements in multiple school levels (PK-12 or K-6) complete two 7-week placements in a semester.

The full-time internship is a full-time clinical experience requiring the Intern's complete work schedule commitment. Interns must report for the full teacher contract day, daily, for the entire scheduled internship. Interns are discouraged from holding jobs in order to have adequate time for planning, teaching, and reflection. (See policy Appendix H) Interns will participate in non-instructional duties such as before- and after-school meetings, bus duty, lunch duty, and any other duties assigned to the mentor teacher.

### **Internship Placement Process**

1. Teacher candidates seeking internships submit applications for internship placements via the College of Education website. (See COE website for deadlines.)
2. The Director of Clinical Experiences and Partnerships prepares lists of prospective Interns by program and confirms the academic placements needs with faculty advisors.
3. Mentor teachers are solicited to work with specific programs based on the recommendations of instructional faculty and school-based administrators. School administrators confirm availability of mentor teachers.
4. The Director of Clinical Experiences and Partnerships shares specific student program requirements and information on the internship application with school personnel who assist in the matching placement process.
5. The Director of Clinical Experiences and Partnerships confirms placements with Interns, mentor teachers, school administrators and district administrators.
6. The Director of Clinical Experiences and Partnerships electronically (email) distributes confirmation letters to teachers and assignment lists to department chairs and school administrators.

### **Roles and Responsibilities of Interns**

Students preparing for their internship begin by submitting their completed Internship Application. Go to the College of Education to get the form and to see all deadlines. Once the form has been submitted and the student is approved for the Internship, the student should do the following:

- Review all internship requirements with the faculty University supervisor, setting goals, communication guidelines, deadlines for work, and reviewing the internship assessment criteria and rubric, the placement type, and the hours required. It is also important to discuss

the expectations and requirements for the Impact Study, e-portfolio, etc. in the context of the Internship.

- Obtain any required clearances through the school division. Note that some clearances may require a fee.
- Set up the schedule for teaching with the mentor teacher.

**Once the internship is completed, ensure that the completed, signed hours log and Internship evaluation have been submitted by the appropriate deadline; these must be received before the grade for the internship can be submitted.**

*Communicate Professionally:* professional educators actively listen and respond to all stakeholders, including students, parents, mentor teachers, school administrators, and university faculty. It is expected that honest and tactful discussion and reflection on experiences, accomplishments, and areas for improvement will occur, especially during assessment conferences with mentor teachers, administrators, and UMW COE Faculty.

*Go Above and Beyond the Bare Minimum:* Professionals demonstrate initiative and dedication to the students and communities they serve. Interns will observe carefully to learn school policies and protocols. Interns are encouraged to volunteer for additional responsibilities and apply for substitute positions that help them better serve students.

*Be Prepared and Responsible:* Interns will provide complete assignments in advance of scheduled deadlines, seek out additional resources, and take responsibility for their actions. By doing so, Interns continuously improve their pedagogy in order to positively impact student learning.

*Act Professionally:* Professional educators establish professional relationships through appearance, language, and behavior. Professionalism enables educators to establish credibility with students, parents, administrators and teaching colleagues.

*Inquire Thoughtfully:* Learning and teaching are acts of inquiry characterized by observations, critical analyses, and practice-based implications. Interns formulate questions and seek responses in order to improve student learning through pedagogical practices.

## **Roles and Responsibilities of Mentor Teachers**

As the experienced professional who helps the Intern navigate a new school context, the mentor teacher plays an important role in the clinical experience. Mentor teachers hold continuing contract status and teach in their licensure endorsement area. Mentor teachers have been selected based on recommendations from colleagues and supervisors. These mentors both model effective pedagogy as well as share classroom instruction and other responsibilities with Interns.

The internship serves as a transformative period from student to professional. The Mentor teacher models professional behavior and helps the Intern navigate the school's cultural context. Mentor teachers host Interns in the school setting and serve as immediate supervisors. They share their classrooms and responsibilities with the Intern. However, Mentor teachers retain control and primary responsibility for the education of the students. They guide their Interns in developing the demanding and varied competencies necessary to effectively and positively impact all students' academic growth.

### **Prepare for the Intern**

Mentor teachers should prepare themselves and their students in advance for the arrival of the Intern, including how to phase in and out the Intern. Mentor teachers will:

- Attend an orientation at the University of Mary Washington,
- Familiarize themselves with this *Handbook*, and
- Complete all necessary paperwork for UMW.
- It may be useful to begin to establish the concept of two teachers in the classroom and thus help students anticipate the Intern's contributions.
- Provide the Intern with a desk or work space.

### **Introduce the Intern to the School**

As soon as possible, Mentor teachers should discuss the following with the Intern:

- the school's organizational structure, policies and protocols, calendar, and resources
- the school community and expectations regarding parent/ guardian communication
- educational philosophies and professional backgrounds of the Mentor teacher and Intern
- curriculum content and materials
- individual student needs and exceptionalities
- classroom schedule and procedures
- the Intern's role in decision-making
- record-keeping responsibilities.

### **Provide Opportunities to Observe and Analyze**

The mentor teacher should provide opportunities for the Intern to observe, analyze, and discuss various classroom situations, including lessons in other classrooms.

### **Help Teacher Candidates Reflect on Pedagogical and Professional Decisions**

Interns are being prepared for a career in teaching and therefore must learn how to function effectively in the internship environment as well as in diverse school contexts. For this reason, it is critical for the mentor teachers to think aloud or discuss their decision-making process with the Intern regarding pedagogy, curriculum, as well as responses to students and parents/ guardians. Understanding how their mentors make decisions will help Interns make their own decisions in the future, when they may serve a quite different school and classroom community.

### **Support Development of a Personal Style**

Perhaps one of the most difficult and challenging responsibilities is to help the Intern develop a personal style, one that may differ from the mentor teacher's. This may require the mentor

teacher to encourage the Intern to use alternative instructional approaches and develop curriculum materials in areas that have been approved by the mentor teacher. Mentor teachers who accept an Intern must welcome this responsibility and understand the importance of the experience for the Intern's growth.

### **Identify and Problem-solve Classroom Challenges**

Many Interns are effective in familiar classroom tasks, particularly those with substantial experience in teaching and learning contexts. Mentor teachers can help these Interns by identifying new challenges such as encouraging them to try different classroom management techniques, work with particular students, teach a less familiar content area or topic, or experiment with new instructional approaches. Interns have often been successful by staying within their strengths and "comfort zones." Mentor teachers who push Interns outside those "comfort zones" offer valuable opportunities for growth.

### **Assess the Intern**

Interns need regular communication with and feedback from their mentor teacher. New Interns feel more comfortable when they know there will be regular opportunities for them to discuss their progress. For this reason, it should be a high priority to establish methods and times for communicating early in the experience. All mentor teachers should:

- Provide daily comments on the Intern's performance.
- Schedule a weekly conference to discuss lesson plans, oral/ written evaluations, and informal observations with their Interns.
- It is also recommended that the mentor teacher participate in as many of the post-observation conferences with the Intern and supervisor as time will allow.

### ***Part-Time Internship Mentor Teacher: Fall semester of five-year programs with year-long internships:***

- Complete Mid-Placement Assessment and share with University Supervisor and Intern;
- Complete Final Assessment and share with University Supervisor and Intern.

### ***Full-Time Internship Mentor Teacher, Fall or Spring semester of post-bac programs:***

- Complete the mid-term Internship Assessment at week three of a seven week placement or week seven of a 14 week placement as well as the Intern's self-evaluation and share with the University Supervisor.
- Complete the final Internship Assessment.
- Conduct final conference with Intern to review the internship.
- Meet with the University Supervisor to discuss the final grade.

## **Write a Letter of Reference**

At the conclusion of the internship experience, at the request of the Intern, write a letter of reference. The letter of reference from the mentor teacher is considered one of the most important pieces of information included in an Intern's credential file.

## **Roles and Responsibilities of University Supervisors**

The University supervisor is a member of the UMW faculty who oversees Interns in their school placements, works with the mentor teachers toward the Intern's professional development, and assumes all academic responsibilities including monitoring the Intern's progress, discussing the Intern's work and progress with the mentor teacher, assisting and advising the Intern as needed, and assigning grades. University supervisors will:

- attend all internship orientation and special sessions;
- familiarize themselves with the expectations outlined in this Handbook;
- communicate their expectations clearly to the Interns;
- keep the progress of Interns confidential, except in supervisory collaboration with mentor teachers, school administrators, and University personnel;
- serve as professional models for Interns;
- assist the mentor teachers with an effective Intern phase-in and phase-out plan;
- be sensitive to Interns' concerns and questions;
- work collaboratively with the mentor teachers and other University personnel;
- work within the guidelines of the UMW Teacher Preparation Program;
- assist mentor teachers with UMW assessment procedures, including the mid-term and final evaluations; and
- negotiate questions and difficulties that may arise among mentor teachers and their Interns.

### ***Part-Time Internship University Supervisor***

#### ***Fall semester of five-year programs with year-long internships***

- Complete Mid-Placement Evaluation (Informal Evaluation) and share with the mentor teacher and Intern
- Complete two informal evaluations (one video evaluation) and share with the mentor teacher and Intern
- Review the self-assessments and discuss with the mentor teacher and Intern;
- Complete Final Evaluation and share with the Intern.

When placements are completed, mentor teachers' evaluations are reviewed by the University Supervisor and the Director of Clinical Experiences. Intern evaluations will also be reviewed by the Associate Dean for Academic Programs, Assessment and Accreditation to identify and address any red flags.

## **During the full-time internship placement, the University Supervisor will**

- Schedule a meeting with the mentor teacher and Intern to take place the first week of the placement.
- Meet with Intern and mentor teacher during week 1 to review expectations, requirements, communication, and schedule the first 1-2 observations. Review what Interns will hear from UMW faculty during orientation—for example, we don't expect Interns to start with proficient ratings. Proficient ratings indicate the level of competency of an effective, experienced teacher. We expect most Interns will begin the experience at the Developing stage on most indicators, and demonstrate growth toward Proficient on most indicators by the end of the semester.
- Weekly, check that all submitted lesson plans are complete and received by the University Supervisor no later than Thursday evening.
- Provide feedback on plans as needed/ requested by the mentor teacher and/ or Intern. University supervisors should always provide feedback before scheduled observations and copy all communication to the mentor teacher. Please note that most feedback on plans will be the responsibility of the mentor teacher.
- Complete Observation 1 by the end of week 3. Debrief in-person after the lesson and ensure that the Intern receives his/ her ratings and a print copy of any notes. Always ensure that the mentor teacher receives copies as well.
- Submit the first informal observation feedback electronically by the end of week 3.
- Complete Observation 2 (informal form): between weeks 4-6. Debrief in-person after the lesson and ensure that the Intern receives his/ her ratings and a print copy of any notes. Always ensure that the mentor teacher receives copies as well.
- Submit second informal observation feedback electronically by the end of week six.
- Submit Mid-placement Assessment electronically by the end of week 7. Conference with mentor teacher and Intern and ensure that the Intern receives a print copy.
- Complete Observations 3 and 4 between weeks 8-12. Debrief in-person after each lesson and ensure that the Intern receives his/ her ratings and a print copy of any notes. Always ensure that the mentor teacher receives copies as well.
- Submit third and fourth observation feedback electronically by week 12.
- Submit Final Assessment electronically by end of week 14. Conference with mentor teacher and Intern and ensure that the Intern receives a print copy.

- Meet with Intern for an Exit Survey to double check all required paperwork/ signatures/ assignments.
- Submit Final Grade (all details regarding dates and directions are emailed to University Supervisors each semester)

*One of the four observations should be video recorded. The Intern must obtain prior approval from the school to video tape in the classroom. Instead of debriefing immediately afterwards, the Intern should watch the video and provide the mentor teacher and University supervisor a self-evaluation. Then, the Intern and University Supervisor can either meet in person, by phone/ skype/ gchat or communicate via email to discuss discrepancies and similarities between the self-evaluation and the University Supervisor's observation data/ analyses.*

### **If an Intern Struggles**

It is critical that the mentor teacher share any concerns about the Intern as early in the placement as possible. If the mentor teacher does not know who the university supervisor is, or struggles to reach her or him, immediately contact Dr. Venitta McCall, Ed.D., Director of Clinical Experiences and Partnerships, Professor of Education,  
[vmccall@umw.edu](mailto:vmccall@umw.edu) 540.654.1346

### **Developing an Action Plan**

In situations where an Intern is not making sufficient instructional progress or has violated policies and/ or procedures **and remediation is appropriate:**

1. The University Supervisor with input from the mentor teacher and the Director of Clinical Experiences will develop an Action Plan [see Appendix G] specifying exactly what the Intern should do to resolve the problem.
2. The action plan includes the identification of the specific concerns, the plan to address those concerns, and a timeframe to address those concerns, not to exceed seven weeks or the end of the internship, whichever comes first.
3. The Intern is informed of the problem in time to self-correct, remediate, or intensify efforts to improve.
4. The action plan is electronically provided to the mentor teacher, Intern, and Director of Clinical Experiences and Partnerships and placed in the Intern's file.
5. The Associate Dean and the Dean of the College of Education will be notified when an Intern requires an action plan.
6. If the goals set in the action plan cannot be completed within the semester as determined by the university supervisor, mentor teacher, and Director of Clinical Experiences and Partnerships, an extension of the placement may be required.

7. If satisfactory improvement is not made within the established timeframe, the University Supervisor, mentor teacher, and Director of Clinical Experiences and Partnerships will meet with the Intern to recommend withdrawal from the internship course. This will allow the Intern to receive a grade of W (withdrawn) as opposed to a failing grade. The Intern will also have the opportunity to withdraw voluntarily from the education program.
8. If the Intern acts in egregious ways that clearly violate ethical, professional behavior, legal codes, or local school district policies, the Intern may be removed immediately. In such circumstances, it may be determined that no remediation is possible and the Intern may receive a failing grade.

See Appendix F: Action Plan template for Internship

### **Impact Study**

All Interns are required to do an Impact Study and University Supervisors have responsibilities to assess and provide feedback to the Intern. Due dates for all work should be clear and set at the beginning of the semester. Note that 5-year pathway M.Ed. Pre-k-12 and Secondary students complete this during their fall part-time placement, and M.S. Elementary Education 5-year pathway students complete their Impact Study in the full time internship in the spring.

See Appendix D. Internship Impact Study rubric.

### **E-Portfolio**

Interns will be putting together an E-portfolio for their job searches. University supervisors are responsible for assessing and providing feedback to the Intern on the e-portfolio. Due dates for all work should be clear and set at the beginning of the semester.

See Appendix E: Internship E-Portfolio for the E-Portfolio rubric

### **Assessment Tools**

The internship rests on three individuals who each play a primary role in the process: the Intern, the mentor teacher, and the University supervisor. To help facilitate a successful internship, these three individuals should collaboratively review goals, expectations, and communication methods. This conversation will take place during the first week of the internship placement. This conversation should include expectations, including specific requirements, activities, and other experiences for the Intern. It should align with performance assessment criteria informed by the College of Education rubrics, CAEP standards, and requirements set by the Virginia Department of Education.



The participants should develop a tentative time line for the Intern's assumption of classroom responsibilities and the mentor teacher and the University supervisor must ensure that the Intern meets all deadlines and completes all required work.

Prior to teaching, the Intern's mentor teacher and/or University supervisor must approve the Intern's submitted lesson plans. Lesson plan format is determined collaboratively by the mentor teacher and University supervisor.

All the internship assessment tools exist as web-based documents. Mentor teachers, University supervisors, and Interns access these documents via email links. A copy of all internship assessment tools (Internship Observation, Mid-term, and Final Assessment Rubric, Impact Study description and rubric, and E-portfolio rubric) can be found in the appendices of this document.

## **VI. Clinical Experiences Policies**

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### **Professional Liability Coverage**

Teacher candidates are encouraged to obtain professional educator liability insurance prior to field placement. Most professional education associations offer this insurance or have a partnership with an insurance company. Students can also obtain liability insurance through the Student Education Association (SEA).

### **Child Abuse Recognition and Intervention Training**

Teacher candidates are required to provide a copy of documentation of their training completion prior to any clinical experience placement.

### **Professional Clearances, including Criminal History Background Check, Health Screenings, etc.**

All practica students and Interns must meet the required clearances of the school system where they are placed. It is the student's responsibility to obtain the appropriate clearances. These may include a criminal history background screening conducted by the Virginia Police and a child protective services background check. Practica students and Interns are also required to have a current negative TB test or screening prior to placement in any school setting. In addition, Interns and practica students are encouraged to pay particular attention to physical health. Practica students and Interns should not report to their placements if diagnosed with any contagious illness.

### **Emergency first aid, CPR, and use of Automated External Defibrillators (AEDs) Requirements**

The 2013 General Assembly amended the Code of Virginia to require that individuals seeking initial teacher licensure and license renewal on and after July 1, 2013, shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AEDs). The Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training. This training will be completed during a Professional Development day on the Stafford Campus, required for all Interns.

### **Emergency Procedures and Contact Information**

Practica students and Interns should ensure that their Mentor teachers and school office staff have their emergency contact information on file and up to date should an emergency occur.

### **Attendance Policies**

**School Calendar:** Students in practicum placements will follow the University of Mary Washington academic calendar.

Interns should follow the school division calendar. Interns must report for their placement every day that the school division is in session. Interns may not take personal or vacation days.

**Absences and Tardiness:** Tardiness is considered unprofessional behavior. Punctual arrival is a basic level of professionalism in any workplace. Tardiness may be grounds for withdrawal from the internship or failure of a practicum-bearing course.

The professional obligations of internships status require daily attendance. Interns are expected to follow the public school calendar except when otherwise directed by the University supervisor. Any prearranged absences will be approved at the discretion of the mentor teacher, the University supervisor and the Director of Clinical Experiences. Absences due to illness are inevitable, but an inordinate number of absences, for any reason, can jeopardize the education of the school children (as well as the accumulation of the minimum state-required hours for internship) and may be grounds for withdrawal from the course or internship. Interns must make accommodations for their absences in a timely manner contacting the mentor teacher (and/or the school, depending on school policy) the University supervisor and the Director of Clinical Experiences prior to the absence and arrange for continuous and appropriate class instruction.

Emergencies should be reported to the mentor teacher, University supervisor and the Director of Clinical Experiences ASAP.

**Personal holidays/ vacations or non-emergency medical appointments should not be arranged during internship or on practicum days.**

**Attendance beyond school hours (PTA/PTO meetings, back to school nights, and other school related activities) are part of the full-time internship assignment.**

### **School District and Building Policies**

In dress and demeanor, Practica students and Interns must always maintain professional guidelines. While assigned to an area school, it is the responsibility of the practicum student/ Intern to determine and to comply with all school policies and procedures and ask for clarification if questions arise. No matter what the district or school policy, **no teacher candidate may have a cell phone on in a classroom setting.** This means that the cell phone cannot be turned on and in silent or vibrate mode. It must be turned completely off.

Regarding professional attire: Individual schools or school districts may permit their faculty to “dress down” on certain days. Keeping in mind that school faculty are employed with professional teaching licenses, internships and practica function secondarily as long-term interviews during which Practica students and Interns should always dress professionally, regardless of Mentor teacher attire. Practica students and Interns may not wear jeans, shorts, T-shirts (other than assigned school shirt), flip-flops, or sneakers for any clinical experience.

## **Student Teacher Employment Policies**

### **Students accepting jobs before the scheduled end of the internship (fifth year):**

Due to the nature and timing of the fifth year program, students should not accept employment (to include teaching jobs) that conflicts with class time, internship, and program requirements during the fall semester of the fifth year. Students being considered for a paid teaching position that would occur during the semester in which they are enrolled in EDUC 540 must complete the **Application for Internship Adjustment**, be in good academic standing, complete all course work for the fall semester, and complete all VDOE-required 300 hours (150 RAT and 150 other) and 10 weeks of the internship before they may begin paid employment in the classroom.

### **Students accepting jobs before the scheduled end of their internship (Post Baccalaureate):**

Post Baccalaureate students being considered for a full-time teaching position that would occur during the semester in which they are enrolled in EDCI 550 must complete the **Application for Internship Adjustment**, be in good academic standing and complete all VDOE-required 300 hours (150 RAT and 150 other) and 10 weeks of the internship before they may begin paid employment in the classroom.

**Students on a provisional license [or on a long-term sub contract] and working full time in a school** should discuss their practicum needs and requirements with their course instructors prior to the start of the semester, to ensure that they understand and can meet all the academic requirements of their practicum, including all the required hours for the practicum, while working full time. The course instructor and the Director of Clinical Experiences will make every effort to provide a placement that will meet the student's degree requirements and will accommodate the student's other responsibilities on the provisional license, including their work schedule and location, but this may not always be possible. If the student needs to complete required field work in a content area not available at their current school, then the student must make other arrangements to complete the practicum, and this may mean completing the practicum at another site. All adjustments to arrangements must be approved by the instructor and the Director of Clinical Experiences in advance before changes are made.

### **Substitute Teacher Policy**

Interns are encouraged to apply to school divisions for short-term/ day assignment substitute teaching. If an Intern is a substitute in the assigned school division and that school division permits Interns to be the sub of record on a day the mentor teacher is absent, he/ she may serve as a substitute for their mentor teacher in the classroom to which they are assigned. However, **Interns may not count hours for which they are paid to substitute towards their required internship licensure hours.**

### **Placement Change or Termination**

In the very rare case of extenuating circumstances, Interns or practicum students may require a placement change. Such circumstances might include a mentor teacher's unplanned family or medical leave, a mentor teacher's employment reassignment, or administrative changes in the partnership school. In these rare cases, the faculty instructor for the practicum course or the University supervisor should contact the Director of Clinical Experiences and Partnerships immediately. The Director of Clinical Experiences and Partnerships will work with partner school districts to place the student with a new mentor teacher as quickly as possible.

### **Termination or Withdrawal from Clinical Experience**

Since the welfare and development of the school children must be the paramount concern of all involved, Interns and practica students retain their placements at the discretion of the participating school division and the UMW College of Education. The College of Education, in consultation with the school division, retains the right to withdraw the student from his/her classroom duties at any time should his/her performance jeopardize the learning of the students in the classroom, or the student has failed to follow the appropriate school or College of Education policies and procedures. Should this occur, the student may earn a failing grade for the course affiliated with the respective clinical experience. Successful completion of clinical experiences is a requirement for completing the degree and licensure program.

## **VII. Clinical Experiences Frequently Asked Questions**

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### ***What is a "clinical experience?"***

"The core experience in teacher preparation is clinical practice. Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice" (NCATE, 2010, p. 5). At the University of Mary Washington, College of Education students engage in laboratory based experiences such as the Autism Play Lab, practicum experiences in schools and educational organizations that partner with regional schools, and internships in Virginia public elementary, middle and high schools. According to the Virginia Department of Education (2006), such field experiences "require intense supervision from the K-12 school faculty and monitoring from the professional education faculty" (p. 9). Student work in these field experiences are assessed using standards approved by CAEP and VDOE.

Due to the requirement that clinical experiences require credentialed supervision and mentorship as an integral component, many professional experiences that strengthen resumes do not satisfy the clinical requirement. Such experiences that do not meet the clinical requirements include: substitute teaching, tutoring, or any other work in settings with children that do not place the education candidate in a learning context with a mentor teacher arranged by the Director of Clinical Experiences and Partnerships.

***Why do I need to complete and renew a criminal history background screening and a TB screening prior to beginning a clinical experience?***

Those of us who make a career of working to support children know the importance of protecting their physical and emotional safety. While we trust that our Practica students and Interns are well-intentioned individuals, we must guarantee to the school divisions and families who entrust their children to us that their students are safe. We would not ask any less of individuals to whom members of our community entrust their children.

***Do I need to submit proof of professional liability insurance prior to beginning a clinical experience?***

While professional liability insurance is not a requirement to receive a field placement, an ounce of prevention is worth a pound of cure! We want to ensure that students are protected in the event of legal action during their practicum or internship experiences. Professional employees of the school divisions are provided this insurance coverage. Students can acquire professional liability insurance through student membership in the Virginia Education Association, or through a rider purchased on either homeowner or renter insurance policies.

***Can I identify my own placement?***

**It is against COE policy for any student to contact a school division, teacher or school administrator to set up a field placement.** Each school district has a designated staff person who is the point of contact for making field placements-- school districts do not want any students contacting them directly. Practica/Internships placements and procedures are also guided by specific county, state, and institutional policies and procedures at the School Division level.

**Only the COE Director of Clinical Experiences is authorized to work directly with school districts on placements.**

Practicum/Internship placements are an integral component of the educator preparation programs at UMW. They link the academic and professional preparation components of our curriculum. Just as with courses and course sequences, the Practicum/Internship must be systematically structured. College faculty and administrators therefore collaborate with area school division professional personnel in establishing and monitoring this component of the professional preparation program. It is critically important that students work closely with their COE academic advisors in putting together course schedules each semester; advisors can assist in aligning class schedules and practica schedules. They can also assist in working out scheduling challenges that might require the intervention of the Associate Dean and the Director of Clinical Experiences and Partnerships.

***Can I speak with school personnel and make recommendations regarding with what teachers I might best work?***

In the interest of fairness, quality, placement appropriateness to program requirements, and professional courtesy, **all placement coordination and communication must be between the UMW COE Director of Clinical Experiences and Partnerships and the School Division identified liaison.** Per above, by school district and COE policy, COE students may not speak with school personnel regarding clinical experience placements.

***What should I do if I want to take a class but none of the practica times fit into my schedule?***

If this is a real scheduling conflict and not simply a case of preferring to schedule practicum at a different time, speak with the faculty advisor who will try to help plan a schedule. If the student and faculty advisor cannot resolve the conflict, please contact the Director of Clinical Experiences and Partnerships, Dr. Venitta McCall, via ([vmccall@umw.edu](mailto:vmccall@umw.edu), via email) who will work directly with the relevant faculty to find a solution.

***Why can't I determine my own schedule with my mentor teacher to fulfill practicum requirements?***

The core answer to this question can be found above under the question "Can I identify my own placement?" Practicum placements are integral to the academic/professional curriculum of the education program. As collaborating professionals, we recognize and respect the roles of our school administrator colleagues. They are responsible and liable for the safety of individuals in their buildings and we work with them on schedules to ensure that our presence is a complement to their policies and procedures for knowing who is in their buildings and on what schedules. We want to be as courteous as possible to the school's routines by providing a **consistent schedule** to administrators and mentor teachers who agree to mentor a teacher candidate. If a student has a schedule conflict, the student should first meet with his/her COE faculty advisor to problem-solve. If the student and advisor cannot find a solution to the schedule conflict, please contact the Director of Clinical Experiences and Partnerships via email ([vmccall@umw.edu](mailto:vmccall@umw.edu)); she will work directly with the relevant faculty to find solutions.

***It would be more convenient to work in my child's school in order to manage child care arrangements. Can I request that?***

As an integral component of the professional preparation program, it is critically important that students are viewed in the Practicum/Internship as an emerging professional. We believe it is important to protect Practica students and Interns in that singular role during their preparation program, and we want each student to have the broadest possible latitude as a parent, guardian, spouse or interested party in schools where they have family members also situated. In order to accomplish both of these goals, we strictly prohibit Practica students and Interns to be in placement settings where the two might be compromised. While we certainly understand the juggling act necessitated by balancing family, work, and school, we will not place a Practicum student or an Intern in a school where he/she has family, a significant other, or close friend who works or attends. This protects the student from potential conflicts of interest that may arise in the complex context of a school building.

***I am a provisionally licensed teacher. Do I need a practicum placement?***

A student may complete practicum assignments in his/her place of employment as long as the student is working towards an endorsement in the area where the student is currently teaching. For example, if the student is taking courses towards an endorsement in English, 6-12 and teaching English at a middle or high school, that student does not need a separate placement. We do need a copy of the provisional license. Students with provisional licenses should submit a copy to Terry Luttrell at [tluttrell@umw.edu](mailto:tluttrell@umw.edu) as soon as they register for a course requiring a practicum placement.

**Students on a provisional license [or on a long-term sub contract] and working full time in a school should discuss their practicum needs and requirements with their course instructors prior to the start of the semester, to ensure that they understand and can meet all the academic requirements of their practicum, including all the required hours for the practicum, while working full time.** The course instructor and the Director of Clinical Experiences will make every effort to provide a placement that will meet the student's degree requirements and will accommodate the student's other responsibilities on the provisional license, including their work schedule and location, but this may not always be possible. If the student needs to complete required field work in a content area not available at their current school, then the student must make other arrangements to complete the practicum, and this may mean completing the practicum at another site. All adjustments to arrangements must be approved by the instructor and the Director of Clinical Experiences in advance before changes are made."

***I am a provisionally licensed teacher. Do I need to complete a teaching internship?***

If a student holds a provisional license, then the school division providing the provisional license has taken on the responsibility of moving forward the student's professional licensure and the student does not need to complete the internship component of the UMW College of Education curriculum. Under this circumstance, the university will not be recommending the student to the Virginia Department of Education for licensure but the student must pursue the license through the school system.

***I am a para-professional in a classroom. Do I need a practicum placement?***

Similar to provisionally licensed teachers, a para-professional may complete practicum assignments in the place of employment so long as that work is in a classroom in the required endorsement area. For example, if the para-professional works in a general education elementary classroom and seeks an elementary education endorsement, then he/she may complete assignments in this setting. If the student works in a special education classroom and seeks special education endorsement, he/she may complete assignments in this setting. If the student does not work in his/her licensure area, we can work with the building administration to place that student in another classroom in the place of employment for a contained number of hours to complete the practicum assignments. **In all such cases the arrangements need to approval of the COE Director of Clinical Experiences and Partnerships.**

***I am a para-professional in a classroom. Do I need to complete a teaching internship?***

YES! Students need to complete a full-time, 14-week internship to meet the Virginia Department of Education licensure requirements. The COE Director of Clinical Experiences and Partnerships will work with each student on establishing this placement. Students should follow all of the guidance related to internship that is provided in this Handbook.

## VIII. Licensure Information

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The University will facilitate the student's securing an initial Virginia teacher license at the successful completion of the internship and all other program and degree requirements. **It is the Virginia Department of Education (VDOE) that issues the license to the student, not the University of Mary Washington, College of Education. It is the teacher candidate's responsibility to collect all the required forms, send transcripts, etc. and make sure that the licensure packet is complete before submitting those materials to the College of Education.**

It is the teacher candidate's responsibility to do the following:

- Complete an Exit Interview with the COE University Supervisor to ensure that all requirements are met.
- Submit all PRAXIS, RVE, VCLA, and other test score reports required by the Commonwealth of Virginia to the College of Education.
- Arrange for official transcripts from all institutions (other than UMW) where professional studies or endorsement courses were taken to be sent to the College of Education. Official transcripts used for admission into the program cannot be used. The UMW transcript at the completion of the internship will also be forwarded to the Virginia Department of Education.
- Complete and submit the Virginia Department of Education Application for Virginia License; complete Part I of the College Verification Form.
- Include a check made out to Virginia Department of Education for the appropriate fee (see VDOE website for fees)

When the above is completed and all required forms, transcripts, scores, payment, etc. have been submitted by the student and collected in to the licensure packet, the licensing request is handled as follows:

1. The College of Education reviews all paperwork to verify that everything is complete. Those items that are reviewed are the Exit Interview form, the check sheets, the PRAXIS scores, the RVE and VCLA scores, certification of child abuse recognition and intervention, certification or training in emergency first aid, CPR, and the use of automated external defibrillators, instructional technology competency, the presence of official transcripts from other institutions, the Application for Virginia License, Part I of the College Verification Form filled out, and a check for the fee.
2. The College of Education sends a memorandum to the UMW Office of the Registrar that provides a list of applicants by program completion with information ( endorsement area; supervised teaching hours, the grades/subjects taught during supervised teaching) that is needed to add a comment about internship completion to the official transcript. These memorandums also serve as a request for official transcripts. When all official transcripts are printed, the registrar notifies the College of Education. Please note that the registrar will not provide official transcripts for any student with a HOLD on the account. The College of



Education collects the official UMW transcripts to add to the packet documents. The College of Education then compiles all of the VDOE required documents for the licensure packet.

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3. The College of Education sends the entire packet once the packet is complete with all required documents and the correct payment. Licensure packets sent to Richmond include the following:
  - Application
  - College Verification Form
  - Official Transcripts
  - Test Score reports
  - Fee Payment

**The College of Education will send emails to inform students of the packet progress up to the arrival of the packets in Richmond.**

4. **The Virginia Department of Education processes the application and issues the teaching license, not the College of Education. Once VDOE has the packets, VDOE will not communicate with UMW-COE with regards to individual applications. Any communication about a student's application will come directly to the student through the US mail. Once VDOE has received the packets, it may be up to 8 weeks of working days before the student receives any information from VDOE.**

**During the course of the education career, students should always retain copies of any VDOE correspondence for their records. In other states where a student may be seeking licensure, this could be helpful information.**

If the student is not employed by a school division, the Virginia Department of Education will send the license directly to the student. If the student is employed by a school division, the license will also be sent to the student. VDOE will inform the employing school division of the student's licensure status but it is up to the student to provide the employer with copies of the license.

**Students currently teaching on a provisional license, note that the employing public school division, not the College of Education, must submit paperwork for licensure on behalf of individuals teaching on a provisional license. The College of Education would only need to provide the College Verification Form.**

If there are any issues to be addressed, VDOE will contact the teacher candidate directly by mail. Once the licensing paperwork has been sent to the Virginia Department of Education, all questions or concerns about the license should be directed to:

Virginia Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120  
Phone: 804-225-2022.

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## **VIII. Appendices**

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**Appendix A: Professional Competencies Self-Assessment**

**Appendix B: Intern Professional Competencies Form**

**Appendix C: Internship Assessment Rubric**

**Appendix D. Internship Impact Study**

**Appendix E: Internship E-Portfolio**

**Appendix F: Action Plan template for Internship**

**References**

## Appendix A: Professional Competencies Self-Assessment

### INTERN PROFESSIONAL COMPETENCIES SELF ASSESSMENT FORM

Within the professional context to which I aspire (for example, elementary education, secondary education, school administration), I believe I am able to:

Information: Please provide the following information:

Intern's Name: \_\_\_\_\_

Assigned School: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Mentor Teacher's Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Directions: Please use the following scale to rate the each aspect of the disposition. If ratings are at the "Emerging" (1) or "Developing" (2) level, please check behaviors listed under each aspect of disposition that need to be addressed . There are 9 dispositions with the same question format. The listed indicators provide you with an operational definition of each disposition component.

- 1 = Emerging: no evidence of understanding and commitment to the disposition (1)
- 2 = Developing: some evidence of understanding and commitment to the disposition (2)
- 3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition (3)
- 4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition (4)

*Disposition #1. Demonstrates effective oral communication skills. InTASC: 3(r)*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "oral communication" please select behaviors that need to be developed. Select all that apply.

- Models academic language
- Varies oral communication to motivate students
- Makes appropriate comments in the classroom
- Communicates at an appropriate level
- Promotes linguistic diversity

*Disposition #2. Demonstrates effective written communication skills*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "written communication" please select behaviors that need to be developed. Select all that apply.

- Communicates respectfully with all stakeholders
- Demonstrates appropriate spelling and grammar
- Focuses all written communication positively

*Disposition #3. Demonstrates professionalism. InTASC: 9(o)*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "professionalism" please select behaviors that need to be developed. Select all that apply.

- Responds to emails promptly
- Exhibits punctuality and attendance
- Maintains professional boundaries with students
- Keeps personal life at home
- Functions as a team player
- Turns in work promptly
- Avoids inappropriate conversations inside and outside of the classroom
- Respects and adheres to the ethical standards of practice

*Disposition #4. Demonstrates a positive and enthusiastic attitude.*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "positive and enthusiastic attitude" please select behaviors that need to be developed. Select all that apply.

- Goes above and beyond requirements
- Demonstrates an appropriately positive affect with students
- Seeks solutions to problems instead of complaining
- Encourages students
- Tries new things that are suggested
- Engages openly and actively with students

*Disposition #5. Demonstrates preparedness in teaching and learning. InTASC: 3(p)*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "preparedness in teaching and learning" please select behaviors that need to be developed. Select all that apply.

- Accepts constructive feedback
- Learns and adjusts from experience and reflection
- Comes to class planned and with needed materials
- Alters lessons in progress when needed

*Disposition #6. Exhibits an appreciation of and value for cultural and academic diversity. InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "appreciation of and value for cultural and academic diversity" please select behaviors that need to be developed. Select all that apply.

- Demonstrates awareness of traditional and non-traditional family contexts including family status
- Embraces all diversities/differences to include racial, SES, and learning styles
- Creates a "safe classroom" with zero tolerance of negativity to others
- Plans activities to raise awareness and acceptance of differences
- Understands the importance of a positive school experience

*Disposition #7. Collaborates effectively with stakeholders. InTASC: 1(k), 3(n), 3(q), 7(0)*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "collaborates effectively with stakeholders" please select behaviors that need to be developed. Select all that apply.

- Engages parental and guardian involvement
- Disagrees respectfully
- Possesses social awareness
- Uses flexibility

- Listens to what stakeholders are saying as evidenced by considered response
- Maintains a respectful tone at all times
- Shares successful teaching strategies
- Refrains from profanity
  
- Exhibits a sense of equality

*Disposition #8. Demonstrates self-regulated learner behaviors/takes initiative. InTASC: 9(l), 9(n), 10(r), 10(t)*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "self-regulated learner behaviors/takes initiative" please select behaviors that need to be developed. Select all that apply.

- Recognizes own weaknesses and asks for support
- Asks questions proactively and is self-directed
- Researches and implements different and most effective teaching styles
- Takes responsibility for knowing students and/or colleagues

*Disposition #9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability*

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If you chose an "Emerging" or "Developing" rating in the area of "social and emotional intelligence" please select behaviors that need to be developed. Select all that apply.

- Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm
- Does not overreact to criticism or other situations
- Demonstrates perseverance and resilience
- Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
- Demonstrates sensitivity to feelings of others

I have reviewed the College of Education Professional Competencies Policy and understand that if the criteria listed above are not met satisfactorily, I may be denied the opportunity to continue in the College of Education and to complete the extensive internship component of the curriculum.

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Candidate Signature

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Date

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Candidate Printed Name

## Appendix B: Intern Professional Competencies Evaluation Form

Information: Please provide the following information:

Intern's Name: \_\_\_\_\_

Assigned School: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Mentor Teacher's Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Directions: Please use the following scale to rate the individual on each aspect of disposition. If ratings are at the "Emerging" (1) or "Developing" (2) level, please check behaviors listed under each aspect of disposition that need to be addressed. There are 9 dispositions with the same question format. The listed indicators provide reviewers with an operational definition of each disposition component.

- 1 = Emerging: no evidence of understanding and commitment to the disposition (1)
- 2 = Developing: some evidence of understanding and commitment to the disposition (2)
- 3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition (3)
- 4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition (4)

Disposition #1. Demonstrates effective oral communication skills. InTASC: 3(r)

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "oral communication" please select behaviors that need to be developed. Select all that apply.

- Models academic language
- Varies oral communication to motivate students
- Makes appropriate comments in the classroom
- Communicates at an appropriate level
- Promotes linguistic diversity

Comments regarding oral communication strengths/areas for growth:



Disposition #2. Demonstrates effective written communication skills

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "written communication" please select behaviors that need to be developed. Select all that apply.

- Communicates respectfully with all stakeholders
- Demonstrates appropriate spelling and grammar
- Focuses all written communication positively

Comments regarding written communication strengths/areas for growth:

Disposition #3. Demonstrates professionalism. InTASC: 9(o)

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "professionalism" please select behaviors that need to be developed. Select all that apply.

- Responds to emails promptly
- Exhibits punctuality and attendance
- Maintains professional boundaries with students
- Keeps personal life at home
- Functions as a team player
- Turns in work promptly
- Avoids inappropriate conversations inside and outside of the classroom
- Respects and adheres to the ethical standards of practice

Comments regarding professionalism strengths/areas for growth:

Disposition #4. Demonstrates a positive and enthusiastic attitude.

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "positive and enthusiastic attitude" please select behaviors that need to be developed. Select all that apply.

- Goes above and beyond requirements
- Demonstrates an appropriately positive affect with students
- Seeks solutions to problems instead of complaining
- Encourages students
- Tries new things that are suggested
- Engages openly and actively with students

Comments regarding positive and enthusiastic attitude strengths/areas for growth:

Disposition #5. Demonstrates preparedness in teaching and learning. InTASC: 3(p)

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "preparedness in teaching and learning" please select behaviors that need to be developed. Select all that apply.

- Accepts constructive feedback
- Learns and adjusts from experience and reflection
- Comes to class planned and with needed materials
- Alters lessons in progress when needed

Comments regarding "preparedness in teaching and learning" strengths/areas for growth:

Disposition #6. Exhibits an appreciation of and value for cultural and academic diversity. InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "appreciation of and value for cultural and academic diversity" please select behaviors that need to be developed. Select all that apply.

- Demonstrates awareness of traditional and non-traditional family contexts including family status
- Embraces all diversities/differences to include racial, SES, and learning styles
- Creates a "safe classroom" with zero tolerance of negativity to others
- Plans activities to raise awareness and acceptance of differences
- Understands the importance of a positive school experience

Comments regarding "appreciation of and value for cultural and academic diversity" strengths/areas for growth:

Disposition #7. Collaborates effectively with stakeholders. InTASC: 1(k), 3(n), 3(q), 7(0)

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "collaborates effectively with stakeholders" please select behaviors that need to be developed. Select all that apply.

- Engages parental and guardian involvement
- Disagrees respectfully
- Possesses social awareness
- Uses flexibility
- Listens to what stakeholders are saying as evidenced by considered response
- Maintains a respectful tone at all times
- Shares successful teaching strategies
- Refrains from profanity
- Exhibits a sense of equality

Comments regarding "collaborates effectively with stakeholders" strengths/areas for growth

Disposition #8. Demonstrates self-regulated learner behaviors/takes initiative. InTASC: 9(l), 9(n), 10(r), 10(t)

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "self-regulated learner behaviors/takes initiative" please select behaviors that need to be developed. Select all that apply.

- Recognizes own weaknesses and asks for support
- Asks questions proactively and is self-directed
- Researches and implements different and most effective teaching styles
- Takes responsibility for knowing students and/or colleagues

Comments regarding "self-regulated learner behaviors/takes initiative" strengths/areas for growth:

Disposition #9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability

- Emerging (1)
- Developing (2)
- Meets Expectations (3)
- Exceeds Expectations (4)

If the candidate received an "Emerging" or "Developing" rating in the area of "social and emotional intelligence" please select behaviors that need to be developed. Select all that apply.

- Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm
- Does not overreact to criticism or other situations
- Demonstrates perseverance and resilience
- Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
- Demonstrates sensitivity to feelings of others

Comments regarding "social and emotional intelligence" strengths/areas for growth:

## Appendix C: Internship Assessment Rubric

Intern Evaluation: This evaluation is to be completed by the Mentor Teacher or University Supervisor:

- As a final evaluation near the end of each semester (Fall/Spring) for all Interns and/or
- A mid-semester evaluation for Interns in programs with a single semester Internship

There are 7 evaluation areas in the form. Thank-you in advance for your time.

Information: Please provide the following information:

Intern's First and Last Name:

Intern's email address:

Assigned School:

Subject/Grade:

Mentor Teacher's First and Last Name:

Mentor Teacher's email address:

University Supervisor's Name:

University Supervisor's Email:

Standard 1- Professional Knowledge: Please select the appropriate level of skill development for each sub category.

<p>1.1 Effectively addresses appropriate curriculum standards.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate clearly communicates and implements learning activities around SOLs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate implements learning activities tangentially aligned with SOLs OR outside of the scope/sequence of the current class progress.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not implement learning activities aligned with SOLs</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate integrates key content areas throughout learning activities and provides open-ended questions/ prompts/tools to guide higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate sometimes integrates key content areas learning activities and provides low level questions/ prompts/tools guiding only repetition of stated facts or definitions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not integrate key content areas learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate links present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate sometimes links present content with past and future learning experiences, other subject areas, OR real-world experiences and applications.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>1.4 Demonstrates an accurate knowledge of the subject matter.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate demonstrates an accurate knowledge of the subject matter, extending beyond the answers provided in teacher texts or responses found in pre-existing documents.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate demonstrates an accurate knowledge of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate demonstrates an inaccurate knowledge of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>



<p>1.5 Demonstrates skills relevant to the subject area(s) taught</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate demonstrates/ models proficient skills relevant to the subject area(s) taught.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate demonstrates/ models some skills relevant to the subject area(s) taught, or developing proficiency in skill level</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not demonstrate/ model skills relevant to the subject area(s) taught.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate bases instruction on goals that reflect high expectations of all students and an understanding of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate bases instruction on goals that reflect high expectations for some students and an understanding of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not base instruction on goals that reflect high expectations of all students or an understanding of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</p>	<p>○ Proficient: The candidate demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate demonstrates a developing understanding of the intellectual, social, emotional, and physical development of the age group.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate does not demonstrate an understanding of the intellectual, social, emotional, and physical development of the age group.</p>	<p>○ Not Observed</p>
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Additional Comments: Standard 1- Professional Knowledge

Standard 2- Instructional Planning: Please select the appropriate level of skill development for each sub category.

<p>2.1 Designs coherent instruction based upon knowledge of subject matter, students, and curriculum goals.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate uses multiple resources to design coherent instruction that meets the needs of all students by engaging them with content through various entry points.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate demonstrates a limited use of available resources that meets the needs of all students by engaging them with the content.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate demonstrates an extensive or inappropriate reliance upon one resource for class instruction and/or passively provides all content knowledge to students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>2.1.b Designs coherent instruction based upon students' prior knowledge.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate consistently designs learning activities based on students</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate inconsistently links new concepts to prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not attempt to link new concepts to prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>2.2 Plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate indicates multiple SOLs clearly aligned with lesson objectives, as well as at least one SOL outside of content area to build interdisciplinary comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate indicates one SOL aligned with the lesson objective or misaligns objectives with stated SOLs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not indicate alignment with SOLs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>2.3 Plans for differentiated instruction.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Instructional activities/strategies are adapted for diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Occasional adaptations made for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: No adaptation of learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>2.4 Aligns lesson objectives to the school's curriculum and student learning needs.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Unit/lesson plans are prepared in advance and define student outcomes that are aligned with curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Unit/lessons are prepared in advance, but not linked to student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: Little or no advance planning, leading to misaligned objectives, outcomes, and school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>2.5 Develops appropriate long- and short-range plans and adapts plans when needed.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate develops appropriate unit plans and individual lesson plans and adapts plans when needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate develops appropriate individual lesson plans and adapts plans when needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not develop appropriate individual lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
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Additional Comments: 2--Instructional Planning.

Standard 3- Instructional Delivery: Please select the appropriate level of skill development for each sub category.

<p>3.1 Engages and maintains students in active learning.</p>	<p>○ Proficient: All students are cognitively engaged in relevant learning activities.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Some students are cognitively engaged in relevant learning activities.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Activities fail to cognitively engage students.</p>	<p>○ Not Observed</p>
<p>3.2 Builds upon students' existing knowledge and skills</p>	<p>○ Proficient: Students engage prior knowledge and/ or skills during learning activities.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Some students engage prior knowledge and/ or skills during learning activities.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: No connection is evident between prior knowledge and skills and instructional activities.</p>	<p>○ Not Observed</p>
<p>3.3 Differentiates instruction to meet students' needs.</p>	<p>○ Proficient: Demonstrates high expectations for learning and achievement for all students by adjusting and adapting instruction.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Acknowledges the value of high expectations for learning and achievement for students/ is attempting to adjust and adapt instruction.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Shows little or no evidence of adapting or adjusting instruction to meet individual needs.</p>	<p>○ Not Observed</p>



<p>3.4 Reinforces learning goals consistently throughout lessons.</p>	<p>○ Proficient: Students are able to identify the objective of the lesson.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate communicates objectives to all students</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate does not communicate lesson objectives to students.</p>	<p>○ Not Observed</p>
<p>3.5 Uses a variety of effective instructional strategies and resources.</p>	<p>○ Proficient: The candidate consistently monitors student behavior and learning to adjust teaching strategies.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate occasionally monitors student response and adjusts teaching strategies.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: No evidence of monitoring student response or adjusting teaching strategies.</p>	<p>○ Not Observed</p>
<p>3.6 Uses instructional technology to enhance student learning.</p>	<p>○ Proficient: Regularly uses available and appropriate technology/multimedia to enhance teaching and learning.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Attempting to use available technology/multimedia but has no significant impact on teaching and learning.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Little or inappropriate infusion of technology and media into instruction.</p>	<p>○ Not Observed</p>
<p>3.7.a. Communicates clearly.</p>	<p>○ Proficient: Written/oral communication is always informative, expressed in academic English.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Occasional errors in written and oral communication.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Frequent errors in written and oral communication.</p>	<p>○ Not Observed</p>

<p>3.7.b. Uses questioning strategies to check for understanding and prompt higher order thinking.</p>	<p>○ Proficient: The candidate uses a variety of questioning techniques to stimulate thinking and discussion. Students given adequate time to respond.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate uses a limited variety of questioning techniques to stimulate thinking and discussion. Inconsistent in providing adequate response time.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate only uses lower level or no questioning with little time for student response .</p>	<p>○ Not Observed</p>
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Additional Comments: Standard 3- Instructional Delivery

Standard 4- Assessment of and for Student Learning: Please select the appropriate level of skill development for each sub category.

<p>4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.</p>	<ul style="list-style-type: none"> <li>○ Proficient : The candidate uses assessment results to plan and adjust instruction for individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate uses assessment results to plan for the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: There exists minimal, if any, use of assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>4.2 Involves students in setting learning goals and monitoring their own progress.</p>	<ul style="list-style-type: none"> <li>○ Proficient : The candidate provides multiple opportunities for students to self-assess and peer-assess and voice their individual goals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate provides limited opportunities for students to self-assess/peer-assess or does not ask students to set personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate provides no opportunities for students to self-assess/peer-assess.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.</p>	<ul style="list-style-type: none"> <li>○ Proficient : The candidate develops and uses a combination of formal and informal assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate uses a combination of formal and informal assessment strategies .</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate uses only one type of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>4.4 Aligns student assessment with established curriculum standards and benchmarks.</p>	<ul style="list-style-type: none"> <li>○ Proficient : Established SOL and benchmark language appears throughout student assessments and clear alignment with pacing guides OR scope/sequence appears.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Established SOL and benchmark language appear inconsistently throughout student assessments and demonstrate alignment with curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: Established SOL and benchmark language do not appear in assessments and/or assessments do not align with pacing guides or scope/sequence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>4.5 &amp; 4.6 Uses assessment tools for both formative and summative purposes.</p>	<p>○ Proficient : Develops and/or uses a combination of formal and informal assessment strategies</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Limited use of formal and informal assessment strategies .</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate uses only pre-existing summative assessments.</p>	<p>○ Not Observed</p>
<p>4.7 Gives constructive and frequent feedback to students on their learning.</p>	<p>○ Proficient : Feedback to students is individualized and completed in a timely manner.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Feedback to students is general in nature (ex: Nice Work!) and/or delayed.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Minimal feedback given to students.</p>	<p>○ Not Observed</p>

Additional Comments: Standard 4- Assessment of and for Student Learning:

Standard 5- Learning Environment: Please select the appropriate level of skill development for each sub category.

<p>5.1 Arranges the classroom to maximize learning while providing a safe environment.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Daily schedule and routines for management of materials/equipment are in place and utilized consistently.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Daily schedule and routines for management of materials/equipment are in place and utilized inconsistently resulting in lost instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: Limited evidence of time management and organization of materials resulting in lost instructional time and increased behavioral problems.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>5.2 Establishes clear expectations with student input for classroom rules and procedures early in the school year, and enforces them consistently and fairly.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Classroom routines and procedures are established and functional with little loss of instructional time. Students are held accountable for actions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Classroom routines and procedures and student accountability are established but only function with mentor teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate rarely establishes expectations or hold students accountable for actions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>



<p>5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</p>	<p>○ Proficient: The candidate maintains a positive, respectful and democratic classroom.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate recognizes factors that create a positive classroom environment and is beginning to implement them.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Classroom interactions are often disrespectful, unprofessional, and/or uncaring.</p>	<p>○ Not Observed</p>
<p>5.4 Respects students' diversity, including language, culture, race, gender, and special needs.</p>	<p>○ Proficient: The candidate intentionally plans activities that reflect students</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate works to develop activities that reflect students</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: No evidence of working to develop activities that reflect students</p>	<p>○ Not Observed</p>
<p>5.5 Actively listens and pays attention to students' needs and responses.</p>	<p>○ Proficient: The candidate consistently monitors student performance and adjusts pacing and instruction accordingly.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate occasionally adapts pace of instruction and learning activities based on student performance</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate makes no attempts or awareness of the need to adjust pacing or instruction.</p>	<p>○ Not Observed</p>

<p>5.6 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Transitions occur smoothly with little loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Smooth transitions occur on occasion with some loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: Instructional time is lost during transitions, behavioral problems result.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
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Additional Comments: Standard 5- Learning Environment:

Standard 6--Professionalism: Please select the appropriate level of skill development for each sub category.

<p>6.a Demonstrates the ability to analyze, problem-solve, and make professional judgments</p>	<p>○ Proficient: The candidate demonstrates the ability to independently analyze, problem-solve, and make professional judgments.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate problem-solves with direction, and makes professional judgments with guidance.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate does not analyze, problem-solve, or make professional judgments.</p>	<p>○ Not Observed</p>
<p>6.b. Maintains appropriate confidentiality.</p>	<p>○ Proficient: The candidate maintains appropriate confidentiality in all situations.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate does not always maintain appropriate confidentiality.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate displayed inappropriate breaches of confidentiality.</p>	<p>○ Not Observed</p>
<p>6.c. Demonstrates the ability to effectively work with all students in an academic setting.</p>	<p>○ Proficient: The candidate consistently and effectively works with all students.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate works effectively with most, but not all, students.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate does not effectively work with all students.</p>	<p>○ Not Observed</p>

<p>6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate consistently demonstrates the ability to understand the perspectives of others and the ability to separate personal and professional issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate sometimes demonstrates the ability to understand the perspectives of others and to separate personal and professional issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not demonstrate the ability to understand the perspectives of others or to separate personal and professional issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>6.2.a. Adheres to federal and state laws, school and division policies, and ethical guidelines.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate adheres to all federal and state laws, school and division policies, and ethical guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate adheres to federal and state laws, school and division policies, but struggles with ethical guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not adhere to federal and state laws, school and division policies, or ethical guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>6.2.b. Demonstrates the ability to work under time constraints and ensure safety in emergencies.</p>	<p>○ Proficient: The candidate demonstrates the ability to work under time constraints and ensure safety in emergencies.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: The candidate sometimes demonstrates the ability to work under time constraints or ensure safety in emergencies.</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: The candidate does not demonstrate the ability to work under time constraints or ensure safety in emergencies.</p>	<p>○ Not Observed</p>
<p>6.2.c. Arrives on time and prepared for professional commitments, including classes and field experiences.</p>	<p>○ Proficient: Arrives early to all professional commitments.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Arrives late 2-5 times to classes, the school day, or professional commitments</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Regularly arrives late to the school or classes</p>	<p>○ Not Observed</p>

<p>6.3 Demonstrates the ability to understand, apply, and extend information presented in courses to their work in professional settings.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate understands, applies, and extends information presented in courses to their work in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate applies information presented in courses to their work in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not apply information presented in courses to their work in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>6.4 Demonstrates that learning to be a professional is an ongoing process of reflection and analysis and uses these skills as a foundation for setting reasonable and appropriate goals.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Consistently and accurately reflects on the impact of instruction on student learning, usually makes adjustments as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Generally able to reflect on the impact of instruction on student learning, but is not yet able to make adjustments accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: Evaluates self in ways that are inaccurate or unrealistic, does not know whether a lesson was effective in reaching its goals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>6.6.a. Seeks assistance and follows supervisors' and mentor teachers' direction in a timely manner.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Frequently asks for specific feedback from mentor teacher/university supervisor about an array of teaching issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Asks both mentor teacher/university supervisor for feedback about teaching.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: Rarely asks for feedback regarding teaching, seems to resent or avoid observations.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>6.6.b. Accepts and responds appropriately to constructive review of his/her work from UMW faculty, administrators and mentor teachers.</p>	<ul style="list-style-type: none"> <li>○ Proficient: Listens attentively to constructive criticism and makes use of feedback.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: Sometimes open to constructive criticism, occasionally makes excuses.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: Unreceptive to constructive criticism, blames others for problems.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>



<p>6.9 Demonstrates consistent mastery of academic oral and written English in all professional communication.</p>	<p>○ Proficient: Written and oral language is exemplary.</p>	<p>○ Between Proficient and Developing</p>	<p>○ Developing: Oral and written language has occasional errors</p>	<p>○ Between Developing and Unacceptable</p>	<p>○ Unacceptable: Oral and written language is often immature unprofessional, or includes grammar or spelling inappropriate for academic settings.</p>	<p>○ Not Observed</p>
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Additional Comments: Standard 6--Professionalism:

Standard 7- Student Academic Progress: Please select the appropriate level of skill development for each sub category.

<p>7.1 Sets acceptable, measurable, and appropriate achievement goals for student-learning progress under the mentor teacher's guidance.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate consistently sets acceptable, measurable, and appropriate achievement goals for student-learning progress under mentor teacher's guidance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate sets acceptable, but not measurable, achievement goals for student-learning progress under mentor teacher's guidance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate does not set acceptable, measurable, or appropriate achievement goals for student-learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>
<p>7.2 Documents the progress of each student.</p>	<ul style="list-style-type: none"> <li>○ Proficient: The candidate consistently maintains accurate records in a systematic manner using technology.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Proficient and Developing</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing: The candidate maintains accurate records in a somewhat systematic manner.</li> </ul>	<ul style="list-style-type: none"> <li>○ Between Developing and Unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>○ Unacceptable: The candidate has no established record keeping system in place.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not Observed</li> </ul>

<p>7.3 Provides evidence that achievement goals have been met, using multiple measures of student growth.</p>	<p><input type="radio"/> Proficient: The candidate uses multiple measures of student growth to provide evidence that achievement goals have been met</p>	<p><input type="radio"/> Between Proficient and Developing</p>	<p><input type="radio"/> Developing: The candidate uses one measure of student growth to provide evidence that achievement goals have been met.</p>	<p><input type="radio"/> Between Developing and Unacceptable</p>	<p><input type="radio"/> Unacceptable: The candidate does not provide evidence that achievement goals have been met.</p>	<p><input type="radio"/> Not Observed</p>
<p>7.4 Uses available performance outcome data to continually document student academic progress and develop interim learning targets.</p>	<p><input type="radio"/> Proficient: The candidate uses available performance data to continually document student academic progress and develop interim learning targets.</p>	<p><input type="radio"/> Between Proficient and Developing</p>	<p><input type="radio"/> Developing: The candidate uses some indicators of student performance to develop interim learning targets</p>	<p><input type="radio"/> Between Developing and Unacceptable</p>	<p><input type="radio"/> Unacceptable: The candidate does not use student performance data to develop interim learning targets.</p>	<p><input type="radio"/> Not Observed</p>

Additional Comments: Standard 7- Student Academic Progress

You have come to the end of the evaluation. Clicking on the arrow below will submit the information and provide you an opportunity to print a pdf copy of the evaluation with your responses. You can also export the pdf copy by clicking on the pdf symbol in the upper right hand corner. By submitting this completed report you are affirming that you are the Mentor Teacher or University Supervisor given

authority by the University Of Mary Washington College Of Education to do so. Anyone other than the authorized Mentor Teacher or University Supervisor completing this form could be in violation of the University of Mary Washington honor code. Thank-you.

## **Appendix D: Internship Impact Study**

The impact study is a culminating assessment for interns. It is designed to showcase one's skills in instructional design for a particular context, including alignment of SOLs, objectives, and assessment. Furthermore, the impact study demonstrates the intern's impact on students as a result of his or her teaching. It is made up of a demographic profile, an instructional unit, pre- and post-assessments, student data on those assessments, and a reflection.

Under the direction of a mentor teacher and with guidance from a university supervisor, the intern will select a unit or a portion of a unit to be taught for the impact study. The design of the impact study will provide evidence of the ability to plan, implement, and evaluate a unit designed to meet the needs of a group of learners in a school setting. The intern will also reflect on designing and implementing the impact study to promote ongoing professional growth and development.

The instructional purpose of the unit, the content of the unit, the duration of the unit, the plan for pre- and post-assessment, the lesson plan format, and the implementation schedule will be determined collaboratively by the intern, the mentor teacher, and the university supervisor.

### **Impact Study Components**

1. Demographic Profile - narrative description of the community, school system, school, and classroom
2. Unit Goals/objectives for the unit: This includes the SOLs
3. Assessment Plan: pre-assess student learning (Pre-test) and post-assess student learning (Post-test)

NOTE: Analyze the data (after administering the Pre-test) to determine if modifications need to be made to the unit plan in part or whole, or if modifications need to be made for specific learners or groups of learners. If necessary, modify preliminary lesson plans in light of the pre-assessment data. Also include methods of assessment used throughout the unit (reports, presentations, rubrics, etc.) NOTE: Identify the day-to-day assessment methods and instruments in daily lesson plans

4. Daily Lesson Plans
5. Data Analysis:
  - a. Graphic display of pre-/post-assessment differences and learning gains
  - b. Analysis of data for individuals and groups (e.g., disaggregated by ethnicity, gender, special needs)
  - c. Calculation and charting of learning gains for individuals and groups
  - d. Summary and interpretation of the data analysis and impact of the unit on the students

- e. Plans for addressing needs of learners who did not do well
6. Impact Study Reflection
- a. What worked well and how do you know?
  - b. What didn't work well and how do you know?
  - c. How will you apply what you learned to the next unit?

### Impact Study Rubric

	Beginning	Developing	Target	
<p><b>Demographic Profile</b></p>	<p>The candidate provides brief or limited descriptions of the community, school system, school, and classroom, or does not describe one or more of these areas.</p> <p>0-12</p>	<p>The candidate provides a narrative description and demographic profile of community, school system, school, and classroom. May have limited descriptions of one or more aspects of the profile.</p> <p>13-16</p>	<p>The candidate provides a thorough, comprehensive narrative description and demographic profile of the community, school system, school, and classroom. (Considers context in planning and reflection?)</p> <p>17-20</p>	/20
<p><b>Unit Construction:</b></p> <ul style="list-style-type: none"> <li>- Unit goals</li> <li>- Assessment plan</li> <li>- Lesson plans</li> <li>- Aligned assessment</li> </ul>	<p>Several components of lessons are missing and there is little alignment within and among lessons. Demonstrates major misunderstanding of planning strategies. Differentiation is not present.</p> <p>0-24</p>	<p>Missing at least one item from right. Components of lessons are present, but it may difficult to see how they come together as a cohesive unit; alignment may be lacking. Instructional strategies may seem overused or unvaried, and differentiation is not well considered.</p>	<p>The candidate translates goals into specific knowledge, skills, and dispositions for diverse learners aligned with the Standards of Learning. At least three complete lesson plans have clear lesson steps and come together to form an especially cohesive unit. The candidate incorporates multiple instructional strategies and organizes students for learning in various ways for various instructional purposes. The candidate modifies instruction to meet the needs</p>	/40



		25-31	of individuals and groups of students. The candidate designs meaningful learning experiences to differentiate for a variety of diverse learners. pre-assessment of student knowledge, skills, and dispositions and uses that information to plan effective instruction; uses various authentic summative assessment strategies to determine learning gains; and employs authentic formative assessment strategies to monitor student learning on a daily basis 32-40	
<b>Data Analysis</b>	Data display and analysis are missing, inaccurate, or unprofessional and/or candidate does not analyze data. Candidate does not use initial data, which negatively impacts on student learning. 0-12	Data display and analysis are presented, but may appear confusing, awkward, or slightly inaccurate. Candidate mentions initial assessment but does not have explanations for some important aspects of the data. 13-16	The candidate summarizes assessment data in a professionally presented graphic display. The candidate analyzes and interprets data accurately and ethically for individual students and groups of students. The candidate uses initial assessment results to plan remediation for individual students. 17-20	/20
<b>Reflections</b>	Reflections are missing, or very brief and	Reflections discuss some elements of instruction and	Reflections show true understanding of student learning and behaviors and are thorough. The candidate reflects on the experience,	

	<p>superficial. Conclusions do not reflect an understanding of the findings.</p> <p>0-12</p>	<p>student understanding but are not thorough. Conclusions seem related to findings but are not detailed or may lack clarity.</p> <p>13-16</p>	<p>acknowledging what worked and what didn't. The candidate articulates how to apply what was learned to future teaching experiences.</p> <p>17-20</p>	<p>/20</p>
<b>Total</b>				<b>/100</b>

## Appendix E: Internship E-Portfolio

The eportfolio is a culminating representation of an intern's performance in several key program standards. The primary purpose is to compile, present, and reflect on that work for program-area faculty. Any use for hiring or employment is secondary; other, separate portfolios or documents may be constructed for this purpose. All artifacts for the portfolio will be representative of elements of the InTASC standards. See

[http://www.ccsso.org/resources/publications/InTasc\\_model\\_core\\_teaching\\_standards\\_and\\_learning\\_progressions\\_for\\_teachers\\_10.html](http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html) for the standards.

### Requirements:

- must be a website (may be password protected; does not need to be made publicly accessible)
- 2 artifacts per INTASC standard (10), plus 2 for diversity and 2 for technology, for a total of 24 artifacts. Artifacts may meet more than one standard, but each should be used only once in the overall portfolio.
- each artifact will include carefully proofread paragraphs that introduce the artifact, analyze what you learned, and describe how the artifact meets the standard
- all portfolios must also include a teaching philosophy statement and resume
- no reflections will name actual teachers/schools/students unless permission to do so has been explicitly sought and granted in an IRB application
- images are highly encouraged, particularly of student work with names concealed, but no identifiable images of students should appear in the portfolio. Personal student writing examples should only be shared with written assent/consent of students and parents.
- saved version of the eportfolio on flash drive, DVD, or sent electronically must also be submitted to Linda Falden, [lfalden@umw.edu](mailto:lfalden@umw.edu)
- Adapted from Vandervelve, J. (2012)

## Appendix F: Action Plan for Interns Who Struggle

### ACTION PLAN

Intern:	University Supervisor:
School Assignment:	Mentor Teacher:

#### AREAS OF CONCERN:

1. Professional Knowledge
2. Instructional Planning
3. Instructional Delivery
4. Assessment of and for Student Learning
5. Learning Environment
6. Professionalism
7. Student Academic Progress

#### PLAN OF ACTION:

*The intern will demonstrate the following items by [date].*

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[.pdf](#) on July 20, 2012.