## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Terminology</td>
<td>4 – 6</td>
</tr>
<tr>
<td>II. Introduction</td>
<td>7</td>
</tr>
<tr>
<td>III. Student Responsibility and Accountability</td>
<td>8</td>
</tr>
<tr>
<td>IV. Professional Competencies</td>
<td>9 – 10</td>
</tr>
<tr>
<td>V. Clinical Experiences</td>
<td>10 – 12</td>
</tr>
<tr>
<td>VI. Practica</td>
<td>12 – 17</td>
</tr>
<tr>
<td>- Practica Placement Process</td>
<td></td>
</tr>
<tr>
<td>- Roles and Responsibilities of Student</td>
<td></td>
</tr>
<tr>
<td>- Roles and Responsibilities of Faculty Instructor</td>
<td></td>
</tr>
<tr>
<td>- Roles and Responsibilities of Mentor Teacher</td>
<td></td>
</tr>
<tr>
<td>- If a Practicum Student Struggles</td>
<td></td>
</tr>
<tr>
<td>VII. Internships</td>
<td>17 – 24</td>
</tr>
<tr>
<td>- Internship Placement Process</td>
<td></td>
</tr>
<tr>
<td>- Roles and Responsibilities of Interns</td>
<td></td>
</tr>
<tr>
<td>- Roles and Responsibilities of Mentor Teacher</td>
<td></td>
</tr>
<tr>
<td>- Roles and Responsibilities of University Supervisor</td>
<td></td>
</tr>
<tr>
<td>- If an Internship Student Struggles</td>
<td></td>
</tr>
<tr>
<td>- Developing an Action Plan</td>
<td></td>
</tr>
<tr>
<td>- Impact Study</td>
<td></td>
</tr>
<tr>
<td>- Assessment Tools</td>
<td></td>
</tr>
<tr>
<td>VIII. Clinical Experiences Policies</td>
<td>24 – 27</td>
</tr>
<tr>
<td>- Professional Liability Coverage</td>
<td></td>
</tr>
<tr>
<td>- Child Abuse Recognition and Intervention Training</td>
<td></td>
</tr>
<tr>
<td>- Professional Clearances, including Criminal History Background Check, Health Screenings, etc.</td>
<td></td>
</tr>
<tr>
<td>- Emergency first aid, CPR, and use of Automated External Defibrillators (AEDs) Requirements</td>
<td></td>
</tr>
<tr>
<td>- Emergency Procedures and Contact Information</td>
<td></td>
</tr>
<tr>
<td>- Attendance Policies</td>
<td></td>
</tr>
<tr>
<td>- School Calendar</td>
<td></td>
</tr>
</tbody>
</table>
Absences and Tardiness
School District and Building Policies
Student Teacher Employment Policies: Students accepting teaching job prior to completing internship; Students on provisional licenses; Substitute teacher policy
Placement Change or Termination
Termination or withdrawal from Clinical Experience

IX. **Clinical Experiences Frequently Asked Questions** 27 – 29

X. **Licensure Information** 29 – 31

XI. **Appendices** 32

Appendix A: Professional Competencies Evaluation Form 33 – 37
Appendix B: Practicum Evaluation Form 38 – 39
Appendix C: Internship Evaluation Rubric 40 – 57
Appendix D: Impact Study Rubric 58 – 63
Appendix E. Action Plan Template for Internship 64
Appendix F: Action Plan Template for Practicum 65
Appendix G: Application for Internship Adjustment 66

References 67
I. Terminology

**Teacher Candidate:** An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider (EPP).

**Mentor Teacher:** As the experienced professional who helps the teacher candidate 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 teacher candidates.

**Clinical Experiences:** Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. **CAEP**

- **Practicum:** 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. Teacher candidates are in the classroom for a set number of hours per practicum bearing course. **COE Clinical Handbook**
  - **Practicum Student:** Depending on the course in which they are enrolled, these teacher candidates are required to complete 20 or 30 hours in the classroom. Assignments vary from class to class but typically include actions such as observing classroom procedures and routines, spot teaching, designing and teaching 1 mini-lesson, etc… There is no expectation of this teacher candidate taking over the teaching responsibilities.

- **Clinical Internship:** The culminating clinical practice experience. During the clinical internship teacher candidates assume full responsibility for a pedagogical assignment under the coaching of school- and university-based teacher educators. **CAEP, also called internship**
  - **Part-time Internship:** Interns as not in the classroom every day. They follow a set schedule that is dependent on their program.
  - **Full-time Internship:** Interns are in the classroom every day during the 14 week semester, following the school calendar of the assigned school district.
    - **Student Intern:** “Student Teachers”. Teacher candidates who are in either their part- or full-time internship. They are expected to be active members of the classroom through observations, spot teaching, co-teaching, and eventually solo teaching.
    - **Clock Hours:** Interns are responsible for completing 150 clock hours during their full-time internship.
Clinical Practice: Teacher candidates’ work in authentic educational settings and engagement in the pedagogical work of the profession of teaching, closely integrated with educator preparation course work and supposed by a formal school-university partnership. A specific form of what is traditionally known as field work. CAEP

- **Field Experiences:** See definitions for clinical practice and clinical internship. CAEP

**5th Year Masters Students:** Teacher candidates who are completing their undergraduate degree (non-education) while taking Education courses and will stay for a 5th year to complete their Masters of Arts in Elementary Education or Masters of Education in Secondary, Pk – 12 or Special Education. Their internship will occur during their 5th year of study.

- **5th Year – M.S in Elementary Education and M.Ed in Secondary of Pk-12 Education:** Full year internship.
  - Part-time internship in the fall, full time internship in the spring
- **5th Year – M.Ed in Special Education:** Practicum in the fall, full time internship in the spring

**Undergraduate Initial Licensure Students:** Teacher candidates who are working on their initial teacher licensure and a degree during their undergraduate years. The Undergraduate Initial Licensure pathways include a B.S.Ed. in Elementary Education with a major in education, and programs in secondary, PK12, or special education. All students who apply to the College of Education in the Fall of 2020 will be required to do the Undergraduate Initial Licensure programs as the five-year programs will no longer be offered.

**Post-Bac Students:** Teacher candidates or practicing teachers who have already received a bachelor’s degree. They are taking courses, mostly at night, for a Masters of Education and/or licensure in their endorsement area. If seeking licensure through UMW, their internship is a one semester, full time internship.

**University Supervisor:** a member of the UMW full time or adjunct 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.

**Provisional License:** a nonrenewable license valid for a specified period of time not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in this chapter. The individual shall have a minimum of an earned baccalaureate degree from a regionally accredited college or university, with the exception of those individuals seeking the Technical Professional License. The Provisional License will be issued for a three-year validity period, with the exception of the Provisional (Career Switcher) License that will be initially issued for a one-year validity period and Teach For America Provisional License that will be initially issued for a two-year validity period. Individuals shall complete all requirements for licensure, including passing all licensure assessments, for a renewable license within the validity period of the Provisional License. Once working on a Provisional License, UMW is no longer responsible for applying to your license. *Virginia Law, law.lis.virginia.gov*
Postgraduate Professional License: means a ten-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited college or university. *Virginia Law, law.lis.virginia.gov*

Collegiate Professional License: means a ten-year, renewable license available to an individual who has satisfied all requirements for licensure, including an earned baccalaureate degree from a regionally accredited college or university and the professional teacher’s assessments prescribed by the VA Board of Education. *Virginia Law, law.lis.virginia.gov*
II. Introduction

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 teacher candidates, 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:

Kristina Peck, Director of Clinical Experiences; email: kpeck@umw.edu; phone: 540-654-1351.

Terry Luttrell, Administrative Coordinator, email: tluttrell@umw.edu; phone 540-286-8097.
III. 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 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).
IV. Professional Competencies

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 Appendix A 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 Evaluation Form

V. Clinical Experiences

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 and internships 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.

**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:** 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.

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, King George, and Prince William counties. For the internship, students must arrange for their own transportation to and from the placement. The College of Education cannot provide transportation or support travel expenses to field placements. For practicum, it is highly recommended that students have their own transportation to and from the placement. 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.

VI. Practica

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 second 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, 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 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 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 at the beginning of the semester or before if possible, 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).
- 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.
- 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:

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.

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 must provide their Mentor teacher with a practicum contact at the beginning of their placement. This contact should provide the Mentor teacher with a clear set of assignments/expectations for that practicum course. At the completion of the placement, the Mentor teacher must complete the Practicum Evaluation Form (Appendix B) online using a link provided by the course instructor or the Director of Clinical Experiences. For specific practicum-bearing courses, Mentor teachers will
also complete the Professional Competencies Assessment Form (Appendix A). 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, as needed, 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 Kristina Peck, Director of Clinical Experiences, kpeck@umw.edu 540.654.1351

Developing an Action Plan
In situations where a practicum student is not making sufficient instructional progress or has violated policies and/ or procedures and remediation is appropriate:
1. Concerns are brought to the course instructor by the Mentor teacher.
2. The course instructor alerts the Director of Clinical Experiences and Program Director that there is a need for an action plan.
3. The Director of Clinical Experiences, course instructor, Program Director, and student meet to create the action plan (Appendix F: Action Plan template for Practicum)
4. All parties receive a copy of the action plan and a note will be added in Banner/EAB
5. The Program Director will follow up on indicated concerns over time as needed with future practicum and course instructors (as outlined in the action plan and as appropriate)

VII. Internships

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 Undergraduate Initial Licensure and 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. 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 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 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 confirms placements with Interns, mentor teachers, school administrators and district administrators.

6. The Director of Clinical Experiences 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 website 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 Evaluation and share with University Supervisor and Intern;
- Complete Final Evaluation and share with University Supervisor and Intern.

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

- Complete the mid-placement Internship Evaluation 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 Evaluation.
- 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 (Professional Competencies) and share with the mentor teacher and Intern
• Complete two informal observations and one video observation 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.

**During the full-time internship placement, the University Supervisor will follow the Student Intern calendar provided by the Director of Clinical Experiences.**

• 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.

• 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 deadline given on the calendar. Debrief in-person after the lesson and ensure that the Intern receives feedback and a print copy of any notes. Always ensure that the mentor teacher receives copies as well.

• Complete Observation 2 by the deadline given on the calendar. Debrief in-person after the lesson and ensure that the Intern receives feedback and a print copy of any notes. Always ensure that the mentor teacher receives copies as well.

• Submit Mid-placement Evaluation electronically by the deadline given on the calendar. Conference with mentor teacher and Intern and ensure that the Intern receives a print copy.

• Complete Observations 3 and 4 by the deadlines given on the calendar. Debrief in-person after each lesson and ensure that the Intern receives feedback and a print copy of any notes. Always ensure that the mentor teacher receives copies as well.

• Submit Final Evaluation electronically by the deadline given on the calendar. Conference with mentor teacher and Intern and ensure that the Intern receives a print copy.

• 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/Zoom/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 Kristina Peck, Director of Clinical Experiences, kpeck@umw.edu 540.654.1351

**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 E] 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 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, 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 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 E: 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.

See Appendix D. Internship Impact Study 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 links posted on the College of Education Website. A copy of all internship assessment tools (Internship Evaluation Rubric, Professional Competencies, and Impact Study description and rubric) can be found in the appendices of this document.

VIII. Clinical Experiences Policies

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.

Lesson Planning Policy
Student Interns are in the final phase of their licensure program and must be prepared to plan and deliver original lessons. While there are countless lesson planning resources and units, it is a crucial skill for teachers to develop and adjust their instruction spontaneously and constantly because students and contexts differ. Data-driven decision-making requires flexibility. We expect that students will plan and develop at least 50% of the lessons they teach. The Mentor Teacher may assist, but the lesson ideas and materials should be developed by the Student Intern. If a Student Intern is in a school with a scripted curriculum or common planning, they must establish any exemptions from this policy with the Mentor Teacher and University Supervisor before full-time teaching begins. The University Supervisor shall also ensure that the appropriate Program Director and the Director of Clinical Experiences are aware of this situation.

**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 (Appendix G), be in good academic standing, complete all course work for the fall semester, and complete all VDOE-required 150 clock hours 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 (Appendix G), be in good academic standing and complete all VDOE-required 150 clock hours 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 immediately. The Director of Clinical Experiences 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.

**IX. Clinical Experiences Frequently Asked Questions**

**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.

**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 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, Kristina Peck, via (kpeck@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 via email (kpeck@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 and grade level 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. The student must have a mentor teacher on record who is able to complete and submit the practicum evaluation.

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.

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 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

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 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:

- Submit all PRAXIS, RVE, VCLA, and other test score reports required by the Commonwealth of Virginia to the College of Education.

- For Post-Bacc students, 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.

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 then compiles all of the VDOE required documents for the licensure packet.

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.
X. Appendices

Appendix A: Professional Competencies Evaluation Form

Appendix B: Practicum Evaluation Form

Appendix C: Internship Evaluation Form

Appendix D: Internship Impact Study Rubric

Appendix E: Action Plan template for Internship

Appendix F: Action Plan template for Practicum

Appendix G: Application for Internship Adjustment

References
Appendix A: Professional Competencies Self-Assessment

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 owns 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 B: Practicum Evaluation Form

Practicum Evaluation

<table>
<thead>
<tr>
<th>UMW Student</th>
<th>Education Course/Instructor</th>
<th>Semester/Yr</th>
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</thead>
<tbody>
<tr>
<td>--------------</td>
<td>-----------------------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor Teacher</th>
<th>Grade Level/Discipline</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Exceptionalities (GT, LD, ED, etc.) or other special circumstances present in classroom.

**Notes to Evaluator:** The University of Mary Washington, College of Education appreciates the time, effort and expertise you bring to this evaluation process. Practicum evaluations will be used to assess the student’s achievement in his/her teacher education courses. Should you have any questions or concerns about completing this evaluation, please feel free to contact the course instructor or the Director of Clinical Experiences and Partnerships. Again, we appreciate your willingness to assist us in this difficult but essential task.

**Please check the activities in which the practicum student participated:**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of large group session</td>
</tr>
<tr>
<td>Observation of other classes</td>
</tr>
<tr>
<td>Observation of professional meetings</td>
</tr>
<tr>
<td>Observation of small group sessions</td>
</tr>
<tr>
<td>Observation of exceptionalities</td>
</tr>
<tr>
<td>Observation of extracurricular activities</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

**Please respond to the following assertions regarding the performance of your practicum student using the following scale:**

Proficient = P; Developing = D; Unacceptable = U; NA = Not Applicable/Not Observed

<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>P</th>
<th>D</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Candidate has worked to develop an understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.</td>
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<tr>
<td>1.2 Candidate’s knowledge of how learners learn is accurate and current.</td>
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<tr>
<td>2.1 Candidate’s plans and practice address individual learning differences. Candidate is aware of the need for frequent communication with students’ families or guardians, respecting cultural norms.</td>
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<tr>
<td>3.1 Interactions in the classroom and virtual environments (when applicable) lead to safe and positive environments for learning.</td>
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<tr>
<td>3.2 Candidate successfully accommodates learners’ questions or interests, when possible. Interactions with and among students are positive.</td>
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<tr>
<td>4.2 Candidate conveys enthusiasm for the content.</td>
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<tr>
<td>5.1 Candidate encourages critical thinking, creativity, and collaborative problem solving in interactions and instruction.</td>
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<tr>
<td>6.1 Candidate is aware of multiple methods of assessment, including some simple digital tools, to monitor learner progress and guide teacher and learner decision making.</td>
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<tr>
<td>6.2 Candidate uses formative assessments to monitor instruction.</td>
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<tr>
<td>7.1 Planning includes Virginia Standards of Learning.</td>
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<tr>
<td>7.2 Candidate’s lesson(s) reflect(s) an understanding of the learners and the context of the specific communities represented in the classroom.</td>
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<tr>
<td>8.1 Candidate understands and uses a variety of instructional strategies and current technologies.</td>
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<tr>
<td>9.2 Candidate evaluates their practice and identifies revisions for future instruction.</td>
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<tr>
<td>9.3 Candidate displays high ethical standards, including honesty, integrity, and confidentiality, in instructional planning and interactions with colleagues, learners, and the public.</td>
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</tbody>
</table>

**Professional Strengths and Weaknesses:**

| Total number of practicum hours completed for this course |  |
|  |

Mentor Teacher Signature ____________________________ Date: __________
Appendix C: Internship Evaluation Rubric

This rubric describes the clinical experience performance standards in the College of Education at the University of Mary Washington. It will be completed separately by the Mentor Teacher, University Supervisor, and Student Intern. Please see your evaluation calendar to determine the due dates for completion of the evaluation. If the average score for all standards is less than 3, or any individual standard is less than 3, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor or Program Director.

The instrument draws on teaching standards from multiple sources, including the Interstate Teacher Assessment and Support Consortium (InTASC; https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10), Council for the Accreditation of Educator Preparation (CAEP: http://caepnet.org/standards/introduction), and the Virginia Department of Education (VDOE; http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml). These standards guide teacher education programs and are a required part of our accreditation process. Each standard is listed below and rows have been developed to assess specific elements in each standard. When applicable, further explanation for some standards are included in the first column of the rubric. This assessment also meets the Virginia Department of Education (VDOE) Standards for the Professional Practice of All Teachers. Standards are tagged with the appropriate VDOE standard, as applicable. VDOE’s technology standards for educators are assessed at the end of this document.

**Standards:**
InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5
VDOE Standards: 1, 2, 3, 4, 5, 6.
Themes: Technology, Diversity, College-and-Career-Ready

**Scoring Guidelines:**
- **1 – Does not meet standard:** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this level.
- **2 – Approaching standard:** Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.
- **3 – Meets standard:** This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.
- **4 – Exceeds standard:** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their program. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.
- **Not Observed:** The standard was not observed or not observed enough for this standard to be scored. The score for this should be a “3”. A plan to provide an opportunity for the candidate to demonstrate this skill must be developed.

**Please provide the following:**

<table>
<thead>
<tr>
<th>Candidates First and Last Name:</th>
<th>Subject Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Teacher Name:</td>
<td>Grade Level(s):</td>
</tr>
<tr>
<td>University Supervisor Name:</td>
<td>Academic Semester (fall or spring):</td>
</tr>
<tr>
<td>Assigned School:</td>
<td>Academic Year:</td>
</tr>
<tr>
<td>School Division:</td>
<td></td>
</tr>
</tbody>
</table>

This form is being completed by:
- □ Mentor Teacher
- □ University Supervisor
- □ Intern

Please provide the following information:

| Conference Date: | |
|------------------| |
**LEARNER AND LEARNING**

**InTASC 1 Learner Development** The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.

1.1 - The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

**VDOE 1**

- **1 Does Not Meet Standard**—Candidate displays little or no knowledge of the developmental characteristics of the age group.

- **2 Approaching Standard**—Candidate displays partial knowledge of the broad developmental characteristics of the age group.

- **3 Meets Standard**—Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.

- **4 Exceeds Standard**—In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.

- **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:
1.2 - The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.

VDOE 2  Technology  Diversity

☐ 1 Does Not Meet Standard--Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.

☐ 2 Approaching Standard--Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.

☐ 3 Meets Standard--Candidate’s knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.

☐ 4 Exceeds Standard--Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.

☐ Not Observed

If the score is a 1 or 2, please include your plan for improvement:

LEARNER AND LEARNING
InTASC 2 Learning Differences  The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.
2.1 - Candidate creates an environment that values individual differences and diverse cultures, and communities.

VDOE 1 Diversity

☐ 1 Does Not Meet Standard--The candidate’s plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to families’ cultures. Candidate does not respond, or responds insensitively, to family or community concerns about learners.

☐ 2 Approaching Standard--Candidate’s plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms

☐ 3 Meets Standard--Candidate’s plans and practice address individual learning differences. Candidate communicates with families about learners’ progress on a regular basis, respecting cultural norms. Response to family concerns is handled with professional and cultural sensitivity.

☐ 4 Exceeds Standard--Candidate’s plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with nuanced and complex professional and cultural sensitivity.

☐ Not Observed

If the score is a 1 or 2, please include your plan for improvement:

2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.

VDOE 1 Diversity

☐ 1 Does Not Meet Standard--Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.

☐ 2 Approaching Standard--Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.

☐ 3 Meets Standard--Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.

☐ 4 Exceeds Standard--Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.

☐ Not Observed

If the score is a 1 or 2, please include your plan for improvement:
**LEARNER AND LEARNING**

*InTASC 3. Learning Environments* The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation

3.1 Candidate organizes and manages face-to-face and virtual environments that support individual and collaborative learning. **VDOE 5 Technology College-and-Career-Ready**

- □ **1 Does Not Meet Standard**--There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning. There is little to no allowance for collaborative learning.

- □ **2 Approaching Standard**--Candidate recognizes the value of safe and positive environments for learning, but these are not evident in all interactions. There is little allowance for collaborative learning.

- □ **3 Meets Standard**--Interactions in the classroom and virtual environments lead to safe and positive environments for learning. The classroom environment supports individual and collaborative learning.

- □ **4 Exceeds Standard**--Interactions in the classroom and virtual environments convey a safe, positive, and inclusive environment that supports individual and collaborative learning and meets the needs of both the group and individual learners.

- □ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

3.2 Candidate encourages positive social interaction, active engagement in learning, and self-motivation. **VDOE 5 College-and-Career-Ready**

- □ **1 Does Not Meet Standard**--Activities and assignments are inappropriate for learners’ age or background. Interactions with and among students may be negative or very limited. Learners are not engaged in learning.

- □ **2 Approaching Standards**--Candidate attempts to accommodate learners’ questions or interests. Interactions with and among students are sometimes positive. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.

- □ **3 Meets Standard**--Candidate successfully accommodates learners’ questions or interests. Interactions with and among students are positive. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.

- □ **4 Exceeds Standard**--Candidate accommodates and builds on learner interests. Interactions with and among students are always positive and show consideration for others. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.

- □ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:
<table>
<thead>
<tr>
<th>Learner and Learning Comment/Goals</th>
</tr>
</thead>
</table>

### Content Knowledge

**InTASC 4. Content Knowledge** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.
4.1 Candidate understands the tools of inquiry and structures of the discipline. VDOE 1

☐ 1 Does Not Meet Standard--Candidate makes content errors or does not correct errors made by learners. Candidate’s plans and practice display little understanding of the tools of inquiry and structures of the discipline.

☐ 2 Approaching Standard--Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another or other content areas. Candidate has a basic understanding of content-area tools of inquiry.

☐ 3 Meets Standard--Candidate displays knowledge of important concepts in the discipline and how concepts relate to one another. There is occasional mention of interdisciplinary links and tools of inquiry.

☐ 4 Exceeds Standard--Candidate displays extensive knowledge of important disciplinary and interdisciplinary concepts and tools of inquiry.

☐ Not Observed

If the score is a 1 or 2, please include your plan for improvement:

4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. VDOE 3 Diversity

☐ 1 Does Not Meet Standard--Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others. Learners do not demonstrate mastery or understand the purpose of the instruction.

☐ 2 Approaching Standard--Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Some, but not all, learners show mastery and understanding of content’s value and relevance.

☐ 3 Meets Standard--Candidate conveys enthusiasm for the content. Learners show mastery and often demonstrate understanding of the content’s value and relevance.

☐ 4 Exceeds Standard--Candidate conveys passion for the content and creates relevant and authentic learning experiences. Learners consistently demonstrate mastery and understanding of the content’s value and relevance.

☐ Not Observed

If the score is a 1 or 2, please include your plan for improvement:
**Content Knowledge**

**InTASC 5. Content Application** The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### 5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. **VDOE 2 College-and-Career-Ready**

- **1 Does Not Meet Standard**—Candidate does not use digital resources while teaching, and does not connect concepts or address different perspectives. Leads learners to a basic level of learning and recall; no evidence of critical, creative, or collaborative thinking in lessons.

- **2 Approaching Standard**—Candidate uses digital resources rarely, and only sometimes connects concepts or shares different perspectives. Critical, creative, and collaborative thinking are minimally present in lessons.

- **3 Meets Standard**—Candidate uses digital resources occasionally; connects concepts, shares different perspectives, and encourages critical thinking, creativity, and collaborative problem solving in some lessons, but not all.

- **4 Exceeds Standard**—Candidate uses digital resources often, connects concepts to one another clearly, and shares a range of perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.

- **Not Observed**

  If the score is a 1 or 2, please include your plan for improvement:

### 5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues. **VDOE 5 Diversity College-and-Career-Ready**

- **1 Does Not Meet Standard**—Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.

- **2 Approaching Standard**—Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.

- **3 Meets Standard**—Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.

- **4 Exceeds Standard**—All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.

- **Not Observed**

  If the score is a 1 or 2, please include your plan for improvement:
<table>
<thead>
<tr>
<th><strong>Content Knowledge Comments/Goals</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>INSTRUCTIONAL PRACTICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>InTASC 6. Assessment</strong> The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</td>
</tr>
</tbody>
</table>
6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. **VDOE 4 Technology College-and-Career-Ready**

- **1 Does Not Meet Standard**--Candidate uses one or no methods of assessment. Candidate does not yet involve learners in decision making.

- **2 Approaching Standard**--Candidate uses differing methods of assessment but they are limited in scope. Candidate does not involve learners in decision making.

- **3 Meets Standard**--Candidate uses multiple methods of assessment, including some simple digital tools, to monitor learner progress and guide teacher and learner decision making.

- **4 Exceeds Standard**--Candidate uses multiple methods of assessment, including varied digital tools that have been adapted for individual learners, to guide teacher and learner decision making.

- **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learners’ decision making.

VDOE 4

☐ 1 **Does Not Meet Standard** -- Candidate does not incorporate formative assessments. Candidate does not adjust instruction or involve learners in decision making.

☐ 2 **Approaching Standard** -- Candidate’s use of formative assessment is rudimentary, including only some instructional outcomes. Candidate does not adjust instruction and rarely involves learners in decision making.

☐ 3 **Meets Standard** -- Candidate uses varied formative assessments to monitor instruction. Candidate uses information from the assessments to make future instructional decisions; the learner may not be fully involved in the process.

☐ 4 **Exceeds Standard** -- Candidate uses multiple methods of assessment, including varied digital tools that have been adapted for individual learners, to guide teacher and learner decision making.

☐ Not Observed

If the score is a 1 or 2, please include your plan for improvement:

---

**INSTRUCTIONAL PRACTICES**

**InTASC 7. Planning for Instruction**

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
### 7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.

<table>
<thead>
<tr>
<th>VDOE 2 Technology College-and-Career-Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Does Not Meet Standard.--Outcomes represent low expectations for learners and lack of rigor. Plans do not demonstrate candidate’s knowledge of Virginia Standards of Learning, College- and Career-Ready standards, digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</td>
</tr>
<tr>
<td><strong>2.</strong> Approaching Standard.--Outcomes represent low or mixed expectations and rigor for students. Plans demonstrate some knowledge of Virginia Standards of Learning, College- and Career-Ready standards, digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</td>
</tr>
<tr>
<td><strong>3.</strong> Meets Standard--Outcomes represent high expectations and rigor for most learners and important learning in the discipline. Planning includes Virginia Standards of Learning and some College- and Career-Ready standards. Plans exhibit knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</td>
</tr>
<tr>
<td><strong>4.</strong> Exceeds Standard--Outcomes represent high expectations and rigor for all learners and important learning across disciplines. Planning includes Virginia Standards of Learning from multiple content areas and College- and Career-Ready standards. Plans demonstrate extensive knowledge of digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</td>
</tr>
<tr>
<td><strong>Not Observed</strong></td>
</tr>
</tbody>
</table>

If the score is a 1 or 2, please include your plan for improvement:

### 7.2 Candidate effectively plans instruction based on knowledge of learners and the community context. VDOE 2 Diversity

<table>
<thead>
<tr>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Does Not Meet Standard--Candidate’s lessons do not reflect an understanding of learners and the context of the community.</td>
</tr>
<tr>
<td><strong>2.</strong> Approaching Standard--Candidate’s lessons reflect a basic understanding of the learners and the context of the community.</td>
</tr>
<tr>
<td><strong>3.</strong> Meets Standard--Candidate’s lessons reflect an understanding of the learners and the context of the specific communities represented in the classroom.</td>
</tr>
<tr>
<td><strong>4.</strong> Exceeds Standard--Candidate’s lessons reflect extensive understanding of the learners and the context of the specific communities represented in the classroom.</td>
</tr>
<tr>
<td><strong>Not Observed</strong></td>
</tr>
</tbody>
</table>

If the score is a 1 or 2, please include your plan for improvement:
**Instructional Practices**

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.  

**VDOE 3 College-and-Career-Ready**

- **1 Does Not Meet Standard**--Candidate does not use a variety of instructional strategies or leads learners to a surface understanding of content areas and their connections. Does not build meaningful knowledge and skills. Candidate does not use current technologies.

- **2 Approaching Standard**--Candidate understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build meaningful knowledge and skills. Candidate uses some current technologies.

- **3 Meets Standard**--Candidate understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build meaningful knowledge and skills. Candidate uses current technologies.

- **4 Exceeds Standard**--Candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build meaningful knowledge and skills. Candidate uses current technologies extensively.

- **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

**Instructional Practices Comments/Goals**

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**PROFESSIONAL RESPONSIBILITY**

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.
<table>
<thead>
<tr>
<th>9.1 Candidate engages in ongoing professional learning.</th>
<th>VDOE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1 Does Not Meet Standard--The candidate engages in no professional development activities to enhance knowledge or skill.</td>
<td></td>
</tr>
<tr>
<td>□ 2 Approaching Standard--The candidate participates in professional activities to a limited extent or only when required.</td>
<td></td>
</tr>
<tr>
<td>□ 3 Meets Standard--The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td></td>
</tr>
<tr>
<td>□ 4 Exceeds Standard--The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.</td>
<td></td>
</tr>
<tr>
<td>□ Not Observed</td>
<td></td>
</tr>
</tbody>
</table>

If the score is a 1 or 2, please include your plan for improvement:

<table>
<thead>
<tr>
<th>9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community).</th>
<th>VDOE 6 Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1 Does Not Meet Standard--Candidate does not evaluate practice or offer suggestions for future instruction. Candidate does not reflect or demonstrate an awareness of how their actions affect others.</td>
<td></td>
</tr>
<tr>
<td>□ 2 Approaching Standard--Candidate evaluates practice in a basic way. Candidate may offer general suggestions to improve instruction, but does not address how their choices and actions affect others.</td>
<td></td>
</tr>
<tr>
<td>□ 3 Meets Standard--Candidate evaluates their practice and identifies revisions for future instruction. Candidate reflects upon how the learners, families, other professionals, and the community affect teacher choices and actions.</td>
<td></td>
</tr>
<tr>
<td>□ 4 Exceeds Standard--Candidate evaluates their practice and identifies specific revisions for future instruction. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions and considers how the actions will affect learners, families, other professionals, and the community.</td>
<td></td>
</tr>
<tr>
<td>□ Not Observed</td>
<td></td>
</tr>
</tbody>
</table>

If the score is a 1 or 2, please include your plan for improvement:
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. **VDOE 6**

- **1 Does Not Meet Standard**--Candidate is not ethical in interactions with colleagues, learners, and the public. Candidate does not adapt teaching practice to meet learners’ needs.

- **2 Approaching Standard**--Candidate is ethical in interactions with colleagues, and classroom instruction and sometimes adapts teaching practice for learners’ needs.

- **3 Meets Standard**--Candidate displays high ethical standards, including honesty, integrity, and confidentiality, in instructional planning and interactions with colleagues, learners, and the public. Candidate adapts instruction for learners’ needs.

- **4 Exceeds Standard**--Candidate consistently exhibits the highest ethical standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices. Candidate consistently adapts practice to meet learners’ needs.

- **Not Observed**

  If the score is a 1 or 2, please include your plan for improvement:

---

**PROFESSIONAL RESPONSIBILITY**

**InTASC 10. Leadership and Collaboration**

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning.  

**1 Does Not Meet Standard**--Candidate does not engage in leadership roles or take responsibility for meeting their learning gaps.

**2 Approaching Standard**--Candidate participates in leadership activities to a limited extent, generally only when they are required. Candidate shows some responsibility for meeting their learning gaps.

**3 Meets Standard**--Candidate accepts leadership roles that enhance learning. Candidate is aware of areas for growth and takes responsibility for learning gaps.

**4 Exceeds Standard**--Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill. Candidate reflects often on areas for growth and takes responsibility for meeting learning gaps.

**Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

---

10.2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession.  

**Technology Diversity College-and-Career-Ready**

**1 Does Not Meet Standard**--Candidate’s relationships with colleagues, families, school professionals and the learner are negative or very limited.

**2 Approaching Standard**--Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.

**3 Meets Standard**--Candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

**4 Exceeds Standard**--Candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.

**Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

---

**Professional Responsibility Comments/ Goals:**
<table>
<thead>
<tr>
<th>InTASC</th>
<th>Strands</th>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Activities reflect appropriate developmental characteristics of class.</td>
<td>Activities are not developmentally appropriate for the class being taught.</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Activities reflect appropriate developmental characteristics of both the class as a whole and individual learners.</td>
<td>Activities are not developmentally appropriate for the class as a whole and the individual learners being taught.</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Newsletters/messages home, with translated text as needed. Community members invited into the classroom as guest speakers.</td>
<td>Distilling cultures down to one celebration; not including diverse authors or perspectives.</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Candidates use a variety of monitoring techniques that address the needs of diverse learners such as using a variety of grouping techniques for checks for understanding.</td>
<td>Candidates use one type of monitoring technique that does not meet the needs of the diverse student population.</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Students working in pairs or groups; (when applicable) use of learning management system to communicate assignments and grades; collaborative writing in Google drive or blogs. Create a webpage as a team (use technology to create and engage). Peer commenting on blogs.</td>
<td>Calling out, students not following discussion norms, directions in one modality Not using technology to engage in higher thinking Public with no ethical use</td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Multiple opportunities to respond and in different modalities (e.g. whiteboards, think-pair-share, choral responses, etc.), appropriate use of wait time, prompting for follow-up, open-ended questions, verbal positive reinforcement, Socratic practices Activities for learners to share interests - possible groups where they can enrich the group and share.</td>
<td>Lack of prompting or open-ended questioning, inappropriate or non-aligned reinforcers for student responses Not being inclusive - calling on the same students Not aware of the classroom diversity. Showing one type of picture.</td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Students create questions they want to answer; Teachers model and encourage research and evaluation of sources; probing questions, open-ended questions, relating content vocabulary across curriculum. Differentiate the content.</td>
<td>Rote memorization, copying definitions out of a dictionary with no application, filling in notes, stations with computer games to develop skills but no integration into broader context of learning, relying too much on the textbook</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>Students have choice of assignments, real world examples related to students’ lived experiences, culturally responsive examples; extending content to other disciplines. Making connections to real world applications; multiple representations of information to promote accessibility, authentic experience at the end of the assignment, have an interest and show enthusiasm and draw in connections “we have to do this” or “you have to know this for the SOL”, vague or unrelated examples</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.1</td>
<td>Technology is used to reinforce concepts learned. Create projects using digital media tools. Students properly research topics using</td>
<td>Technological tools not matched to learner needs (e.g. inaccessible due to formatting or difficulty in using tool). Use of non-validated</td>
</tr>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Students research and present solutions to local and global problems. All lesson activities relate directly to objectives. Structured activities lead to inquiry by students.</td>
<td>“Fun” activities that do not relate to lesson objective(s) or learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Kahoot!, Google docs/forms, free writes, pre-tests, questioning, exit slips, do nows, tests, quizzes, projects, portfolios, speeches, student-set learning goals, self-reflection</td>
<td>Overreliance on one assessment strategy</td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Exit slips, do nows, graphic organizers (to change later practice)</td>
<td>“bell curve” grading; very low average performance on summative assessments</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Lesson plans should be driven by data. Lesson plans should address standards.</td>
<td>Lesson plans without standards listed. Whole-group instruction planned without regard to individual learners’ needs.</td>
<td></td>
</tr>
<tr>
<td>7.1</td>
<td>Lesson plans should be driven by data. Lesson plans should address standards.</td>
<td>Lesson plans without standards listed. Whole-group instruction planned without regard to individual learners’ needs.</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Lesson plans should be driven by data. Lesson plans should address standards.</td>
<td>Lesson plans without standards listed. Whole-group instruction planned without regard to individual learners’ needs.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Graphic organizers; models of instruction beyond lecture; available technology used for more than lecture. Students produce products that demonstrate multiple competencies using a rubric developed by the teacher. Inclusion of hands-on activities. Students are able to present representations of the concepts underlying instruction.</td>
<td>Heavy reliance on worksheets or fill-in-the blank notes, technology used only to support presenting lecture slides or for note-taking.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Participation in online educational chats; reading recent research or attending conferences, including from professional organizations such as NCTE or NCTM; seeks out mentors and advice from experts in the school/district/field</td>
<td>Heavy reliance on worksheets or fill-in-the blank notes, technology used only to support presenting lecture slides or for note-taking.</td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>Participation in online educational chats; reading recent research or attending conferences, including from professional organizations such as NCTE or NCTM; seeks out mentors and advice from experts in the school/district/field</td>
<td>Heavy reliance on worksheets or fill-in-the blank notes, technology used only to support presenting lecture slides or for note-taking.</td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>Reflective journals</td>
<td>No reflection is done.</td>
<td></td>
</tr>
<tr>
<td>9.3</td>
<td>Honesty and integrity in all interactions</td>
<td>No reflection is done.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Serves on or contributes to the work committees (such as a PLC). Sets both short- and long-term goals</td>
<td>Blames a lack of knowledge on prior experiences (“no one ever taught me that”)</td>
<td></td>
</tr>
<tr>
<td>10.1</td>
<td>Serves on or contributes to the work committees (such as a PLC). Sets both short- and long-term goals</td>
<td>Blames a lack of knowledge on prior experiences (“no one ever taught me that”)</td>
<td></td>
</tr>
<tr>
<td>10.2</td>
<td>SMART boards, document cameras, computer programs or websites such as Class Dojo to advance curricular goals and communicate with parents, email + other modes of communication with parents and community</td>
<td>Blames a lack of knowledge on prior experiences (“no one ever taught me that”)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Internship Impact Study Rubric

<table>
<thead>
<tr>
<th>Intern</th>
<th>Evaluated by</th>
<th>Date Resubmitted to University Supervisor</th>
<th>Re-evaluated by</th>
<th>Date of Evaluation</th>
<th>Date of Re-evaluation</th>
<th>Date Returned to Intern for Revision (if needed):</th>
</tr>
</thead>
</table>

Definitions:
- **Does Not Meet Standard** – Components are missing, inaccurate or irrelevant.
- **Emerging Competence Toward Standard** - Some components are included but the candidate demonstrates a level of understanding that is below expectations via limited application of principles of teaching and learning.
- **Approaching Standard** – All required components are addressed
- **Meets Standard** - All required components are included and the candidate demonstrates a proficient level of understanding of the principles of teaching and learning.

<table>
<thead>
<tr>
<th>Category 1: Demographic Profile</th>
<th>Does Not Meet Standard</th>
<th>Emerging Competence Toward Standard</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Score 1st Submission</th>
<th>Score Revised Submission</th>
</tr>
</thead>
</table>

**InTASC Standard 2: Learning Differences**

**Passing Requirement: 12/15**

**Writing Quality Standard Must be Met**

<table>
<thead>
<tr>
<th>0 – 5 points</th>
<th>6 – 8 points</th>
<th>9 – 11 points</th>
<th>12 – 15 points</th>
</tr>
</thead>
</table>

**Out of 15:**
<table>
<thead>
<tr>
<th>Category 2:</th>
<th>Does Not Meet Standard</th>
<th>Emerging Competence Toward Standard</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Score 1&lt;sup&gt;st&lt;/sup&gt; Submission</th>
<th>Score Revised Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan</td>
<td>The plan does not identify learning objectives aligned with the Virginia Standards of Learning and/or the relationship of the learning objectives to learner’s educational needs is missing or unclear.</td>
<td>The plan selects learning objectives misaligned with the Virginia Standards of Learning and/or the relationship of the learning objectives to learner’s educational needs is missing or unclear.</td>
<td>The plan selects learning objectives aligned with the Virginia Standards of Learning and the learning objectives are developmentally appropriate to the learner.</td>
<td>The plan selects learning objectives aligned with the Virginia Standards of Learning and the learning objectives are developmentally appropriate to the learner.</td>
<td>Out of 10:</td>
<td>Out of 10:</td>
</tr>
<tr>
<td>Unit Goals/Objectives for the Unit</td>
<td>0 – 3 points</td>
<td>4 – 5 points</td>
<td>6 – 7 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Plan Assessment Plan</td>
<td>The plan does not describe an assessment plan that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).</td>
<td>The plan describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures.</td>
<td>The plan describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessment measures.</td>
<td>The plan describes an assessment plan that evaluates all learning objectives, includes multiple assessment measures, including both formative and summative assessment.</td>
<td>8 – 10 points</td>
<td>8 – 10 points</td>
</tr>
<tr>
<td>InTASC Standard 6: Assessment</td>
<td>0 – 3 points</td>
<td>4 – 5 points</td>
<td>6 – 7 points</td>
<td>8 – 10 points</td>
<td></td>
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</tr>
<tr>
<td>The plan includes pre-and post-assessment of student knowledge to make instructional decisions.</td>
<td>The pre/post-assessments are not included or not aligned with the unit objectives.</td>
<td>The pre/post-assessments are aligned to evaluate most of the learning objectives with minimal evidence that the data influenced instructional design.</td>
<td>The pre/post-assessments are aligned to evaluate all learning objectives for the purpose of making instructional decisions with evidence that the data influenced instructional design.</td>
<td>The pre/post-assessment plan is aligned to evaluate all learning objectives for the purpose of making instructional decisions with a detailed description of how the assessment data influenced instructional design.</td>
<td>Out of 15:</td>
<td></td>
</tr>
</tbody>
</table>

0 – 5 points | 6 – 8 points | 9 – 11 points | 12 – 15 points |

Category 2 Totals:  
Passing Requirement: 28/35  
Writing Standard Must be Met

<table>
<thead>
<tr>
<th>Category 3</th>
<th>Does Not Meet Standard</th>
<th>Emerging Competence Toward Standard</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Score 1st Submission</th>
<th>Score Revised Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysis - Data</td>
<td>The analysis of the data is missing two or more of the three components (calculation, graphic representation, narrative discussion, interpretation for individual, small group, or whole)</td>
<td>The analysis of the data is missing one of the three components (calculation, graphic representation, narrative discussion, interpretation for individual, small group, or whole)</td>
<td>The analysis of the data is aligned with learning goals. Data is calculated and analyzed (graphically and narratively) for the whole class and for individuals and small groups. The interpretation is appropriately</td>
<td>The analysis of the data is aligned with learning goals. Data is calculated and analyzed (graphically and narratively) for the whole class and for individuals and small groups. The interpretation is appropriately</td>
<td>Out of 15:</td>
<td></td>
</tr>
</tbody>
</table>

Out of 35:  
12 – 15 points  
9 – 11 points  
6 – 8 points  
0 – 5 points
<table>
<thead>
<tr>
<th>Category 3 Totals:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing Requirement:</strong></td>
</tr>
<tr>
<td>24/30</td>
</tr>
</tbody>
</table>

**Writing Standard Must be Met**

<table>
<thead>
<tr>
<th>Reflection Effective Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does Not Meet Standard</th>
<th>Emerging Competence Toward Standard</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Score 1st Submission</th>
<th>Score Revised Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reflection does not connect learning goals, instruction and assessment results in the discussion of student learning.</td>
<td>The reflection describes the relationship among learning goals, instruction and assessment results but does not address each</td>
<td>The reflection explains the connections among learning goals, instruction, and assessment results reflecting on his/her</td>
<td></td>
<td>Out of 10:</td>
<td></td>
</tr>
<tr>
<td>InTASC Standard 7. Professional Learning and Ethical Practice</td>
<td>and effective instruction.</td>
<td>in the discussion of student learning and effective instruction.</td>
<td>classroom planning and practice.</td>
<td>classroom planning and practice with thoughtful insights for the future planning.</td>
<td></td>
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</tr>
<tr>
<td><strong>Reflection Future Practice</strong></td>
<td><strong>0 – 3 points</strong></td>
<td><strong>4 – 5 points</strong></td>
<td><strong>6 – 7 points</strong></td>
<td><strong>8 – 10 points</strong></td>
<td></td>
</tr>
<tr>
<td>The candidate’s interpretation is meaningful, and appropriate conclusions are drawn from the data by identifying discrepancies between what was intended and what occurred, acknowledges what worked and what didn’t as well as defining how to apply what was learned to future instruction.</td>
<td>The reflection does not identify the discrepancies or draw meaningful conclusions between instructional plans and what occurred and does not discuss what was learned to apply to future learning.</td>
<td>The reflection is missing one aspect of reflection (conclusions from data, discrepancies between lesson plans and what occurred, or what was learned to apply to future learning).</td>
<td>The reflection’s interpretation of the data was meaningful, appropriate conclusions are drawn from the data identifying discrepancies between what was intended and what occurred, acknowledges what worked and what didn’t as well as defining how to apply what was learned to future instruction.</td>
<td>Out of 10:</td>
<td></td>
</tr>
<tr>
<td>InTASC Standard 9. Professional Learning and Ethical Practice</td>
<td><strong>0 – 3 points</strong></td>
<td><strong>4 – 5 points</strong></td>
<td><strong>6 – 7 points</strong></td>
<td><strong>8 – 10 points</strong></td>
<td></td>
</tr>
<tr>
<td>The reflection does not identify the discrepancies or draw meaningful conclusions between instructional plans and what occurred and does not discuss what was learned to apply to future learning.</td>
<td>The reflection is missing one aspect of reflection (conclusions from data, discrepancies between lesson plans and what occurred, or what was learned to apply to future learning).</td>
<td>The reflection’s interpretation of the data was meaningful, appropriate conclusions are drawn from the data identifying discrepancies between what was intended and what occurred, acknowledges what worked and what didn’t as well as defining how to apply what was learned to future instruction.</td>
<td>Out of 10:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Category 4 Totals:**

**Passing Requirement:** 16/20

**Writing Standard Must be Met**
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The paper is coherent, proof read, well-organized, error free and adheres to APA format.</td>
<td>The paper has not been edited and does not follow APA format.</td>
<td>The paper has more than 10 errors including APA, spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.</td>
<td>The paper has 5-9 errors including APA, spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.</td>
<td>The paper has 1-5 errors including APA, spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.</td>
<td>Score</td>
<td>Score</td>
</tr>
</tbody>
</table>

**Final Totals (Add up the totals from Categories 1 – 4):**

*Passing Requirement: 80/100*

*Writing Standard Must be Met*
Appendix E: Action Plan Template for Internship

ACTION PLAN

<table>
<thead>
<tr>
<th>Intern:</th>
<th>University Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assignment:</td>
<td>Mentor Teacher:</td>
</tr>
</tbody>
</table>

AREAS OF CONCERN:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Content Application
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

PLAN OF ACTION:

_The intern will demonstrate the following items by [date]._
Appendix F: Action Plan Template for Practicum

Meeting Date: ________________________________________________________________

Attendees (Print Names and Sign on Lines)

Student: ______________________ / 
Course Faculty: __________________ / 
Program Director: __________________ / 
Clinical Director: __________________ / 
Other: ______________________ / 

AREAS OF CONCERN:

- Disposition #1. Demonstrates effective oral communication skills. InTASC: 3(r)
- Disposition #2. Demonstrates effective written communication skills
- Disposition #3. Demonstrates professionalism. InTASC: 9(o)
- Disposition #4. Demonstrates a positive and enthusiastic attitude.
- Disposition #5. Demonstrates preparedness in teaching and learning. InTASC: 3(p)
- Disposition #6. Exhibits an appreciation of and value for cultural and academic diversity. InTASC: 2(m), 2(n), 3(o), 9(m), 10(q)
- Disposition #7. Collaborates effectively with stakeholders. InTASC: 1(k), 3(n), 3(q), 7(0)
- Disposition #8. Demonstrates self-regulated learner behaviors/takes initiative. InTASC: 9(l), 9(n), 10(r), 10(t)
- Disposition #9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability

PLAN OF ACTION:

Goals:

<table>
<thead>
<tr>
<th>Activities/Steps to be Taken</th>
<th>Resources/Persons Needed</th>
<th>Data to be Collected</th>
<th>Timelines/Deadlines</th>
<th>Date(s) Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>
Appendix G: Application for Internship Adjustment

Application for Internship Adjustment

Complete this form to request a change to the existing internship structure for your program. You may only request an adjustment after a minimum of 10 weeks, successful completion of a minimum of 150 clock hours, and have met all standards on the evaluation rubric.

Student Name: ____________________________

Program level (circle one): MS Elementary M.Ed. fifth year (Secondary, Pk-12, SPED) M.Ed. post-bacc

GPA: ____________________________

**Statement** (why do you wish to adjust the schedule for the internship?):

**Structure Proposal** (how will you complete the required hours of the internship?):

*I understand that completion of this form does not guarantee approval for the internship adjustment. I understand that if my application is approved, I am still responsible for completion of all necessary course work for the internship and any other courses in which I am currently enrolled. Failure to complete this work will affect my ability to pass these courses.*

Student Name: ____________________________ Signature: __________________________ Date: ______

By signing below, these faculty members indicate that this student has permission to complete an internship according to the adjusted structure as indicated above (this proposal should be drafted in coordination with faculty and have approval of the school district office and mentor teacher.) All instructors for courses in which the student is enrolled, the University Supervisor, Mentor Teacher, and Associate Dean must sign the form.

**Signatures**

Mentor Teacher Name: __________________________ Signature: __________________________

University Supervisor Name: __________________________ Signature: __________________________

Course Instructors: (if enrolled in courses other than Internship)

Course: _______________ Faculty Member Name: __________________________

Signature: __________________________

Course: _______________ Faculty Member: __________________________

Signature: __________________________

Course: _______________ Faculty Member: __________________________

Signature: __________________________

**Associate Dean of Academic Programs:**

Approved: Yes ______ No _______ Signature: __________________________
References


