

# University of Mary Washington

## College of Education

### Clinical Experiences Handbook



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# Clinical Experiences Handbook

University of Mary Washington  
College of Education

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# I. Terminology

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**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 are 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 for teacher contract hours 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.
    - **Direct Teaching Clock Hours:** Interns are responsible for completing 150 clock hours in direct teaching during their full-time internship for licensure. Direct teaching is when the teacher candidate is actively engaged in providing instruction to students. This can be 1-on-1, small group, or large group.

**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*

**5<sup>th</sup> Year Masters Students:** Teacher candidates who are completing their undergraduate degree (non-education) while taking Education courses and will stay for a 5<sup>th</sup> 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 5<sup>th</sup> year of study. No new students will be admitted into this program as of Fall 2020.

- **5<sup>th</sup> 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
- **5<sup>th</sup> 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 or later will be required to do the Undergraduate Initial Licensure programs. The student internship will be the last clinical experience and will be full-time.

**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

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

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

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

This Handbook primarily serves 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](mailto:kpeck@umw.edu); phone: 540-654-1351.

Dr. Danielle Springston, Associate Director of Assessment and Clinical Experiences; email: [dsprings2@umw.edu](mailto:dsprings2@umw.edu) , phone: 540-654-1034

Forest Clift, Administrative Coordinator, email: [fclift@umw.edu](mailto:fclift@umw.edu) ; phone 540-654-1290.



### III. Student Responsibility and Accountability

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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

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All candidates in UMW professional education licensure pathways must demonstrate that they are able to work with children and youth in educational settings. These skills are developed through successful completion of coursework, clinical experiences, and the demonstration of professional abilities and dispositions that all educators must possess. These *professional competencies* are outlined below and are formally assessed during the clinical experience. The assessment rubrics are located in 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 – General Information

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

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

In course work, teacher candidates focus on the school as a holistic entity, influenced and informed by the community in which it operates, and on effective professional competencies. During practica and internships, candidates observe the mentor teacher, the students and the whole school operation. Trips to the library, to the cafeteria, to assemblies, to the bus ramp, to observe other teachers will all comprise candidates' evolving understanding of the contextualized nature of schooling. Teacher candidates design and implement lessons of appropriate material as required by their respective courses. Candidates assist in assessing student progress by reviewing evaluation procedures, helping grade papers or average grades, perhaps even designing an assessment. Candidates identify and plan lessons for culturally, linguistically, and academically diverse

students. Candidates develop a repertoire of classroom management approaches. Candidates define not only what they do (in terms of content) but also how and why—to develop the critical, professional skills of self-reflection and self-evaluation that are essential to effective pedagogy.

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

**Eligibility for practica/internships:** students approved for practica and internships will have met the following requirements: be in good-standing with 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 are recommended to not wear jeans, shorts, T-shirts (other than assigned school shirt), flip-flops, or sneakers for any clinical experience. 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 the UMW campus, including placements in Fredericksburg city schools and schools in Stafford, Spotsylvania, King George, and Prince William counties. In general, practicum placements fall within a 60-minute radius from the Fredericksburg Campus. 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**

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

1. Students enrolled in practicum-bearing courses complete the practicum information form via the College of Education website **no later than the end of the 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 COE Administrative Coordinator (Ms. Toisann Miller) 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](mailto: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**

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

There exist two internship models for UMW students:

1. Year-Long Internship Placements – Students enrolled in the **PK-12, Pre-K-6 or Secondary five-year pathways** (undergraduate + master’s degree)

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.

2. **One Semester Internship Placement** – 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, research (if applicable), 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.
- Complete the final Internship Evaluation and share with the University Supervisor.
- 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 Educator 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 at a Mid-Placement conference.
- Complete two informal observations and one video observation and share with the mentor teacher and Intern
- Complete Final Evaluation and share with the Intern and mentor teacher at a Final conference.

**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 review expectations, requirements, communication, and schedule the first 1-2 observations.
- Complete weekly checks on lesson plans and goals from the intern and provide appropriate feedback.
- 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 by the Registrar 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](mailto: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.

The Impact Study is completed during the –

- Part-time Internship for 5-Year Elementary, Secondary, and Pk-12 interns
- Full-time Internship for 5-Year SPED, Undergraduate and Post-Bacc interns

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**

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### **Professional Liability Coverage**

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

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

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

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

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

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

The 2013 General Assembly amended the Code of Virginia to require that individuals seeking initial teacher licensure and license renewal on and after July 1, 2013, shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AEDs). The Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training. This training will be completed during a Professional Development day that is 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. Teacher candidates may not have their cell phone out while in the classroom. This means that your cell phone must be off, silent, or vibrate mode and away in a bag.

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 in direct teaching and at least 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 paid 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 in direct teaching and at least 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.** Interns are permitted to substitute for other teachers (not their mentor teacher) as long as it does not interfere with their UMW courses and required clinical experiences.

### **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

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***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. Each school division has their own clearance requirements that all UMW students must follow.

***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](mailto: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**

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The University will facilitate the student's securing an initial Virginia teacher license at the successful completion of the internship and all other program and degree requirements. **It is the Virginia Department of Education (VDOE) that issues the license to the student, not the University of Mary Washington, College of Education. It is the teacher candidate's responsibility to collect all the required forms 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 official test score reports required by the Commonwealth of Virginia to:
  - College of Education through Canvas to verify successful completion of licensure requirements
  - VDOE through their online licensure portal
- Arrange for official transcripts from all institutions (other than UMW) where professional studies or endorsement courses were taken to be sent directly to either VDOE or 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 by the College of Education through the online licensure portal.
- Create an account with VDOE to start the online application for licensure and submit payment for the licensure fee directly to VDOE.
- Submit your PkID number to the College of Education so all necessary documentation from UMW can be directly uploaded to the VDOE licensure portal.

The College of Education will be responsible for completing the following -

1. The College of Education reviews to ensure that all program and licensure requirements have been completed by the individual seeking licensure. Once this has been confirmed, the College of Education will complete and upload a College of Verification Form to VDOE licensure portal for the student.



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 uploads the official UMW transcripts to the VDOE licensure portal.

**The College of Education will send emails to inform students once the College Verification Form and Official UMW Transcripts are uploaded.**

3. 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:

There are several offices within the Department of Teacher Education and Licensure. If you have questions, please reach out to the appropriate resource below:

- Licensure: [licensure@doe.virginia.gov](mailto:licensure@doe.virginia.gov) or we can be reached by phone at 804-786-2302.
  - If you have established a file with our office, please provide your full name **and** your application number/license number, or date of birth and last four numbers of your social security number, when emailing our office.
  - Inquiries to this email address should be related to licensure only.
- Technical Support (online application process): [rr-licensureapplicationsupport@doe.virginia.gov](mailto:rr-licensureapplicationsupport@doe.virginia.gov)
  - Inquiries to this email address should be related to online application technical issues only.
- Teacher Education Programs: [teacher.education@doe.virginia.gov](mailto:teacher.education@doe.virginia.gov)
- Professional Practices (including adverse licensure actions): [professional.practices@doe.virginia.gov](mailto:professional.practices@doe.virginia.gov)
- Transcripts: [transcripts@doe.virginia.gov](mailto:transcripts@doe.virginia.gov)
  - This email address can be shared with an institution of higher education, or third-party vendor, that processes and sends official transcripts.

## **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(o)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix B: Practicum Evaluation Form

### Practicum Evaluation

|                |                             |             |
|----------------|-----------------------------|-------------|
| UMW Student    | Education Course/Instructor | Semester/Yr |
| Mentor Teacher | Grade Level/Discipline      | School      |

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:

- |  |   |
|--|---|
| <input type="checkbox"/> Observation of large group session        | <input type="checkbox"/> Worked with individual students  |
| <input type="checkbox"/> Observation of other classes              | <input type="checkbox"/> Worked with small group          |
| <input type="checkbox"/> Observation of professional meetings      | <input type="checkbox"/> Worked with large group          |
| <input type="checkbox"/> Observation of small group sessions       | <input type="checkbox"/> Reviewed with large group        |
| <input type="checkbox"/> Observation of exceptionalities           | <input type="checkbox"/> Introduced lesson to large group |
| <input type="checkbox"/> Observation of extracurricular activities | <input type="checkbox"/> Presented/supervised quiz/test   |

Other: \_\_\_\_\_

Please respond to the following Professional Competencies regarding the performance of your practicum student.

Competent = C; Developing = D; Emerging = E; NA = Not Acceptable

| Professional Competencies   | C | D | U | NA |
|---|---|---|---|----|
| <b>Disposition #1. Demonstrates Effective Oral Communication Skills.</b><br>Includes: models academic language, varies oral communication to motivate students, makes appropriate comments in the classroom, communicates at an appropriate level, promotes linguistic diversity, etc.)                                   |   |   |   |    |
| <b>Disposition #3. Demonstrates professionalism.</b><br>Includes: exhibits punctuality and attendance, maintains professional boundaries iwth students, keeps personal life at home, avoids inappropriate conversations inside and outside the classroom, respects and adheres to the ethical standard of practice, etc.) |   |   |   |    |
| <b>Disposition #4. Demonstrates a positive and enthusiastic attitude.</b><br>Includes: goes above and beyond requirements, seeks solutions instead of complaining, encourages students, tries new things that are suggested, engages openly and actively with students, etc.)   |   |   |   |    |
| <b>Disposition #6. Exhibits an appreciation of and value for cultural and academic diversity.</b><br>Includes: embraces all diversities/differences to include racial, SES and learning styles, creates a "safe classroom" with zero tolerance of negativity to others, understands the                                   |   |   |   |    |



|   |  |  |  |  |
|---|--|--|--|--|
| importance of a positive school experience, etc.) |  |  |  |  |
|---|--|--|--|--|

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

**Competent = C; Developing = D; Unacceptable = U; N/A = Not Applicable**

| <b>InTASC Standard</b>  | <b>C</b> | <b>D</b> | <b>U</b> | <b>N/A</b> |
|---|----------|----------|----------|------------|
| 1.1 The candidate demonstrates accurate understanding of how learners grow and develop in cognitive, linguistic, social, emotional, and physical areas.                                 |          |          |          |            |
| 2.1 Candidate's plans and practice address individual learning differences within and across diverse communities.   |          |          |          |            |
| 3.1 Interactions in the classroom and virtual environments (when applicable) lead to safe and positive environments for learning.   |          |          |          |            |
| 3.2 The candidate manages the learning environment, whether in person or virtual, to engage learners actively.  |          |          |          |            |
| 4.1 Candidate displays knowledge of important concepts in the discipline and how concepts relate to one another.  |          |          |          |            |
| 4.2 The candidate creates learning experiences that make content accessible and meaningful for learners to assure mastery of the content.   |          |          |          |            |
| 5.2 Candidate encourages critical thinking, creativity, and collaborative problem solving in interactions and instruction.  |          |          |          |            |
| 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.               |          |          |          |            |
| 6.2 Candidate uses formative assessments to monitor instruction.  |          |          |          |            |
| 7.1 Planning includes Virginia Standards of Learning.   |          |          |          |            |
| 7.3 Candidate's lesson(s) reflect(s) an understanding of the learners and the context of the specific communities represented in the classroom.   |          |          |          |            |
| 8.1 Candidate understands and uses a variety of instructional strategies and current technologies.  |          |          |          |            |
| 9.2 Candidate evaluates their practice and identifies revisions for future instruction.   |          |          |          |            |
| 9.3 Candidate displays high ethical standards, including honesty, integrity, and confidentiality, in instructional planning and interactions with colleagues, learners, and the public. |          |          |          |            |

**Comments:**

**Total number of practicum hours completed for this course \_\_\_\_\_**

**Mentor Teacher Signature \_\_\_\_\_**

**Date: \_\_\_\_\_**

## Appendix C: Internship Evaluation Rubric

### Introduction to the Performance Level Descriptors

Each performance indicator includes a rating system describing the varied levels at which candidates may perform expected skills. These leveled ratings are called performance level descriptors. The performance level descriptors range from **Not Observed** to **Accomplished**. Each performance level descriptor is inclusive of the levels prior. For example, a candidate performing at the **Competent** level of a performance indicator, is assumed to be demonstrating the skills described in the **Developing** level, as well. While each performance indicator has its own specific performance level descriptors, the following guidance clarifies the levels of performance across indicators.

**0 Not Observed** - There is little to no evidence that the candidate meets the performance expectation for the indicator. This rating may be appropriate for some performance indicators early in the internship placement when candidates have had insufficient time or opportunity to demonstrate required skills. It is expected that candidates will have had the opportunity to demonstrate at least some of the skills in every performance indicator by the end of their placements. Therefore, use of the *Not Observed* rating at the end of the semester means that the candidate is not meeting the expectations of the standard to any degree. ***If this rating is used at the end of the part-time placement or middle of the full-time placement, a plan must be developed to ensure that the candidate has the opportunity to develop and demonstrate this skill.***

**1 Developing** - The candidate demonstrates some, but not all, aspects of the performance indicator. The candidate may require frequent and direct support from the mentor teacher to demonstrate elements of the performance indicator. ***Ratings in this range are expected early in the internship. It is likely that candidates will have a mix of Developing and Competent ratings at the end of the part-time internship semester.***

**2 Competent** - The candidate consistently and independently demonstrates a majority of the skills described in the performance indicator, requiring limited direct support from the mentor teacher. This rating is indicative of a teacher candidate who is prepared to move into a position as an independent first-year teacher. ***This is the target score for the end of the full-time placement.***

**3 Accomplished** - The candidate consistently and independently demonstrates the skills described in the performance indicator at the level of a fully licensed, practicing teacher. ***Selection of this rating requires detailed and specific evidence that candidate performance exceeds expectations for individuals at the end of their teacher preparation program.***

Some performance indicators are designated as non-negotiables. Interns must earn at least a “competent” rating on each of these by the end of the full-time placement to pass the internship evaluation with a grade of B. These are: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 6.1, and 7.2. They are marked with an asterisk. Please see the course syllabus for additional grading information.

### Internship Information

Candidate's First & Last Name:

Mentor Teacher Name:

University Supervisor Name:

Assigned School:

School Division:

Subject Area(s):  
Grade Level(s):  
Academic Semester (fall or spring):  
Academic Year:

### **LEARNERS & THE LEARNING ENVIRONMENT - InTASC Standards 1, 2, & 3**

Focus: The candidate **demonstrates and applies theoretical knowledge** of developmental patterns and diverse learners' characteristics to meet learner needs and create a positive, inclusive learning environment.

**\*Performance Indicator 1.1** The candidate **demonstrates accurate understanding of how learners grow and develop** in cognitive, linguistic, social, emotional, and physical areas. (InTASC 1; VDOE 1,6)

**Examples:** Learning activities, schedules, routines, and choice of language reflect appropriate developmental expectations for the age group; differentiated activities address developmental differences for groups and/or individual learners; activities and the environment reflect student interests.

**Possible data sources:** lesson plans, direct observations, class schedule, posted routines, candidate journals/reflections; examples shared by candidates or mentor teachers during conferences

#### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate has an accurate understanding of learner growth and development.

**1 Developing** - The candidate demonstrates generally accurate knowledge of how learners in the age group grow and develop when designing and/or implementing learning experiences, schedules, or routines for the whole class.

**2 Competent** - The candidate consistently demonstrates accurate knowledge of how learners in the age group typically grow and develop and the specific developmental characteristics of the class when designing and implementing learning experiences and routines. The candidate recognizes developmental patterns and changes in groups of learners within the class and incorporates information about learners' strengths, needs, and interests when designing learning experiences for the whole class and groups of learners.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate recognizes developmental patterns evident in individuals. The candidate actively seeks information about learners' strengths, needs, and interests and incorporates this information into learning experiences for the whole class, groups of learners, and individual students.

**\*Performance Indicator 2.1** The candidate **develops and applies understanding of learners' commonalities and individual differences within and across diverse communities** as evidenced by inclusive **learning experiences** that enable each learner to meet high standards. (InTASC 1, 2; VDOE 1,6)

**Examples:** Obtains information about learner differences through formal records, consultations with colleagues, or information from parents and students; seeks learner input about preferences and interests; participates in conferences or child study meetings; adjusts lesson plans or lesson delivery to meet student needs.

**Possible data sources:** lesson plans, observations, journal reflections

#### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate develops and applies understanding of learners' commonalities and individual differences.

**1 Developing** - The candidate applies general information about second language acquisition, exceptional needs, and/or learners' prior educational experiences. The candidate implements some approaches to learning that engage learner preferences or provide needed supports. The candidate is aware of interventions, modifications, and accommodations required by IEPs, 504 plans, and/or other student support plans, but may need reminders to implement those requirements.

**2 Competent** - The candidate collects specific information about second language acquisition, exceptional needs, and/or prior educational experiences related to learners in the classroom in preparation for instructional planning and delivery. The candidate incorporates multiple approaches to learning that engage learner preferences and provide needed supports enabling each learner to meet high standards. The candidate consistently applies interventions, modifications, and accommodations required by IEPs, 504 plans, and/or other student support plans.

**3 Accomplished** - The candidate demonstrates mastery of all the indicators at the Competent level consistently and independently, using a variety of sources, including student input, to develop deep knowledge of learners' characteristics. In addition to consistent implementation of all forms of student support plans, the candidate identifies additional materials, resources, or technology that address exceptional learning needs including disabilities and giftedness.

**\*Performance Indicator 2.2:** The candidate uses understanding of individual differences, diverse cultures, and communities to ensure culturally inclusive and responsive learning environments. (InTASC 2, 3; VDOE 6)

**Definitions:** Examples of **social and cultural diversity** include, but are not limited to, gender, race, ethnicity, language, ability, and socioeconomic status. **Accessibility** allows individuals with diverse abilities to experience similar benefits and ease of use with spaces, materials, and technology.

**Examples:** Incorporates primary language resources into instruction; classroom materials include texts and images representing all forms of diversity present in the classroom; learners are encouraged to use their primary language or language modality (e.g., sign language, AAC) to facilitate and transfer learning; celebrations are inclusive of varied cultures and beliefs; physical spaces, materials, and technology are accessible to all students

**Possible data sources:** observations, journals/reflections, lesson materials

### Performance Level Descriptors

**0 Not Observed** - There is little to no evidence that the candidate uses understanding of individual differences or diverse cultures and communities to ensure a culturally inclusive and responsive learning environment.

**1 Developing** - The candidate identifies the presence or absence of texts, materials, and learning experiences that represent individual, social, and cultural diversity. The candidate describes varied communication strategies that may be needed by students and/or families but is not consistent in using them. The candidate identifies factors influencing the accessibility of spaces, materials, or technology.

**2 Competent** - The candidate uses texts, materials, and learning experiences that represent individual, social, and cultural diversity and uses those to foster inclusivity. The candidate consistently uses communication strategies that are inclusive of the language, ability, cultural, social, and literacy needs of students and/or families. The candidate adjusts classroom spaces, materials, and available technology to

be fully accessible to all students.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate identifies, analyzes, selects, and uses texts, materials, and learning experiences that represent and foster inclusivity. The candidate proactively designs accessible spaces, materials, and/or technology experiences.

**\*Performance Indicator 3.1** The candidate collaborates with others to **build a positive learning climate** marked by respect, rigor, and responsibility. (InTASC 3; VDOE 6)

**Definitions:** *Collaboration involves the candidate intentionally working with at least one other person (e.g., colleague, administrator, student, family member), with all parties sharing ideas related to building a positive learning environment.*

**Examples:** *clearly and positively stated expectations; candidate acknowledges positive behaviors and teaches alternatives to behaviors of concern; students assist in developing expectations or resolving concerns*

**Possible data sources:** *observations, journals/reflections*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses strategies to build a positive learning climate.

**1 Developing** - The candidate describes expectations for a safe and positive learning environment but may be inconsistent in communicating or reinforcing expectations with learners. The candidate tells learners what is expected but may not directly engage them in conversations about these expectations. The candidate's verbal and nonverbal communication generally demonstrate respect for each learner.

**2 Competent** - The candidate clearly and consistently communicates expectations for a safe and positive learning environment to learners and other members of the classroom community (e.g., classroom visitors, specialists). The candidate consistently teaches and positively reinforces expectations. The candidate engages students in discussions about expectations and responsibilities. The candidate's verbal and nonverbal communication consistently demonstrates respect for each learner.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate collaborates with learners in establishing expectations for the learning environment and engages learners in sharing expectations in the classroom, and with families and/or the school community. The candidate actively promotes positive peer relationships by modeling and coaching respectful verbal and nonverbal social interactions.

**\*Performance Indicator 3.2** The candidate **manages the learning environment**, whether in person or virtual, to **engage learners actively**. (InTASC 3; VDOE 6)

**Examples:** *Clearly taught routines for transitions to promote safety and efficiency; students are assigned classroom jobs; students have assigned roles for collaborative work; materials are stored in organized and accessible ways; digital resources are organized and readily accessible; students have multiple opportunities to respond to content and in different modalities*

**Possible data sources:** *observations; examples provided by candidate or mentor teacher during conferences*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses strategies for managing the learning environment or actively engaging students in learning.

**1 Developing** - The candidate uses some strategies for organizing time, space, and/or materials to minimize loss of instructional time. The candidate uses activities that promote active learner engagement in some lessons. The candidate may periodically use varied grouping structures.

**2 Competent** - The candidate consistently organizes and uses resources (e.g., time, space, and materials) to promote learner engagement and minimize loss of instructional time. The candidate uses a variety of whole group, small group, and individual learning activities with the intention of promoting learner engagement. The candidate provides opportunities for learners to use interactive materials and/or technologies.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently to make full use of instructional time. In addition, the candidate actively engages learners in organizing and managing time, space, and/or materials in the learning environment. The candidate implements strategies to promote learner self-direction.

### **Narrative Discussion for Learners & the Learning Environment:**

What strengths does the candidate have related to understanding and applying knowledge of developmental patterns and diverse learners' characteristics? How do these strengths result in meeting learner needs or creating a positive, inclusive learning environment?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

### **CONTENT KNOWLEDGE & APPLICATIONS - InTASC Standards 4 & 5**

Focus: The candidate understands the grade or content area standards and effective methods or strategies for engaging learners in the work of the content area. The candidate uses content knowledge and teaching practices associated with the content area(s) to create deeply meaningful learning experiences for learners.

**\*Performance Indicator 4.1** The candidate understands the central concepts of the discipline(s), relationships between those concepts, and tools of inquiry used to help students build meaningful knowledge of the discipline(s). (InTASC 4, VDOE1)

**Definitions:** *Tools of inquiry* refer to the materials, technology, methods, and strategies used to help learners understand the content area.

**Examples:** *Uses content-specific learning activities associated with the verbs of the standards (e.g., investigate, analyze, compare, create); accurate use of content vocabulary and academic language; documents plan for addressing common misconceptions in lesson plans*

**Possible data sources:** *lesson plans, observations*

#### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate understands the central

concepts of the discipline, or the tools, methods, and strategies used to teach the discipline.

**1 Developing** - The candidate has emerging understanding of the core knowledge of the discipline(s), with some awareness of how different facts, concepts, and skills within the discipline relate to each other. The candidate may rely heavily on teaching resources to clarify their own understanding. The candidate is generally accurate in communicating concepts, processes, and knowledge associated with content standards to learners. The candidate identifies some effective practices that can be used to teach central concepts.

**2 Competent** - The candidate broadly understands the core knowledge of the discipline(s) and how different facts, concepts, and skills within the discipline relate to each other. The candidate accurately communicates concepts and processes to learners, periodically relying on reliable teaching resources to clarify their own understanding. The candidate identifies one or more best practices from current research that can be integrated into instruction. The candidate begins to anticipate learner needs and/or misconceptions about content and proactively plans explanations, supports, or differentiation to address those needs.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently and demonstrates deep content knowledge. Additionally, the candidate identifies and incorporates best practices derived from current research into multiple instructional activities. The candidate analyzes learner work identifying patterns of misconceptions, then actively seeks out or develops resources to address gaps in learner understanding.

**Performance Indicator 4.2** The candidate creates learning experiences that make content accessible and meaningful for learners to assure mastery of the content. (InTASC 4, VDOE 1)

**Examples:** *Uses multiple representations of content (e.g., text, audio, tactile, graphic/image-based, technology); connects content to prior learning experiences or real-world experiences; students have opportunities to use tools and resources associated with the discipline; candidate provides review of prerequisite skills before teaching new concepts*

**Possible data sources:** *lesson plans; notes added to mentor teacher lesson plans; observations*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate creates learning experiences that make content accessible and meaningful for learners.

**1 Developing** - The candidate primarily uses learning activities developed by the mentor teacher (or others), with minor adjustments. The candidate sometimes connects new concepts to familiar concepts to promote learner connections. The candidate sometimes engages students in actively using tools, resources, or strategies associated with the discipline, but may tend to be more teacher-directed in presenting content.

**2 Competent** - The candidate creates learning experiences that incorporate multiple representations and explanations of content. Instruction is systematically sequenced providing instruction or review of prerequisite skills before new concepts are introduced. The candidate links new concepts to familiar concepts to promote learner connections. The candidate actively engages students in using tools, resources, and strategies associated with the discipline. The candidate creates scaffolded opportunities for learners, including those with

diverse abilities and linguistic backgrounds, to use content vocabulary and demonstrate knowledge.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. Additionally, the candidate engages learners in identifying connections between prior learning and new concepts. The candidate guides learners in critical thinking processes and provides scaffolding to support all learners in communicating complex thinking (e.g., explanation, analysis, synthesis).

**Performance Indicator 5.1** The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues. (InTASC 5, VDOE 3)

**Definitions:** *Interdisciplinary themes* may include traditional cross-content connections (e.g., history and language arts), or broader disciplinary connections such as technology, financial literacy, health, communication, environmental issues, or civic engagement.

**Examples:** *Applied approaches to learning (problem-based, inquiry-based, project-based); students encouraged to respectfully share ideas, opinions, and experiences.*

**Possible data sources:** *lesson plans, observations, journals/reflections; goals*

#### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate connects concepts, varied perspectives, and interdisciplinary themes to real-world applications of content.

**1 Developing** - The candidate occasionally uses instructional materials and/or activities that expose learners to a variety of perspectives, such as the ideas, opinions, or experiences of their peers. The candidate occasionally provides examples of real-world applications for concepts.

**2 Competent** - The candidate regularly uses instructional materials and/or activities that expose learners to a variety of perspectives (e.g., peers, varied media/multimedia resources, different theories of the discipline). In some lessons, the candidate identifies relationships between content-specific concepts and other disciplines or interdisciplinary themes. The candidate engages learners in applying knowledge and skills to address real-world issues.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate analyzes, selects, and uses instructional materials and/or activities designed to expose learners to a variety of perspectives. The candidate frequently engages learners in applying knowledge and skills to address real-world issues.

**Performance Indicator 5.2** The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (InTASC 5, VDOE 3)

**Definitions:** *Local and global issues* refer to developmentally appropriate contexts in which students could apply content knowledge or skills beyond the classroom.

**Examples:** *Uses leveled prompts and/or probing questions to guide learners in critical thinking and problem solving; learners communicate learning in a variety of formats (e.g.,*



*verbal, written, creative); learners collaborate to gather, organize, evaluate, and/or communicate information from a variety of resources; provides guidance for respectful communication and collaboration behaviors; think-pair-share; Socratic seminars*

**Possible data sources:** observations, lesson plans

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate engages learners in critical thinking, creativity, collaboration, or communication.

**1 Developing** - The candidate occasionally implements learning experiences that guide learners in using communication skills and either critical thinking or creativity. The candidate sometimes uses partner or small-group work to promote collaboration and communication.

**2 Competent** - The candidate creates multiple learning experiences that guide learners in using critical thinking, creativity, and communication skills to address authentic issues. The candidate regularly engages students in activities that promote collaboration. The candidate provides opportunities for learners to demonstrate their learning in varied and creative ways (e.g., speaking, writing, model making, visual representations; individually or in groups).

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate creates learning experiences in which learners apply critical thinking, creativity, and/or communication skills to authentic issues that exist beyond the classroom. The candidate structures collaborative interactions in which learners ask questions and respectfully challenge assumptions.

### **Narrative Discussion for Content Knowledge & Applications:**

What strengths does the candidate have related to understanding and using grade or content area standards or teaching practices associated with the content area(s)? How do these strengths result in meaningful learning experiences for students?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

### **ASSESSMENT, PLANNING, & INSTRUCTION - InTASC Standards 6, 7, & 8**

Focus: Indicators 6.1, 6.2, and 6.3 focus on assessment and analysis of assessment data. Indicators 7.1, 7.2, and 7.3 focus on lesson planning. Indicators 8.1 and 8.2 focus on the delivery of instruction.

**\*Performance Indicator 6.1** The candidate **uses, designs, or adapts multiple methods of assessment** to document, monitor, and support learner progress appropriate for learning goals and objectives. (InTASC 6, VDOE 4, 8)

**Examples:** *Questioning techniques to check student understanding; formative assessments may include candidate monitoring of student verbal responses/conversation, exit tickets, or other work samples; summative assessments may include tests or projects; assessments list standards evaluated*

**Possible data sources:** observations, sample assessments, Impact Study

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses assessment to document, monitor, and support learner progress.

**1 Developing** - The candidate uses existing formative and/or summative assessments. The candidate analyzes assessment data to evaluate the effectiveness of class-wide instruction. The candidate identifies standards and/or learning objectives that are evaluated by an assessment.

**2 Competent** - The candidate uses and designs or adapts classroom **formative and summative assessments**, matching learning objectives to assessment methods. The candidate analyzes data from multiple types of assessments to draw conclusions about learner progress toward learning objectives and/or standards. The candidate analyzes assessment data in ways that identify needs of the class and either groups of learners or individual students. The candidate engages in discussions of assessment data to improve instructional practice.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently across a variety of formative and summative assessments. In addition, the candidate systematically analyzes assessment data in ways that identify the needs of the class, groups of learners, and individual students and collaborates with colleagues to jointly identify areas for improved instruction and support.

**Performance Indicator 6.2** The candidate **uses assessment** to engage learners in their own growth. (InTASC 6, VDOE 4, 8)

**Examples:** *Discusses or provides models of quality work; provides rubrics or other clarifications of work expectations; uses portfolios or graphs to provide evidence of student progress; students self-report understanding content during a lesson (e.g., thumbs up/down, self-rating scales)*

**Possible data sources:** *observations; rubrics or checklists created for student work; gradebook, student portfolios, graphs, spreadsheets*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses assessment to engage learners in their own growth.

**1 Developing** - The candidate provides learners with clear directions and expectations for assignments. The candidate grades student work in a timely manner, and occasionally offers feedback identifying strengths or providing suggestions for improvement. The candidate checks learner understanding of newly taught content before asking learners to begin independent work. The candidate is aware of digital or other record keeping systems used by the mentor teacher but may not have direct experience using them.

**2 Competent** - The candidate consistently provides learners with clear directions and performance expectations for assignments to guide learners in producing quality work. The candidate provides learners with constructive feedback, pointing out strengths and offering concrete suggestions for improvement. The candidate provides some opportunities for students to reflect on their learning and/or performance and select next steps for growth. The candidate uses digital and/or other records (e.g., portfolios, grade books, graphs) to accurately monitor learners' progress.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate engages learners in generating criteria for quality work on key assignments and provides individualized constructive feedback that supports learners in recognizing their strengths and identifying opportunities for improvement.

**Performance Indicator 6.3** The candidate **implements assessments** aligned with the purpose of assessment, characteristics of learners, and setting **to minimize bias and enable all learners to display the full extent of their learning**. (InTASC 6, VDOE 4, 8)

**Examples:** *uses formative data to guide instruction in progress; uses summative data to discuss student mastery of taught content; assessments require demonstration of skills or knowledge as stated in the standards (e.g., create, analyze, evaluate, compose)' provides required accommodations and modifications*

**Non-example:** *describing learners' understanding of content based on an assessment that is not in their primary language; administering a test without required accommodations*

**Possible data sources:** *observations, lesson plans, sample assessments*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate implements assessments aligned with the purpose of assessment, characteristics of learners, or setting.

**1 Developing** - The candidate uses some formal and/or informal assessments to evaluate student performance. Some elements of the assessments align with learning objectives in content and complexity but there may not be full alignment. The candidate occasionally considers the appropriateness of the assessment method in relation to the purpose of assessment (e.g., formative, summative, diagnostic), learner characteristics, or setting (e.g., in-person or virtual).

**2 Competent** - The candidate uses a variety of formal and informal assessments that accurately represent student performance of learning objectives and/or standards. The candidate consistently implements required assessment accommodations for learners with disabilities and language learning needs. The candidate selects and implements assessment strategies that are appropriate for the purpose of assessment (e.g., formative, summative, diagnostic), learner characteristics, and setting (e.g., in-person or virtual). The candidate uses assessment results in the ways they were intended to be used (e.g., to guide instructional decisions, assess mastery of content).

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate consistently modifies classroom assessments and testing conditions to enable all learners, including those with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills. The candidate identifies and advocates for learners who may need accommodations, modifications, or adaptations to fully demonstrate their learning.

**Performance Indicator 7.1** The candidate **selects, creates, and sequences learning experiences and performance tasks** that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (InTASC 7, VDOE 2)

**Definitions:** **Cross-disciplinary skills** are those which can be applied across subject areas to promote deep exploration of content. Examples include critical thinking, problem solving,

collaboration, effective oral & written communication, accessing & analyzing information, etc. The **Essentialized Standards of Learning** were formerly called the Aligned Standards of Learning. These are used by students accessing the adapted curriculum.

**Examples:** Lesson plans include Standards of Learning (or Essentialized Standards of Learning); lesson objectives are aligned with stated standards, and evidence of cross-disciplinary skills

**Possible data sources:** lesson plans, unit plans, journals/reflections describing planning processes; the presence of certain teaching behaviors during lesson implementation imply planning

### Performance Level Descriptors

**0 Not Observed** - There is little to no evidence that the candidate selects, creates, or sequences learning experiences aligned with the content standards.

**1 Developing** - The candidate plans some learning activities aligned with standards or learning objectives selected by the mentor teacher. Learning activities are generally well aligned with the stated learning outcome.

**2 Competent** - The candidate consistently uses the Standards of Learning (or Essentialized Standards of Learning) and other resources (e.g., pacing guides, essential knowledge documents) to select measurable learning objectives for daily and unit plans. The candidate plans some learning activities that include cross-disciplinary skills. The candidate plans and sequences learning experiences to be well-aligned with learning objectives and make the content relevant to learners.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate's plans document adjustments to learning objectives and/or the sequence of instruction based on the progression of students in the class. The candidate plans a variety of learning experiences that integrate cross-disciplinary skills aligned with the experience, needs, and interests of individuals and groups of learners. The candidate's plans include opportunities for learner choice.

**\*Performance Indicator 7.2** The candidate **plans instruction based on information from formative and summative assessments** as well as other sources and systematically adjusts plans to meet each student's learning needs. (InTASC 7, VDOE 2)

**Examples:** Notes on weekly plans or units indicating adjustments to be made based on student progress or data; Use of varied student groupings to support differentiation or engagement based on formal or informal assessment; language objectives and/or IEP goals are documented on lesson plans

**Possible data sources:** lesson plans, candidate journals or reflections describing planning processes; observations of teaching

### Performance Level Descriptors

**0 Not Observed** - There is little to no evidence that the candidate plans instruction based on formative and summative assessments or other sources of information about learners.

**1 Developing** - The candidate makes adjustments to mentor-provided lesson plans based on formal or informal assessment data. The candidate develops some plans for whole-class or

small group instruction using assessment data or other sources of information about learners' development, prior learning, or interests.

**2 Competent** - The candidate consistently plans whole-class instruction using formative and summative data and other sources of information about learners' development, prior learning, and/or interests. The candidate also uses assessment data and other sources of information to identify groups of learners with similar strengths or needs and to design supports or acceleration opportunities for those groups. The candidate makes adjustments to lesson plans, as needed, based on formative data.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently and planning is informed by analysis of assessment data for the whole class, various groupings of learners, and individual students. The candidate uses data from formative assessments to adjust instruction in the moment, modifying planned supports and/or offering acceleration for individuals and groups of learners.

**Performance Indicator 7.3** The candidate **plans instruction by collaborating** with colleagues, specialists, community resources, families, and learners **to meet individual learning needs**. (InTASC 7, VDOE 2)

***Examples:** Observes child-study or IEP meetings; discusses student needs with mentor teacher, colleagues, or specialists; obtains information students about learning needs or preferences and incorporates information into lesson planning*

***Possible data sources:** candidate journals/reflections, lesson plans*

#### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate plans instruction by collaborating with others to meet individual learning needs.

**1 Developing** - The candidate recognizes varied patterns of learning in the classroom and collaborates with the mentor teacher to add needed supports to existing lesson plans.

**2 Competent** - The candidate identifies learners who need intervention or support to improve learning outcomes. The candidate seeks assistance from colleagues, specialists, learners, and/or families to identify resources and strategies, which are then incorporated into planning to meet learner needs.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, identifying both individuals and groups of learners with specific learning needs. In addition, the candidate collaborates with specialists, colleagues, learners, and/or families to plan specific interventions to improve learning outcomes. The candidate collaborates with families and/or community members to identify additional resources and utilizes those resources to support learner goals.

**Performance Indicator 8.1** The candidate **uses a variety of instructional strategies** and makes learning accessible to all learners. (InTASC 8, VDOE 3)

***Definitions:** **Research-supported methods** are strategies and resources with published evidence of effectiveness for teaching the content area or skill to learners with similar characteristics to those with whom the method will be used.*

**Examples:** States lesson objectives in student-friendly language; establishes a clear purpose for learning; provides choices of materials or topics; asks questions beyond “Do you have any questions?” to check understanding; has students summarize or explain learning; provides sentence starters or other cues to support communication; provides frequent opportunities for students to discuss or manipulate content

*Possible data sources: observations, lesson plans*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses a variety of instructional strategies to make learning accessible to all learners.

**1 Developing** - The candidate shares the learning objective, but not always in a way that is meaningful to learners. Most of the learning experiences implemented by the candidate align with the stated learning objective. The candidate implements some research-supported methods and uses some standards-based vocabulary when delivering instruction. The candidate performs some checks for understanding during instruction. The candidate sometimes provides closure to lessons highlighting critical concepts, skills, or applications of content.

**2 Competent** - The candidate consistently makes the learning objective(s) explicit and understandable to the learners when opening a lesson. Learning experiences align with stated learning objectives. The candidate uses research-supported methods, varied instructional tools (including available technology), standards-based vocabulary, and academic language when delivering instruction. The candidate checks for understanding, uses varied levels of questioning, supports learner communication, and encourages all learners to be actively engaged in learning activities. The candidate consistently provides closure to lessons highlighting critical concepts, skills, or applications of content.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate makes the learning objective(s) relevant to the learners when opening a lesson. The candidate takes on a variety of roles in the instructional process, acting at times as instructor, facilitator, coach, and/or learner in response to the content and purpose of instruction. The candidate offers learners choices for engaging with content. The candidate consistently engages learners in highlighting critical concepts, skills, or applications when closing lessons.

**Performance Indicator 8.2** The candidate **actively engages learners** in developing deep understanding of content areas, making connections across content, and applying content knowledge in meaningful ways. (InTASC 8, VDOE 3)

**Examples:** uses probing questions or leveled cues to guide students in critical thinking and problem solving; engages learners in using text, technology, media, manipulatives, etc.; uses choice boards for assignments/projects; prompts and coaches respectful discussions; teaches students to use planners, goal setting

*Possible data sources: observations*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate actively engages learners in developing deep understanding of content areas, making connections across content, or

applying content in meaningful ways.

**1 Developing** - The candidate helps learners use a few resources and tools to access and/or organize information. The candidate consistently provides answers to learner questions or problems rather than using questioning or prompts to guide learners through critical thinking or problem solving. The candidate engages students in using a small set of communication methods to demonstrate understanding. The candidate intervenes when disrespectful interactions are present but may not be consistent in proactively teaching or reinforcing expected interactions for learning activities.

**2 Competent** - The candidate helps learners use a variety of resources and tools, including available technology, to access and organize information related to a learning objective. The candidate uses questioning to elicit critical thinking and application of critical thinking skills, when appropriate for student needs. The candidate models multiple methods for communicating knowledge (e.g., speaking, drawing, creating, graphic organizers, writing) and provides varied methods for learners to communicate their understanding. The candidate supports learner engagement in respectful discussions by establishing, teaching, and reinforcing developmentally appropriate norms (e.g., thoughtful listening, building on others' ideas, questioning for clarification).

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate engages learners in using a wide variety of learning skills (e.g., critical and creative thinking, study skills, goal setting, time management) and tools to access, interpret, and apply knowledge. The candidate encourages learners to pose questions that guide individual and/or group exploration of content. The candidate encourages learners to demonstrate understanding of content and/or processes in multiple ways. The candidate creates collaborative learning experiences and group discussions in which students learn from and with each other.

**Narrative Discussion for Assessment, Planning, & Instruction:** What strengths does the candidate have related to conducting assessment, using assessment data, lesson planning, or delivering instruction? How do these strengths result in student progress toward high standards?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

### **PROFESSIONAL RESPONSIBILITY - InTASC Standards 9 & 10**

Focus: The candidate demonstrates commitment to professional learning, legal and ethical responsibilities, and classroom leadership. ***Indicators in this section do not impact the internship course grade.***

**Performance Indicator 9.1** The candidate **engages in continuous professional learning** to meet the needs of each learner more effectively. (InTASC 9, VDOE 7)

**Examples:** Coursework, conferences, Professional Learning Communities, webinars, professional readings

**Possible data sources:** Goal sheets, journals/reflections

#### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate engages in professional

learning to meet the needs of learners more effectively.

**1 Developing** - The candidate participates in required coursework or professional development. The candidate incorporates learning into instructional practice.

**2 Competent** - The candidate identifies and evaluates professional strengths and weaknesses and sets goals for improvement. The candidate utilizes multiple resources to engage in group or individual learning to address specific professional growth needs. The candidate incorporates learning into instructional practice.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate uses self-reflection and feedback (e.g., from mentor teacher, university supervisor) to establish measurable professional learning goals. The candidate actively engages in a variety of professional learning experiences that expand understanding of learner development and diverse learning needs.

**Performance Indicator 9.2** The candidate **uses evidence to continually evaluate the effects of their decisions** on others and **adapts professional practices** to better meet learners' needs. (InTASC 9, VDOE 7)

***Examples:** Reflects on lesson delivery or student data to identify areas for professional growth; establishes goals aligned with feedback from colleagues; increases or changes a communication strategy to address an identified need*

***Possible data sources:** journals/reflections; conferences; goal sheets*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate evaluates the effects of decisions on others or adapts professional practices to meet learners' needs.

**1 Developing** - The candidate completes required written reflections but may not make accurate or specific connections between their own behaviors and the impact on learners. The candidate develops general goals for professional growth.

**2 Competent** - The candidate observes and reflects upon learner responsiveness to instruction using learner performance data and feedback from colleagues (e.g., mentor teacher and supervisor) to set specific goals related to meeting learner needs. The candidate identifies specific events in which their actions directly impacted learners, colleagues, and/or community members and uses that information to guide future practice.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate actively seeks out and reflects upon a wide range of data (e.g., learner performance data; feedback from families, students, peers, colleagues) to evaluate the impact of their individual actions on learners. The candidate also collaborates with colleagues to mutually give, receive, and analyze the effects of their collective actions and to improve practice.

**Performance Indicator 9.3** The candidate practices the profession in an ethical manner. (InTASC 9, VDOE 7)

***Examples:** Uses pseudonyms or generic descriptors when writing about placement in coursework assignments; only uses school-issued technology for instructional purposes.*



**Possible data sources:** *observation of instruction or interaction with colleagues; written work; journals/reflections*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate practices in an ethical manner.

**1 Developing** - The candidate is aware of College of Education, school division, and school codes of conduct, including ethical use of technology, but may need guidance in implementing these requirements. The candidate generally maintains confidentiality when discussing or writing about students, families, educators, and schools.

**2 Competent** - The candidate acts in accordance with the College of Education, school division, and school codes of conduct and/or professional standards, including ethical use of technology. The candidate maintains confidentiality when discussing or writing about students, families, educators, and schools. The candidate is mindful of perceptions and biases which may impact the fairness and equity of decisions and seeks resources to deepen understanding of cultural, ethnic, gender, socio-economic, and/or ability differences among learners and their communities. The candidate seeks to build a supportive environment for all learners.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate is deeply knowledgeable of laws and policies related to learners' rights and teachers' responsibilities. The candidate collaborates with colleagues in exploring and making ethical decisions and adhering to professional standards. The candidate anticipates how information and/or technology might be used unethically and takes steps to prevent misuse. The candidate is intentional in seeking opportunities to deepen understanding of cultural, ethnic, gender, socio-economic, and/or ability differences and applying learning to design and implement strategies to better meet the needs of learners.

**Performance Indicator 10.1** The candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (InTASC 10; VDOE 7)

**Examples:** *Websites, newsletters, e-mail or in-person communication; participation on planning teams, PLCs, or child study meetings; observing IEP meetings*

**Possible data sources:** *sample communication; journals/reflections*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the learner collaborates with others to ensure learner growth.

**1 Developing** - The candidate attends one or more instructional team meetings but may have limited active participation. The candidate uses information from a variety of individuals to plan for learners' academic and/or social-emotional growth.

**2 Competent** - The candidate actively participates in at least one instructional team (e.g., the mentor/intern/university supervisor team, grade-level planning teams, PLCs, child-study team), and uses information from those collaborations to plan for learners' academic

and social-emotional growth. The candidate elicits information about learners from learners, family members, and/or other professionals to guide actions. The candidate communicates with learners, family members, and/or the school community about learner progress or learning activities using technology or other forms of communication. Oral and written communication include professional language, vocabulary, and grammar.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate collaborates with other members of the school community to identify and share community resources that may enhance student learning and/or family well-being (i.e., through newsletters, websites).

**Performance Indicator 10.2** The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning. (InTASC 10; VDOE 7)

**Examples:** *leads small or whole group instruction; supervises students in a variety of settings; handles attendance/lunch counts; practices required drills with students; teaches mentor teacher or other colleagues how to use a specific tool or strategy*

**Possible data sources:** *lesson plans, observations, journals/reflections*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate engages in classroom leadership or takes responsibility for student learning.

**1 Developing** - The candidate is becoming increasingly responsible for some aspects of class routines, student safety, and or learning, but has not reached the 75% mark.

**2 Competent** - The candidate assumes leadership in the classroom, demonstrating responsibility for student safety and learning for 75% - 100% of the instructional day for multiple weeks. The candidate shares plans with the mentor teacher and university supervisor and invites feedback.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate contributes to the growth of other education professionals (e.g., other interns, mentor teachers, specialists, paraprofessionals) by sharing practices, tools, and/or strategies. The candidate actively engages in professional behaviors that contribute to a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed.

**Narrative Discussion for Professional Responsibility:** What strengths does the candidate have related to demonstrating commitment to professional learning, legal and ethical responsibilities, or classroom leadership?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

### **TECHNOLOGY INTEGRATION - 8VAC20-25-30**

Focus: The candidate utilizes technology for assessment, instruction, and communication. ***This section will only be utilized for candidates who have consistent access to technology in their school placements. Questions in this section do not impact the internship course grade.***

**Performance Indicator 11.1** The candidate designs and implements technology-enhanced learning experiences that engage diverse learners in a variety of educational settings. (InTASC 8; VDOE 2,3; 8VAC20-25-30)

**Examples:** *Learners actively manipulate objects/content on interactive white boards or shared digital platforms (e.g., Google slides, Jamboard); students create projects using digital media tools; students collaborate to conduct research using web-based tools*

**Possible data sources:** *observations, lesson plans*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses technology as an instructional tool.

**1 Developing** - The candidate uses instructional technology to present content and occasionally provides students with direct opportunities to physically interact with the technology. Most technology use is candidate driven.

**2 Competent** - The candidate designs and implements learning experiences in which students actively engage with technology to enhance learning. Selected technology is developmentally appropriate for both the class as a whole and individual learners.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, using a wide range of technology-enhanced learning activities. The candidate uses technology in whole class experiences, and to create meaningful and accessible instruction for small groups and individual learners.

**Performance Indicator 11.2** Digital tools are used to monitor learner progress, and to guide candidate and learner decision-making through multiple methods of assessment. (InTASC 6; VDOE 2,3; 8VAC20-25-30)

**Examples:** *Formal digital assessments such as STAR testing, MAP assessments, EasyCBM, common formative assessments; informal assessments using Kahoot!, interactive slide decks, Pear Decks*

**Possible data sources:** *observations, sample assessments*

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses digital tools to assess students.

**1 Developing** - The candidate has used one type of digital tool to evaluate student learning. Data from the digital tools provide limited information to guide instructional decision making.

**2 Competent** - The candidate uses a variety of digital tools to monitor learner progress, and consistently uses data collected through those tools to guide instructional decision making. The candidate guides learners in understanding the outcomes of some digital assessments.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, using an extensive repertoire of digital tools to monitor

learner progress, including those that have been selected or adapted for individual learners. The candidate uses data collected through those tools to make instructional decisions and frequently includes learners in the decision making process.

**Performance Indicator 11.3** The candidate uses educational technologies for communication and presentation with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (InTASC 10, VDOE 2,3,4; 8VAC20-25-30)

**Examples:** Email; class websites; slide decks/PowerPoint presentations for learners, families, or colleagues; Learning Management Systems; Class Dojo

**Possible data sources:** observations, sample communication documents

### **Performance Level Descriptors**

**0 Not Observed** - There is little to no evidence that the candidate uses available digital tools to communicate with colleagues, families, school professionals or learners in a professional manner.

**1 Developing** - The candidate periodically uses available digital tools to communicate with colleagues, families, colleagues, school professionals, or community members about learning activities or learner growth. The candidate may need direct guidance from the mentor candidate to ensure that digital communications have a professional tone and appearance.

**2 Competent** - The candidate consistently uses available digital tools to communicate with learners, families, colleagues, school professionals, and/or community members about learning activities and learner growth. All digital communication has a professional tone and appearance.

**3 Accomplished** - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, using a variety of digital tools to communicate with multiple stakeholders about learning activities and learner growth. The candidate identifies and utilizes new digital tools to increase communication with stakeholders or address specific communication challenges.

### **Narrative Discussion for Technology Integration:**

What strengths does the candidate have related to use of technology for assessment, instruction, or communication?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

## Appendix D: Internship Impact Study Rubric

### IMPACT STUDY RUBRIC

|   |  |  |   |  |
|---|--|--|---|--|
| Intern  |  |  | Date Resubmitted to University Supervisor |  |
| Evaluated by                                      |  |  | Re-evaluated by                           |  |
| Date of Evaluation                                |  |  | Date of Re-evaluation                     |  |
| Date Returned to Intern for Revision (if needed): |  |  |   |  |

#### Definitions:

- **Accomplished** – All components are present to a degree that reflects knowledge and application beyond the level expected of a highly-qualified first year teacher.
- **Competent** – All components are present to a degree that reflects the expected knowledge and application of a first-year teacher.
- **Developing** – Included components reflect emerging understanding of knowledge and application skills expected of a first-year teacher.
- **Not Observed** – Components are missing or inaccurate.

Candidates must perform at the competent level for all indicators to meet the requirements of the Impact Study.

| Category 1<br>Demographic<br>Information   | Accomplished   | Competent   | Developing   | Not Observed | First<br>Submission<br>Rating | Revised<br>Submission<br>Rating |
|--|--|---|--|--------------|-------------------------------|---------------------------------|
| <b>Demographic Profile</b><br>The candidate has knowledge of the socio-cultural context of the community, school, and classroom and understanding of how the context influences learners and the learning environment. | The profile thoroughly describes with multiple examples, the characteristics of the community, school, and classroom. The reflection makes specific connections between the demographic data for this group of learners and instructional planning | The profile thoroughly describes with multiple examples the characteristics of the community, school, and classroom. The profile includes a reflection on how this information informs overall instructional planning to create inclusive learning experiences. | The profile provides a description of the community, school, and classroom but does not explain, using related data, how to incorporate learners' experiences, cultures, and community resources into instruction. |              |                               |                                 |

|   |  |   |   |  |  |  |
|---|--|---|---|--|--|--|
| InTASC Standard 2:<br>Learning Differences  | considerations that will<br>lead to inclusive<br>learning experiences.   |   |   |  |  |  |
| <b>Category 2<br/>Unit Plan</b>   | <b>Accomplished</b>  | <b>Competent</b>  | <b>Developing</b>   | <b>Not Observed</b>  | <b>First<br/>Submission<br/>Rating</b> | <b>Revised<br/>Submission<br/>Rating</b> |
| <b>Goals/Objectives<br/>for the Unit</b><br><br>The candidate<br>identifies measurable<br>learning objectives,<br>aligned with the<br>Virginia Standards of<br>Learning, for<br>instruction based on<br>formative and<br>summative<br>assessment data,<br>prior learner<br>knowledge, and<br>learner interest.<br><br>InTASC Standard 7:<br>Planning for<br>Instruction | The plan specifies<br>learning objectives<br>from the Virginia<br>Standards of Learning<br>(Virginia Essentialized<br>Standards of Learning,<br>as applicable). KUDs<br>are provided for the<br>unit, are clearly aligned<br>with the standards and<br>are developmentally<br>appropriate to the<br>learner. A rationale is<br>provided clearly<br>explaining the<br>selection of objectives<br>and how objectives<br>support the<br>achievement of<br>learning goals. | The plan specifies<br>learning objectives<br>from the Virginia<br>Standards of Learning<br>(Virginia Essentialized<br>Standards of Learning,<br>as applicable). KUDs<br>are provided for the<br>unit, are clearly aligned<br>with the standards, and<br>are developmentally<br>appropriate to the<br>learner. | The plan specifies<br>learning objectives that<br>are not well aligned<br>with the Virginia<br>Standards of Learning<br>(or Virginia<br>Essentialized<br>Standards of Learning,<br>as applicable) and/or<br>the relationship of the<br>learning objectives to<br>learners' educational<br>needs is missing or<br>unclear. | The plan does not<br>identify learning<br>objectives, KUDs,<br>and/or Virginia<br>Standards of Learning<br>(Virginia Essentialized<br>Standards of<br>Learning, as<br>applicable). |  |  |
| <b>Unit Pre and Post<br/>Assessment Plan</b><br>The plan includes<br>pre-and post-<br>assessment of<br>student knowledge to<br>make instructional<br>decisions.   | The pre/post-<br>assessment evaluates<br><i>all learning</i> objectives.<br>A rationale is provided<br>for how data from the<br>pre/post will be used to<br>evaluate achievement<br>and growth.  | The pre/post-<br>assessment evaluates<br>at least 80% of learning<br>objectives. A rationale<br>is provided for how<br>data from the pre/post<br>assessment will be<br>used to evaluate   | The pre/post-<br>assessments are<br>aligned to evaluate<br>fewer than 80% of the<br>learning objectives OR<br>no rationale is<br>provided for how the<br>data will be used to   | The pre/post-<br>assessments are not<br>described in sufficient<br>detail to know what is<br>assessed and/or are<br>not included.  |  |  |

|   |   |  |   |   |  |  |
|---|---|--|---|---|--|--|
| InTASC Standard 6:<br>Assessment  | Pre- and Post-test measures are included in the appendix.   | achievement and growth. Pre- and Post-test measures are included in the appendix.  | describe achievement and growth.  |   |  |  |
| <b>Unit Formative Assessment Plan</b><br>The candidate designs a plan that evaluates all learning objectives and includes both formative and summative assessments.<br><br>InTASC Standard 6:<br>Assessment | Formative assessments are clearly described and provided. Formative assessments are aligned with all learning objectives in the unit. Every lesson has a formative assessment. A detailed explanation provides information about how specific formative assessment data can be used to make specific instructional adjustments. | Formative assessments are clearly described and provided. Formative assessments are aligned with learning objectives for more than 50% of the lessons in the unit. An explanation is provided to indicate how formative data will be used to guide instructional planning. | Formative assessments are clearly described or provided. Formative assessments are aligned with learning objectives for fewer than 50% of the lessons in the unit. OR The formative assessment plan includes no explanation of how formative data will be used to guide instructional planning. | The formative assessments are not described in sufficient detail to know what is being assessed and the formative assessments are not included. |  |  |

| Category 3<br>Data Analysis &<br>Conclusions   | Accomplished   | Competent   | Developing   | Not Observed   | First<br>Submission<br>Rating | Revised<br>Submission<br>Rating |
|--|--|---|--|--|-------------------------------|---------------------------------|
| <b>Data Analysis - Data</b><br>The analysis of the data is fully aligned with learning goals providing a comprehensive profile of student learning for the whole class including the use of data charts to analyze data for individual students and groups of students.<br><br>InTASC Standard 7. Professional Learning and Ethical Practice | Data analysis is thorough and includes all the following components: <ul style="list-style-type: none"> <li>• graphic representation</li> <li>• narrative discussion,</li> <li>• analysis for individual, small group, or whole group,</li> <li>• growth and achievement data</li> <li>• rationale for how data were analyzed by groups</li> </ul> | Data analysis is thorough and includes the following components: <ul style="list-style-type: none"> <li>• graphic representation</li> <li>• narrative discussion,</li> <li>• analysis for individual, small group, or whole group</li> <li>• growth and achievement data</li> </ul> | Data analysis is present, but is missing one or two of the following: <ul style="list-style-type: none"> <li>• graphic representation</li> <li>• narrative discussion,</li> <li>• analysis for individuals, small groups, or whole group</li> <li>• growth and achievement data</li> </ul> | The analysis of the data is missing three or more of the following: <ul style="list-style-type: none"> <li>• graphic representation</li> <li>• narrative discussion,</li> <li>• analysis for individuals, small groups, or whole group</li> <li>• growth and achievement data</li> </ul> |                               |                                 |
| <b>Data Analysis - Conclusions</b><br>The analysis of data is used as evidence to support conclusions about student growth and achievement of learning objectives.<br><br>InTASC Standard 6 Professional   | The candidate draws logical conclusions about growth and achievement of the learning objectives for the whole group, small groups, and individual learners. Conclusions are supported by multiple specific examples from the data.   | The candidate draws logical conclusions about growth and achievement of the learning objectives for the whole group, and small groups. Conclusions are supported by multiple specific examples from the data.   | The candidate draws logical conclusions about whole group growth or achievement but may not make clear connections to specific learning objectives. General statements about the data are used to support the conclusions.   | The candidate makes inaccurate conclusions about student growth or achievement. OR Data are not used to support the conclusions.   |                               |                                 |



|  |   |   |   |  |                                |                                  |
|--|---|---|---|--|--------------------------------|----------------------------------|
| Learning and Ethical Practice  |   |   |   |  |                                |                                  |
| <b>Category 4 Reflection</b>   | <b>Accomplished</b>   | <b>Competent</b>  | <b>Developing</b>   | <b>Not Observed</b>  | <b>First Submission Rating</b> | <b>Revised Submission Rating</b> |
| <b>Reflection Effective Instruction</b><br>The candidate connects instruction, learning goals, and assessment results in the discussion of student learning and effective instruction.<br><br>InTASC Standard 7. <i>Professional Learning and Ethical Practice</i> | The reflection makes clear connections among instruction, learning goals, and assessment results to consider what did and did not work well related to classroom planning and practice. Multiple examples to include summative and formative data are provided.   | The reflection makes clear connections among instruction, learning goals, and assessment results to consider what did and did not work well related to classroom planning and practice. Multiple examples are provided.   | The reflection makes connections between instruction and learning goals or assessment to consider what did or did not work well related to classroom planning and practice. Examples are limited or not well connected.   | The reflection does not connect instruction, learning goals, and assessment results in the discussion of student learning and effective instruction. No examples are provided. |                                |                                  |
| <b>Reflection Future Practice</b><br>The candidate reflects upon the outcomes of teaching and learning and applies what was learned to future planning and practice.<br><br>InTASC Standard 9. <i>Professional Learning and Ethical Practice</i>                   | The candidate uses Data Conclusions and Reflection on Effective Instruction to identify logical next steps for planning and instruction. The candidate identifies practices that they will continue to use and practices that they will change for future instruction. The candidate integrates discussion of research-based practices into the rationale for their next steps. | The candidate uses content from the Data Conclusions and Reflection on Effective Instruction to identify logical next steps for planning and instruction. The candidate identifies practices that they will continue to use and practices that they will change for future instruction. | The candidate uses content from the Data Conclusions and Reflection on Effective Instruction to identify logical next steps for planning and instruction. The candidate only describes practices they would continue or practices they would change for future instruction. | The candidate identifies next steps for planning and instruction, but steps are not well-connected to Data Conclusions and Reflection on Effective Instruction.                |                                |                                  |

| <b>Category 5<br/>Writing Quality</b>   | <b>Accomplished</b> | <b>Competent</b>  | <b>Developing</b>  | <b>Not Observed</b>  | <b>First<br/>Submission<br/>Rating</b> | <b>Revised<br/>Submission<br/>Rating</b> |
|---|---------------------|---|--|--|--|--|
| <b>APA Formatting</b><br>The paper meets basic APA formatting requirements as provided in the Impact Study outline. | . Not Applicable    | The paper uses the headings provided in the Impact Study outline. Tables, in-text citations, and the reference list have 1 – 5 APA formatting errors. | The paper uses the headings provided in the Impact Study outline. Tables, in-text citations, and the reference list have 6 – 10 APA formatting errors. | The paper does not use the headings provided in the Impact Study outline. OR Tables, in-text citations, and the reference list have more than 10 APA formatting errors |  |  |
| <b>Mechanics</b><br>The paper is coherent, well-organized, and free from grammar and usage errors.                  | Not Applicable      | The paper has 1- 5 errors in spelling, grammar, capitalization, punctuation, sentence structure, or other mechanics of writing.                       | The paper has 5-9 errors in spelling, grammar, capitalization, punctuation, sentence structure, or other mechanics of writing.                         | The paper has more than 10 errors in spelling, grammar, capitalization, punctuation, sentence structure, or other mechanics of writing.                                |  |  |

## Appendix E: Action Plan Template for Internship

### ACTION PLAN

|                    |                        |
|--------------------|------------------------|
| Intern:            | University Supervisor: |
| School Assignment: | Mentor Teacher:        |

#### 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:

#### PLAN OF ACTION:

Goals:

| Activities/Steps to be Taken | Resources/<br>Persons Needed | Data to be Collected | Timelines/<br>Deadlines | Date(s) Completed |
|------------------------------|------------------------------|----------------------|-------------------------|-------------------|
| 1.                           |                              |                      |                         |                   |
| 2.                           |                              |                      |                         |                   |
| 3.                           |                              |                      |                         |                   |

## 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), 2(o), 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:

| Activities/Steps to be Taken | Resources/<br>Persons Needed | Data to be Collected | Timelines/<br>Deadlines | Date(s) Completed |
|------------------------------|------------------------------|----------------------|-------------------------|-------------------|
| 1.                           |                              |                      |                         |                   |
| 2.                           |                              |                      |                         |                   |
| 3.                           |                              |                      |                         |                   |

## Appendix G: Application for Internship Adjustment

University of  
Mary Washington  
College of Education

### 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):      5-Year              Undergraduate              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: \_\_\_\_\_

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